



Talking Talent: Strategies to Ensure a Quality Teacher for Every Florida Student

Florida Department of Education and TNTP

2019

The Florida Department of Education and TNTP are working together to ensure district leaders have access to diverse and effective resources to secure top talent.



We've got two overarching goals for our time together today.

- Identify and share best practice strategies and resources for recruiting and retaining talent in your districts
- Begin to use the Talent Action Guide to clarify both short and long term priorities for your districts.

Agenda

Florida's Talent Pipeline Landscape

TNTP's Work

Talent Management Best Practices

Workshop

Division of Educator Quality

Bureau of Educator
Certification (BEC)

Bureau of Educator
Recruitment,
Development &
Retention (BERDR)

Bureau of
Standards and
Instructional
Support (BSIS)

Just Read, Florida!
(JRF)

Office of
Professional
Practices Services
(PPS)

Department
Liaison: Education
Practices
Commission (EPC)

“Every Florida teacher and leader is prepared, developed, supported and supervised by educators who make teaching better.”

*“Every day, in every classroom,
every Florida student has access
to a teacher that is as good as the
BEST teacher you ever had.*



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

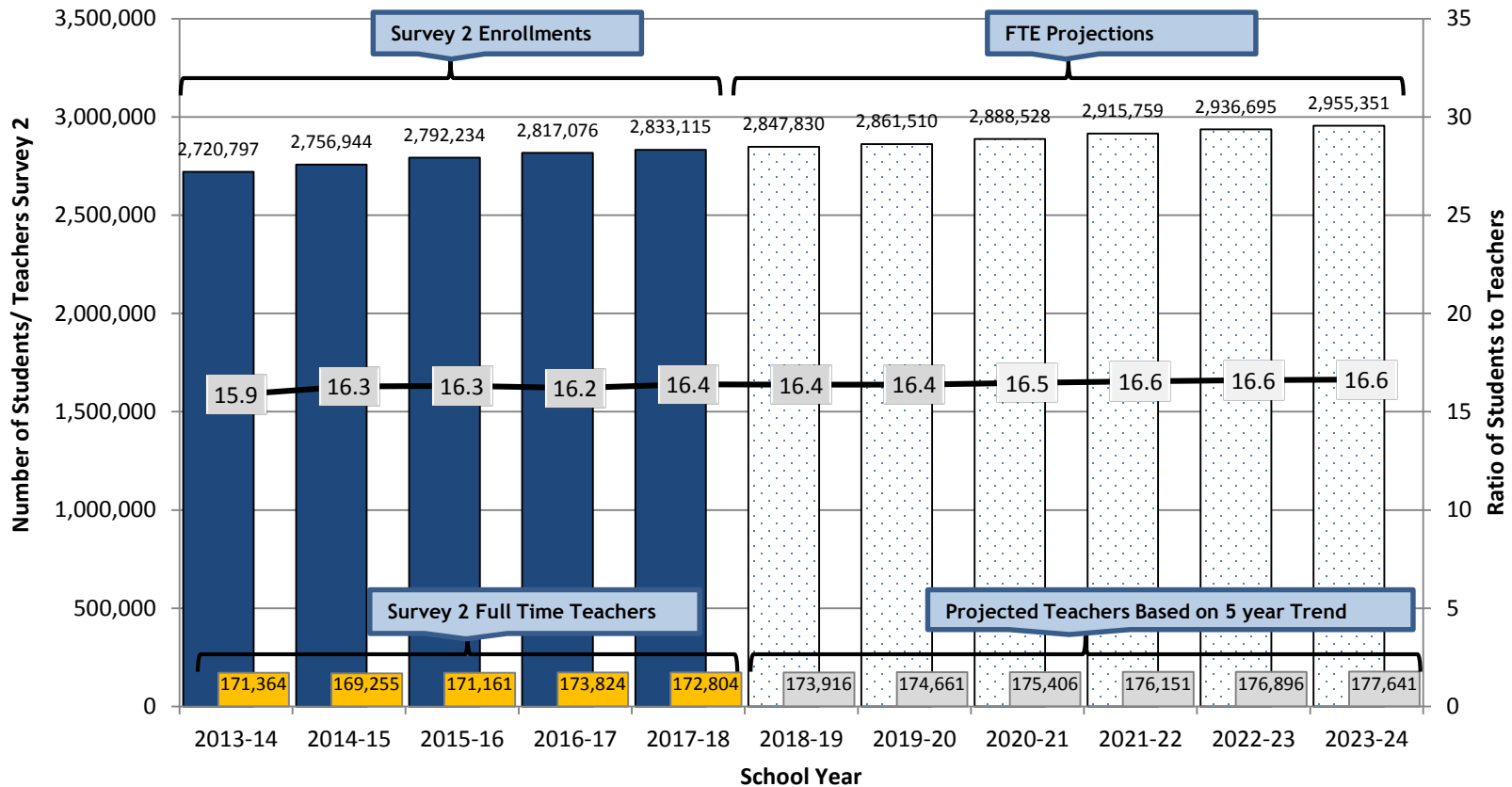
Setting the Stage with Data

All districts surveyed on the number of Day 1 Vacancies:

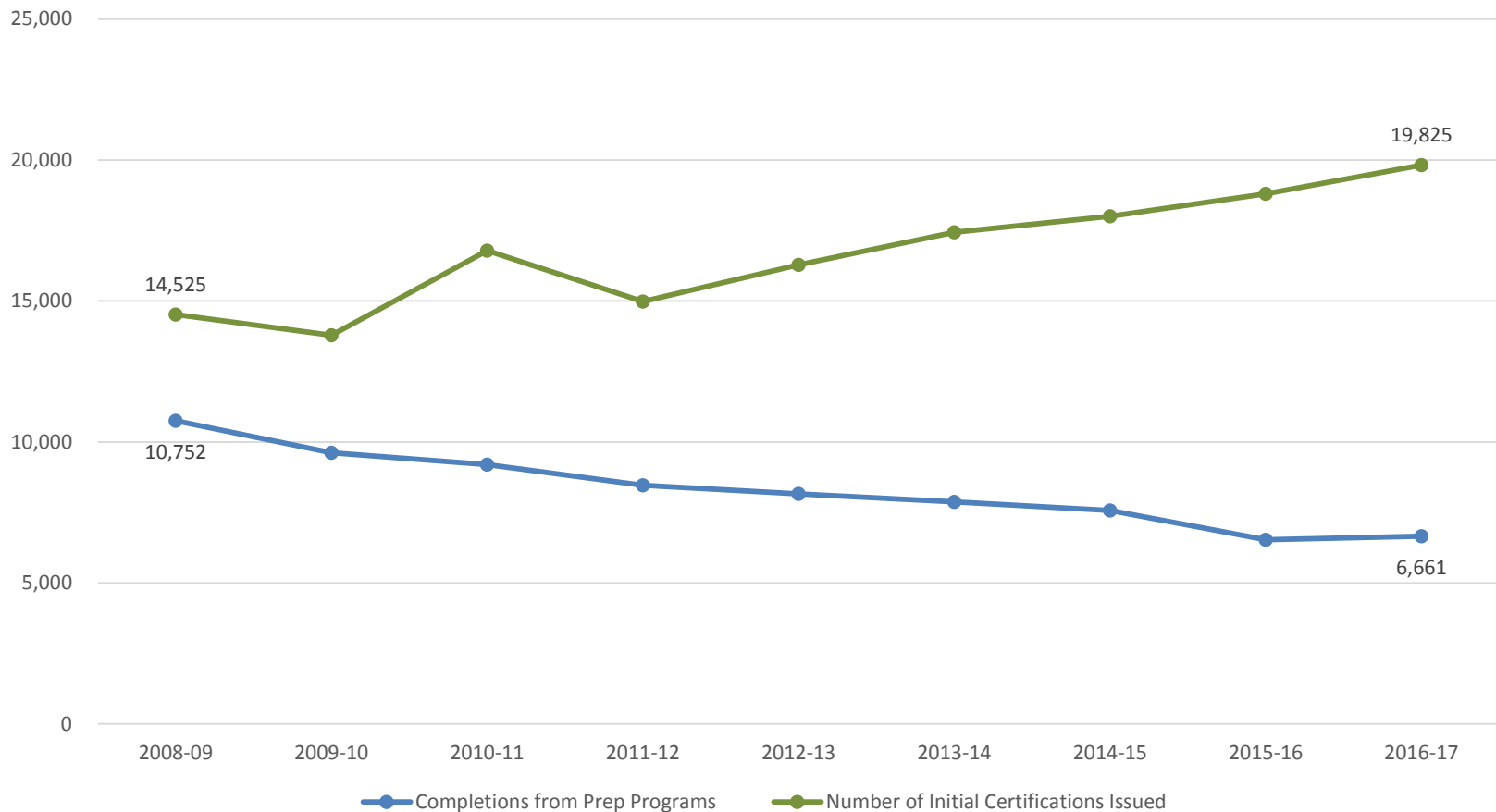
- 62 counties reported 2,740 vacancies in 2018-2019
- 69 counties reported 2,560 vacancies in 2019-2020

Florida Will Need to Add 8,500 Full-Time Teachers Over the Next 6 Years to Meet Demand

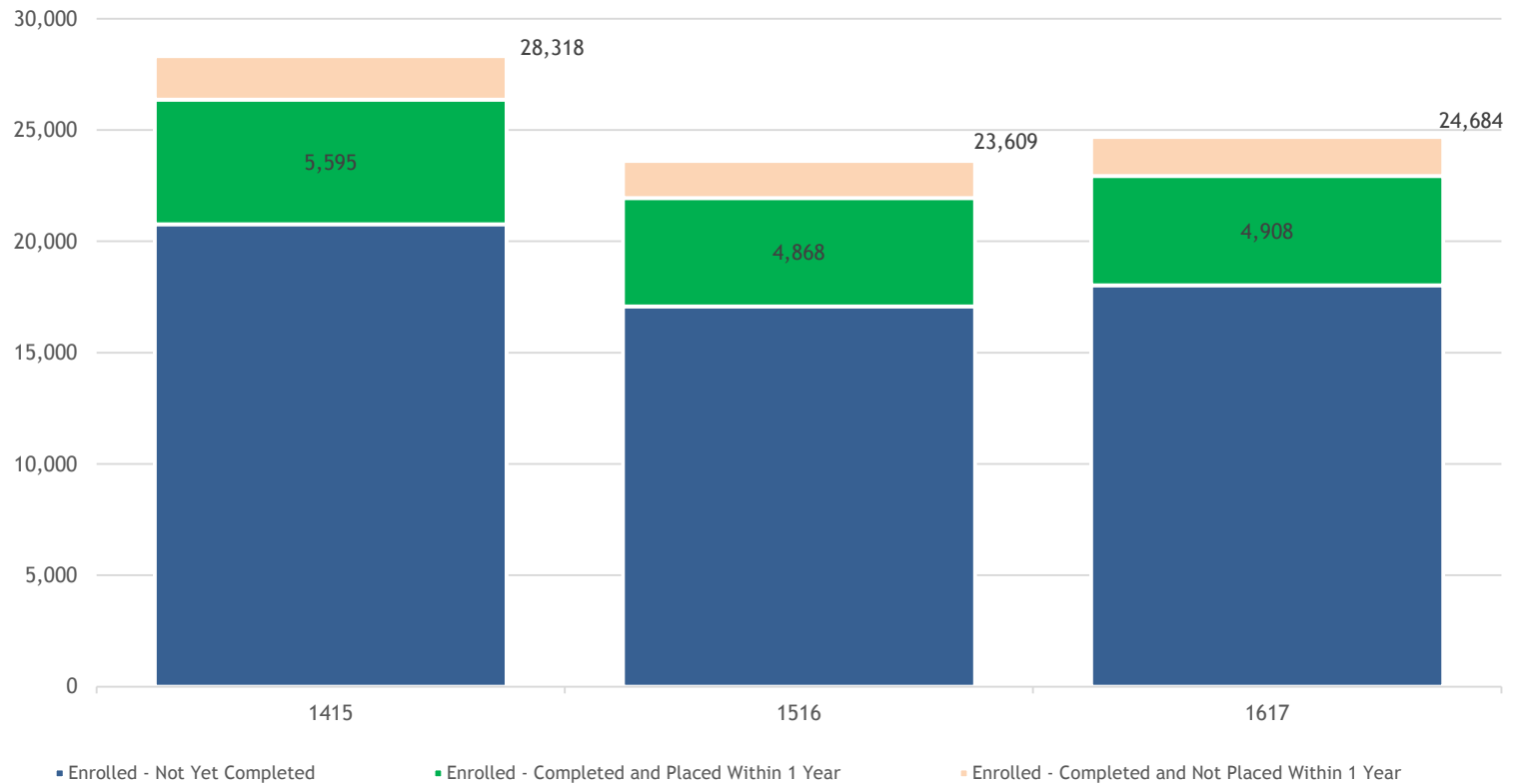
Trend in the Ratio of Students to Full Time Teachers



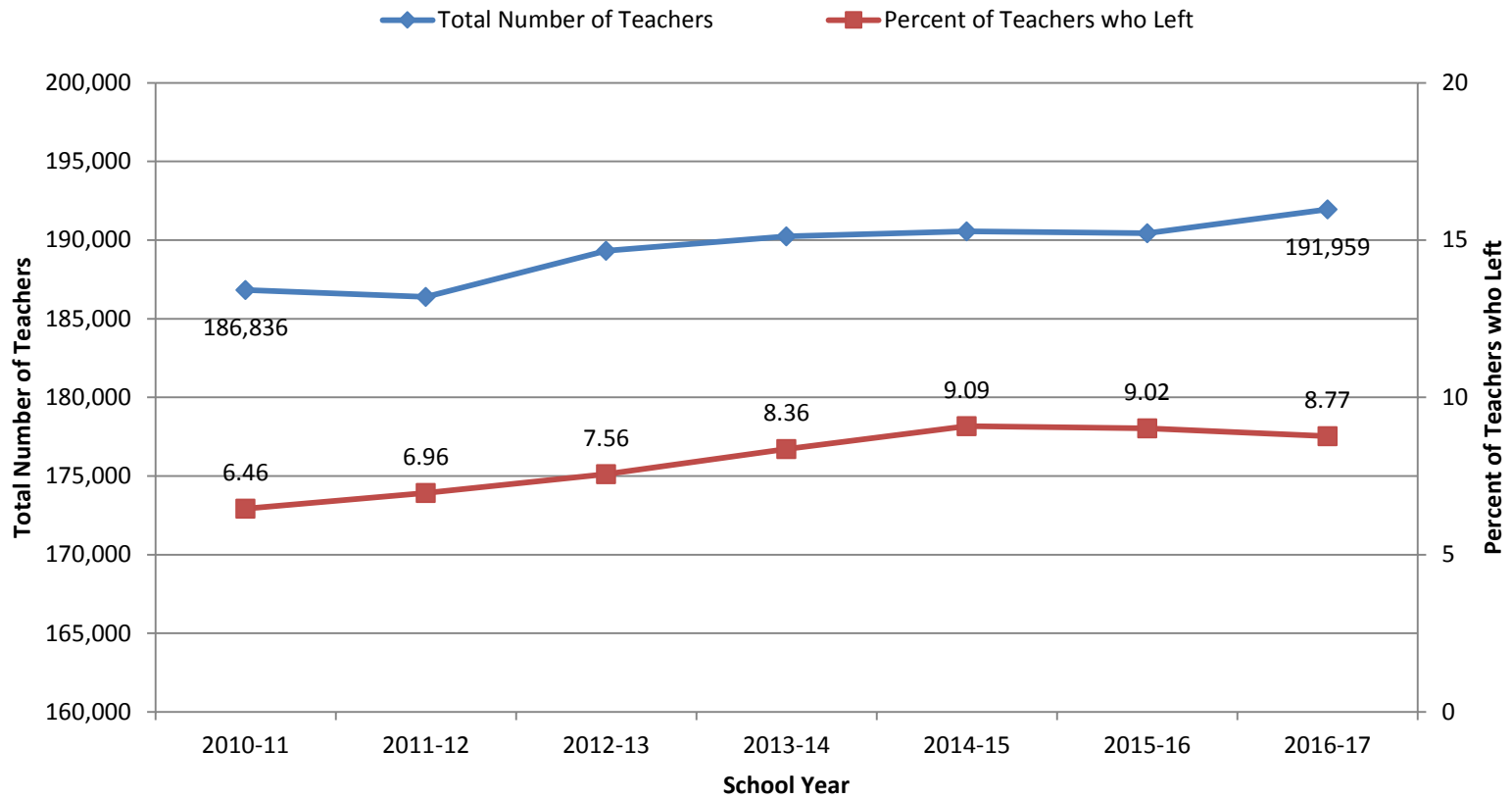
Teacher Preparation Completions Are Down, But Initial Certifications Are Up



Teacher Preparation Program Enrollments and Placements Are Down, But Placement Rates Among Completers Remains Stable

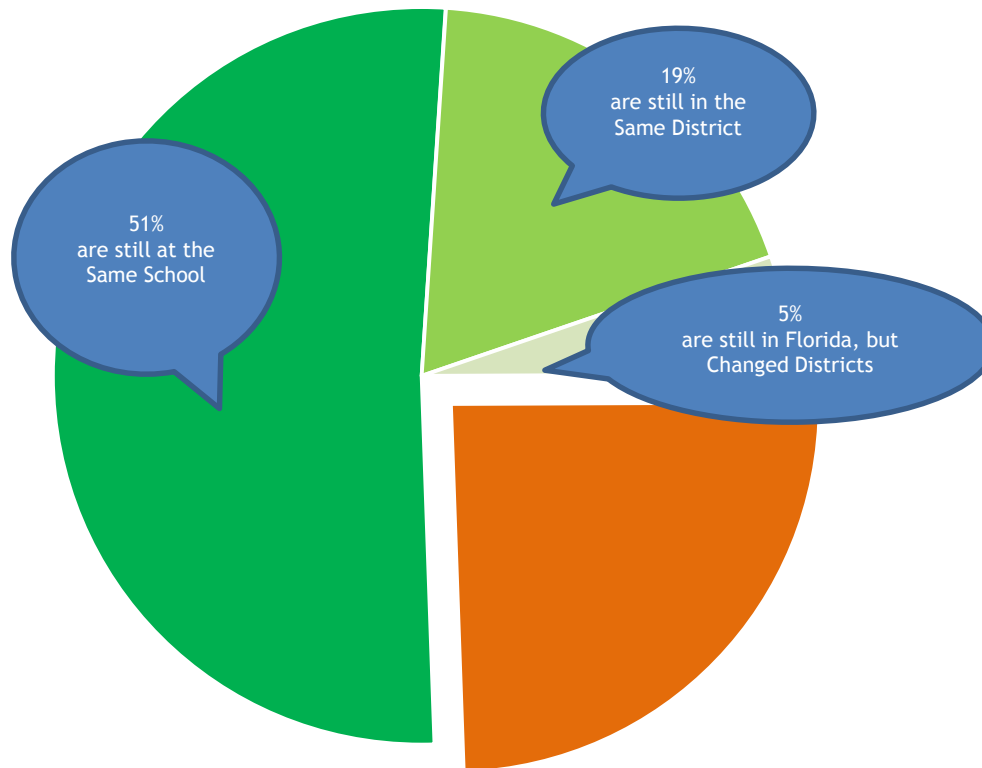


Florida Continues to See Net Increases in its Classroom Teacher Workforce, Despite Annual Turnover



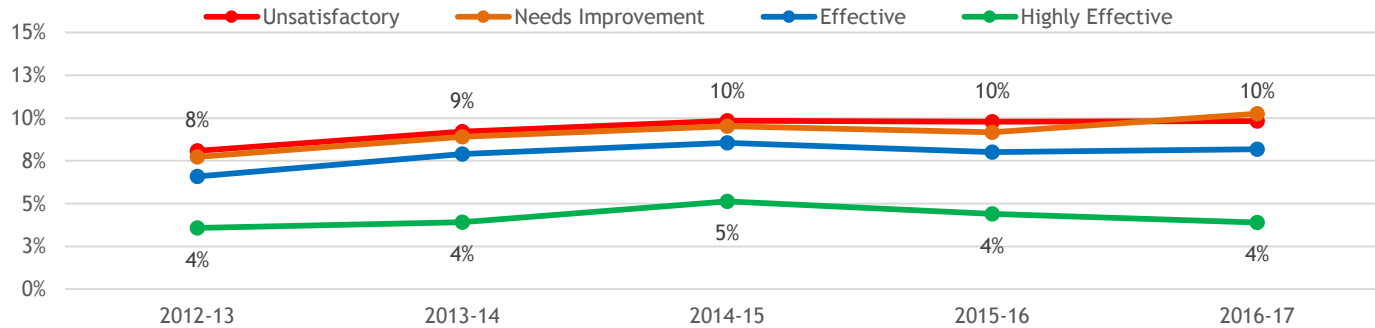
Three-Quarters of Classroom Teachers Who Were Teaching 5 Years Ago Are Still In Florida Public Schools

Percent of Classroom Teachers in 2013-14 Still Teaching or Serving as an Administrator in 2017-18 (5 Years Later)

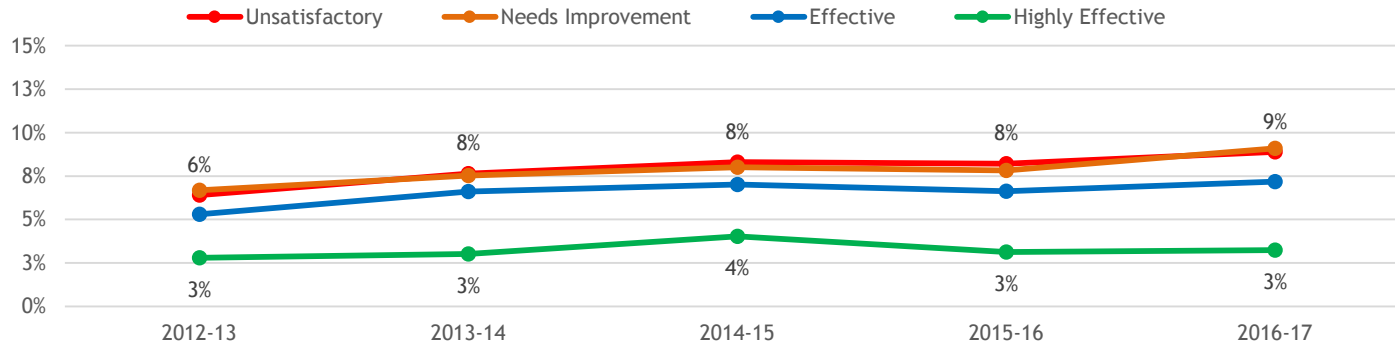


Teachers With Highly Effective VAM Scores Are Two-and-a-Half-Times Less Likely to Leave than Teachers With Needs Improvement or Unsatisfactory VAM Scores

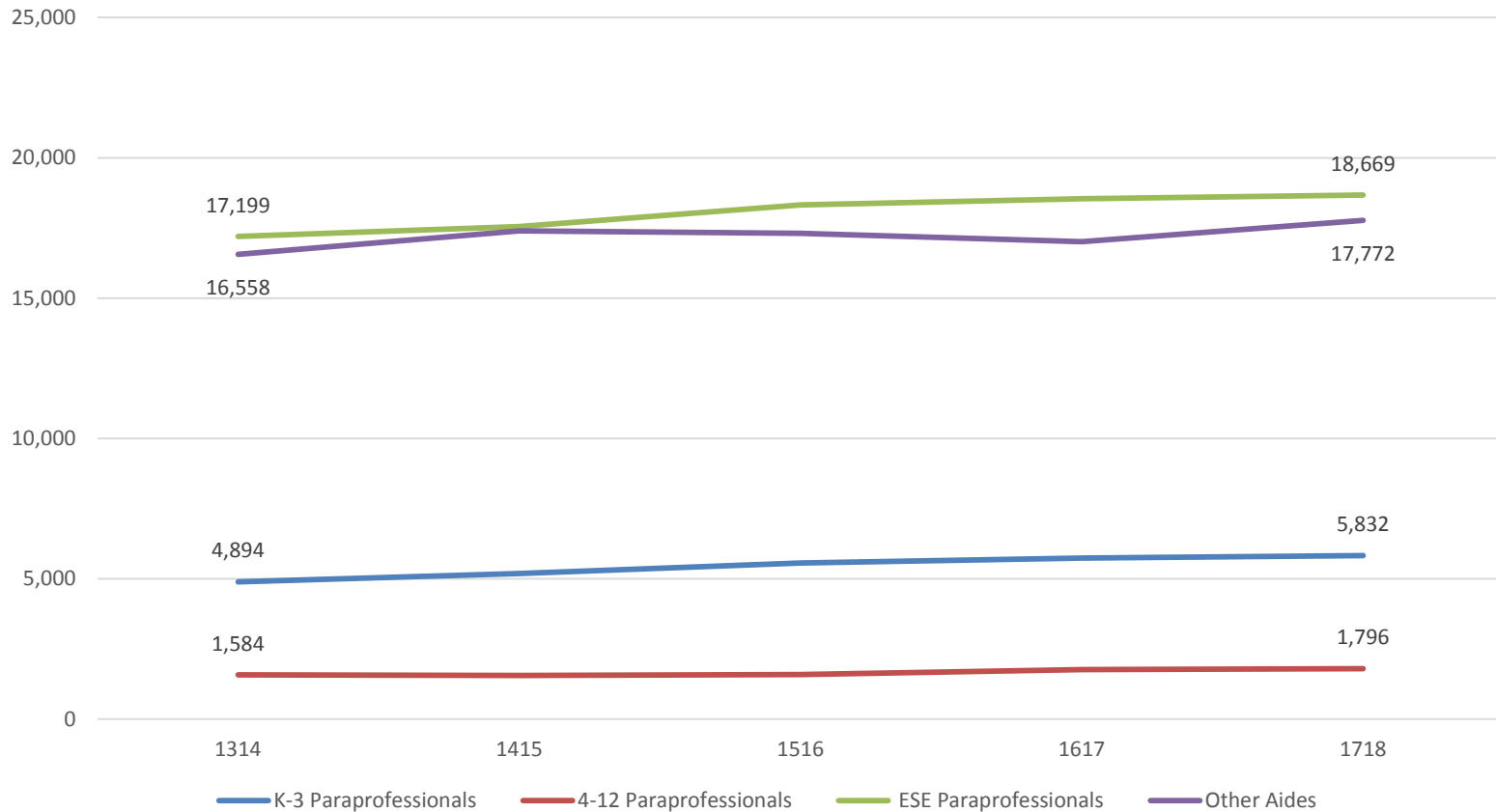
Proportion of VAM Teachers Leaving by Year and VAM Rating



Proportion of VAM Teachers Leaving by VAM Rating and Year Excluding Retirement, Deaths and Disabilities



Paraprofessionals Are Increasing, and Offering Support Geared Toward Encouraging Professional Certification Among This Population Could Help Districts Struggling to Fill Vacancies



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TNTP works at every level of the U.S. public school system to help our partners end educational inequality and achieve their goals for students.

We focus on three areas to ensure teachers succeed and students thrive:



Rigorous Academics

Are students studying challenging, engaging and relevant content?



Talented People

Are educators in the right roles with the right skills to help students thrive?



Supportive Environments

Are policies, systems and communities supporting great schools for all?

Rigorous Academics: We've helped over 50 school systems get smarter on how to ensure students have access to challenging, engaging instruction.

330

**schools
studied**

3,400

**classrooms
observed**

12,300

**student work
samples analyzed**



Talented People: For two decades, we've worked with our partners to ensure schools have the diverse and effective teachers and school leaders that they need.

- 50,000** Teachers recruited or trained for high-need subjects
 - >50%** Of 2017 TNTP Teaching Fellows identified as people of color
 - 25,000** Teacher vacancies filled before the start of the school year
 - 3,900** Students led by TNTP-trained principals outperform students led by other new principals
-



Through TNTP Teaching Fellows and PLUS, our program for aspiring school leaders, we're preparing educators who are at least as effective as their peers who completed longer, more expensive programs.

Supportive Environments: We've helped school systems create conditions to scale great teaching to every classroom and ensure it continues over the long term.

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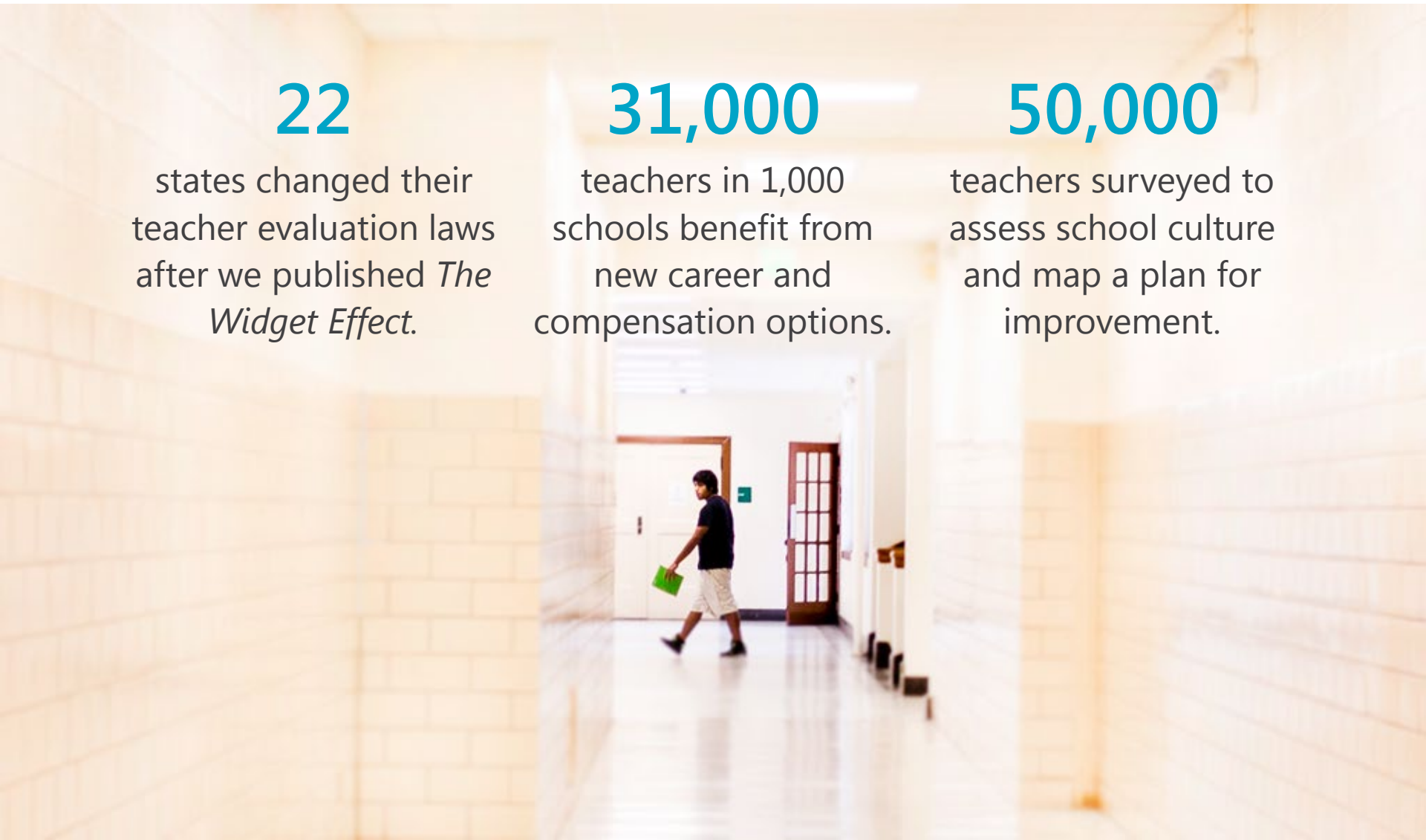
states changed their teacher evaluation laws after we published *The Widget Effect*.

31,000

teachers in 1,000 schools benefit from new career and compensation options.

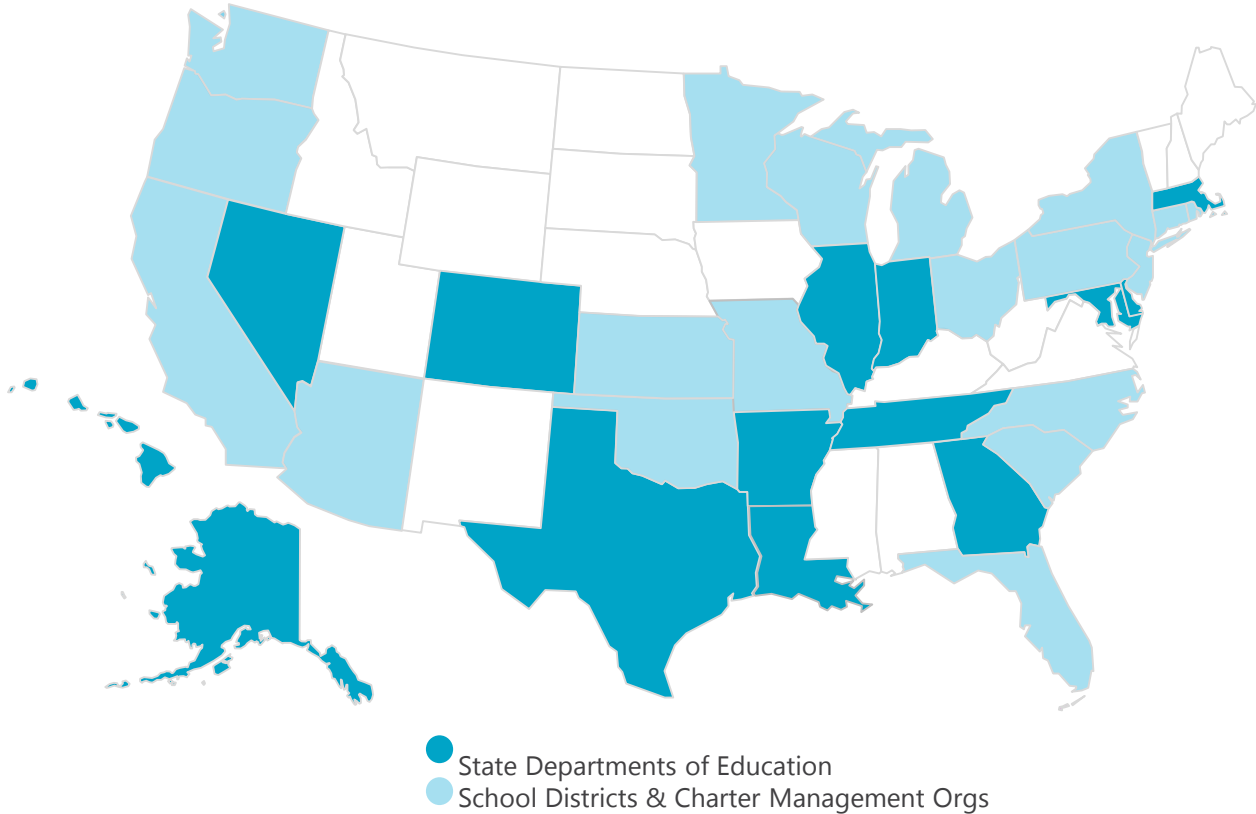
50,000

teachers surveyed to assess school culture and map a plan for improvement.



We've supported more than 200 school systems nationwide, touching tens of thousands of educators and millions of students.

TNTP School District and State Partners, 1997 to Present



In 2018 alone, we worked with 8 state entities, 63 school districts, and 112 charters nationwide, reaching over 2,000,000 students.

In Florida, we've partnered with several districts to provide talent and academics support.

Current Partnerships

- Pasco County
- Brevard County
- Collier County
- Bay County
- FLDOE
- Impact Florida (The Summit)
- Highlands County
- Osceola County
- Bill and Melinda Gates Foundation*
- FADSS

Previous Partnerships

- Pinellas County
- Duval County
- Miami Dade County
- Broward County
- Florida Hub*
- Clay County
- Hillsborough



TNTP's latest report, *The Opportunity Myth*, examines the quality of students' academic experiences in school—and its effect on their long-term success.



At the heart of this report are real students, their aspirations and dreams, and how school sets them up—or doesn't—to reach those goals.

We partnered with five school systems to look closely at what students are doing in school and how to improve these experiences at scale.

Understand students' academic experiences



in schools nationwide



to advance student learning.



RESEARCH

Survey students in real time throughout a school year; pair with schoolwork, observations and achievement data.



SCOPE

Work with 4 diverse districts and 1 charter network; follow about 250 teachers and almost 4,000 students.



RECOMMENDATIONS

Define concrete next steps for policies and practices in classrooms, schools and districts

Here's what we found:

- 1 Students have big, clear plans for college and career.
- 2 Most students do what they're asked in school—but are still not ready to succeed *after* school.
- 3 Students spend most of their time in school without access to four key resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations.
- 4 Students of color, those from low-income families, English language learners, and students with mild to moderate disabilities have even less access to these resources than their peers.
- 5 Greater access to the four resources can and does improve student achievement—*particularly* for students who start the school year behind

We found four key resources that influence a student's school experience and outcomes.

1 Consistent opportunities to work on **GRADE-APPROPRIATE ASSIGNMENTS**

2 **STRONG INSTRUCTION**, where students do most of the thinking in a lesson

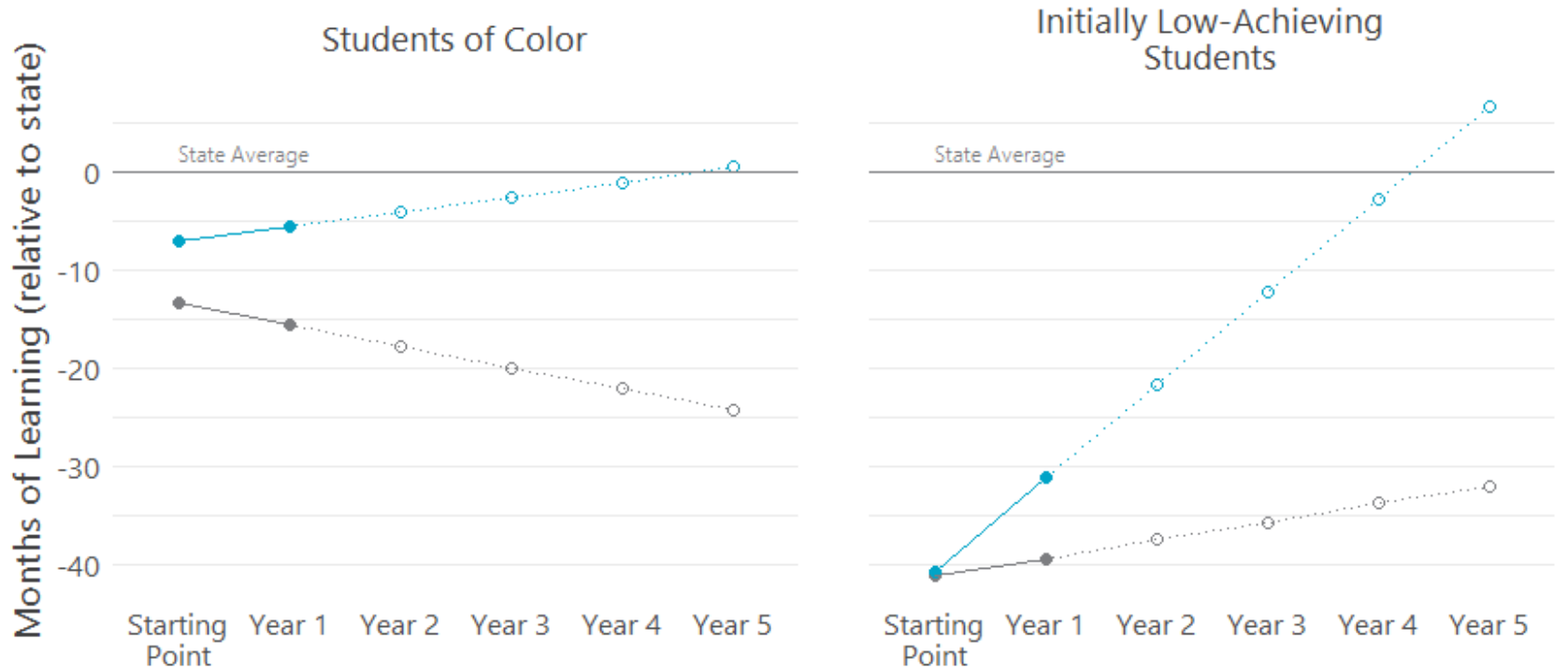
3 **DEEP ENGAGEMENT** in what they're learning

4 Teachers who hold **HIGH EXPECTATIONS** for students and believe they can meet grade-level standards

Unfortunately, these resources are few and far between for most students –and *particularly* for students of color, those from low-income families, English language learners, and students with mild to moderate disabilities.

When students get access to *more* of the key resources, they grow more compared to their peers—especially students who started the year below grade-level.

Mean achievement by demographic and lesson quality, and extrapolated growth
Math and ELA combined



Always in classrooms where at least 25% of assignments were grade appropriate

●—● Actual results

Always in classrooms where less than 25% of assignments were grade appropriate

----- Extrapolated results

The "achievement gap" is not inevitable.
It's baked into a system where some students get more than others.

Effective Talent Management strategies lead to students getting greater access to the four resources and ultimately improve student outcomes.

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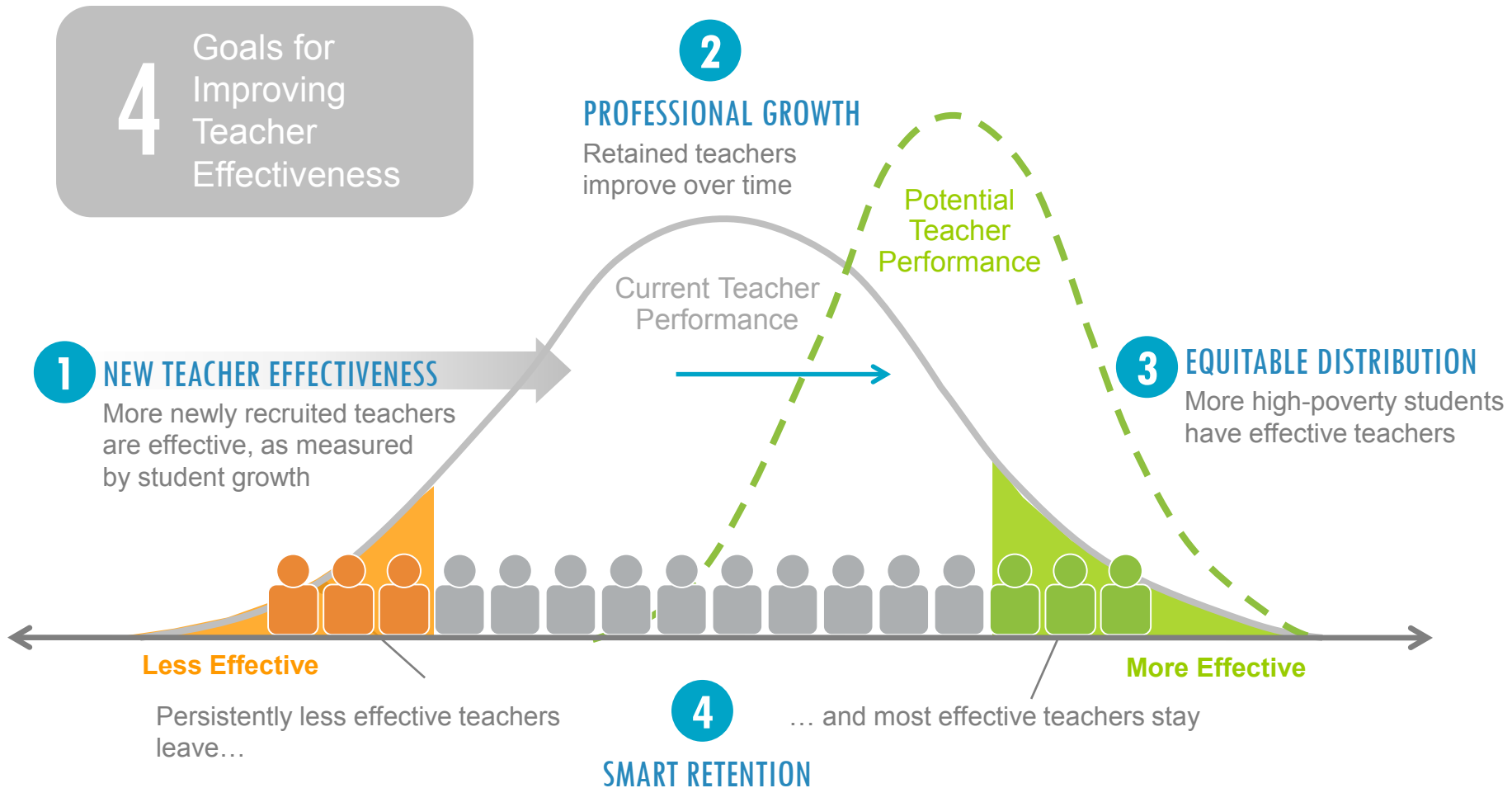
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Our Talent Theory of Action focuses on four key areas to improve the effectiveness of the teacher workforce.



Within this Theory of Action, we're going to talk about a few of the main components of any district's overall talent management strategy.

Central Operations

Central operations are the wheels that keep talent management rolling. From vacancy and applicant tracking systems, to team structures and cross-department collaboration, what happens at the central office is felt district-wide.

Recruitment

Without recruitment, vacancies don't get filled. Whether strategies are low- or high-cost, local or regional, strategic and responsive recruitment builds a district's brand and attracts a diverse teacher pipeline.


Staffing and Retention


Once applicants are recruited, informed staffing practices and ongoing support increase the likelihood that high-quality teachers are retained. Increased retention improves student outcomes and prevents the district from losing money through ongoing hiring.


Talent Policies


Certification and staffing policies dictate the talent management timeline, impacting when vacancies are identified, when hires are processed, and how potential applicants become eligible to teach.

Central Operations: A well-organized and efficient central ops team provides district leadership with key data to understand hiring progress while providing direct support to schools to select great teachers.

- **Shared Vision**

Critical for this team to align with the Academic team on a shared vision for what great instruction looks like and alignment on what skills and experiences are necessary for teachers to possess.
- **Effective Systems**

Clear systems need to be in place around applicant tracking, performance management, separation protocol, etc and the data from each of these systems should be shared with leadership regularly.
- **Clearly Defined Roles**

A lot of moving parts at the central level ensure high-quality support is delivered to all schools. Having clear owners and expectations for roles ensures teams can set collective goals with accountability. Do principals know what to expect from whom on the Central Ops team?
- **Cross-Team Collaboration**

Instructional needs inform talent decisions, and talent decisions impact instructional needs. Cross-team collaboration at the central level enables districts to make strategic and well-rounded decisions.

Recruitment: Talent needs and strategies vary by district, but there are general guidelines to get started.



INFORMED BUDGET

- Depending on district size and funding, effective recruitment can cost around \$10K-\$30K per year.
- Allocate the majority of spending to the most cost-effective strategy: online recruitment.
- Divide the amount spent per source by the number of applicants received from the source to determine the return on investment.



DATA-DRIVEN TARGETS

Set recruitment targets based on historical data and upcoming need. Questions to consider include:

- How many applicants do we want per vacancy?
- In what subject areas and schools are most teachers needed?
- How many applications should we have by x date?



DIVERSE STRATEGIES

- District Website
- Online Job Boards
- Social Media
- Referrals
- College/University Partnerships
- Info Sessions
- Career Fairs
- Local News Sources (tv, newspaper)
- Google Ads



PLAN AND TRACK

Map out a plan to keep your team on track, and have a system for tracking progress toward meeting goals.

Plans and tracking systems should clearly identify owners, tasks, and deadlines for work to be completed and analyzed.

Staffing: Strong staffing processes help to capitalize on the work done during recruitment and can lead to greater retention.



School-Based Selection

Once applicants are screened at the central level, principals and their hiring teams conduct school-level interviews, assessing a candidate's fit for their school and culture.



Assessing Skill with Multiple Measures

During school-based interviews, hiring committees use multiple measures to fully assess a candidate's potential.



Efficient Hiring

Districts lose high-quality teachers to delayed hiring timelines. Efficient staffing processes support a more equitable distribution of teachers.



Upholding Mutual Consent

Ensuring candidates and principals have the autonomy to make employment decisions that best meet their needs leads to a better school culture and higher retention.

Staffing: Many key staffing decisions are made at the school level and are supported by efficient, informative selection processes.

Establish a Hiring Committee

- A hiring committee helps interviews run more efficiently, and enables multiple people to assess a candidate's potential.
- Example roles include, but are not limited to: Committee Lead, Interview Coordinator, and Content Area Specialist.

Determine Competencies to be Assessed

- A selection rubric provides a framework that helps the hiring committee determine which skills need to be assessed.
- Competencies should be aligned to skills measured by your district's evaluation tool.

Select Exercises to Assess Ability

- Based on which competencies are most valued by the committee, hiring activities should be selected that highlight those skills.
- Examples of hiring exercises include, but are not limited to: demo lesson, role play, data exercise, and question bank including questions specific to unique school culture.

Select a Candidate

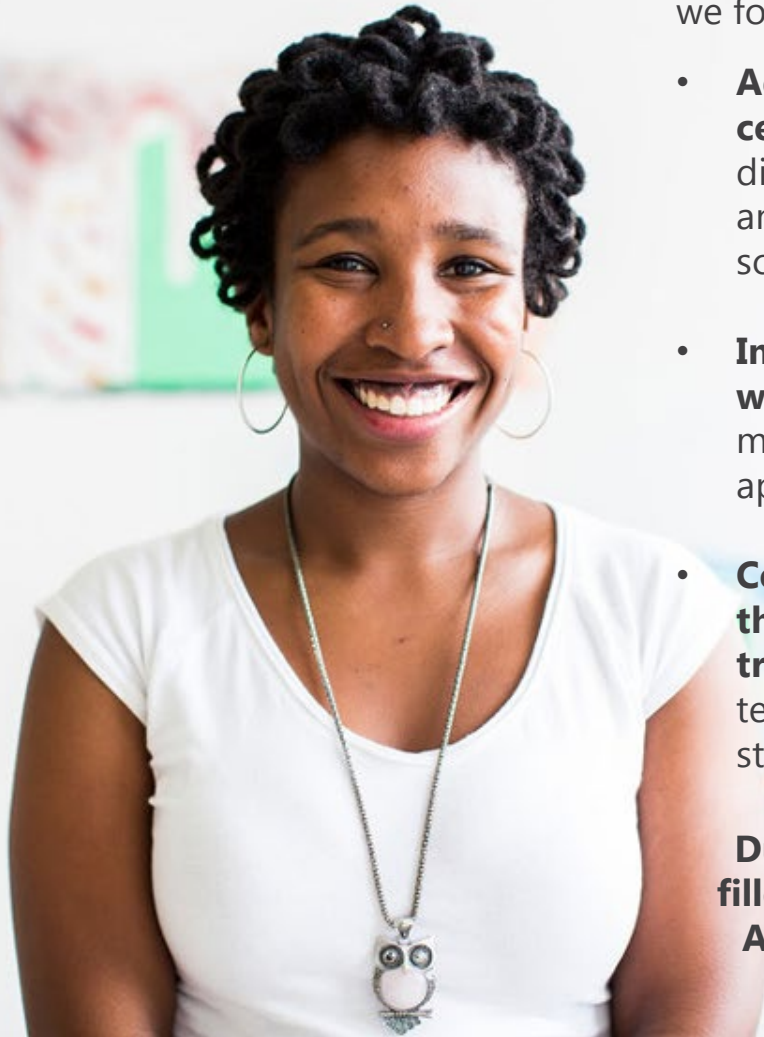
- Once a committee has identified the candidate who is the best fit, an offer of employment should be submitted quickly.
- Competition between schools and districts often leaves high-quality teachers with multiple offers, so moving forward with the selection process positions a school to land top talent.

Case Study: In Memphis, we worked with the district's central office and school leaders to rethink the mindset and processes around hiring.

To decrease the number of vacancies at the start of the school year, we focused on a few key levers:

- **Aggressively attracting high potential and high-quality certified and alternate route teacher candidates.** Over time, district budget release enabled hiring to start as early as January and quick turnaround times resulted in opening the start of school with all classrooms staffed with a highly qualified teachers.
- **Implementing a rigorous, full scale selection model aligned with Tennessee's statewide evaluation system.** A selection model aligned to state and district priorities enabled us to assess applicant quality prior to scheduling school-level interviews.
- **Coordinating strong matches between schools and teachers through mutual consent hiring and school-based selection training.** Once principals had the autonomy to select their own teachers, we provided them with resources and training to strategically assess and select top candidates.

During the 2013-14 school year, **over 1,600 vacancies** were filled and all candidates were hired through **mutual consent**. As a result of improved staffing processes, positions were filled within an average of **10 days**.



Retention: By retaining more great teachers, districts can avoid spending more energy and resources on the front end recruitment process.



School Culture

Schools with a shared instructional vision and strong culture can retain more of their effective teachers.



Meaningful Development

Regular feedback and relevant professional development make teachers feel supported and sets clear expectations for performance.



Career Pathways

Pathways to leadership roles or ownership of other initiatives gives teachers room for growth and new challenges, often without having to leave the classroom.



Compensation

In competitive markets, being able to compensate high performers for their contributions to student achievement can lead to increased retention.

Retention strategies should be differentiated to ensure top teachers are being recognized for their performance.

Case Study: Charlotte-Mecklenburg Schools in North Carolina sought to support and retain more teachers through improved school culture.



In 2016, TNTP supported nine of Charlotte-Mecklenburg's Project Lift Schools. Part of the support included TNTP's *Insight* survey, which distills teacher feedback on their workplace into a clear roadmap to a stronger school culture.

In partnership with TNTP, Charlotte-Mecklenburg was able to collect anonymous feedback from teachers, compare the results to benchmark data collected from more than 300 schools nationwide, and identify opportunities to better retain and support teachers.

Instructional Insight index scores improved **from 5.8 to 7.1** in LIFT schools, compared to just .3 points district-wide. This shows a dramatic improvement in staff culture and Insight results have been linked to **improved teacher retention** and **student achievement**.

Policy: Strong policies at the state and district level remove unnecessary barriers to securing top talent for all students.



Innovative Certification Pathways

Non-traditional certification pathways and policies help avoid artificial barriers to entry that often disproportionately impact candidates of color.



Separation Incentives

Early vacancy identification will help ensure that positions are posted and hired for early. By implementing early separation incentives, a district can identify more vacancies earlier.



Open Contracts

By offering open contracts in high-needs areas, districts can secure top talent early without having identified all vacancies.



Mutual Consent Hiring

Ensuring teachers secure positions at the best schools for their experience, mutual consent hiring promotes a better school culture and retention.

BREAKOUT GROUPS

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Moving forward, which strategies and ideas from today's session will you prioritize in the short term or long term at your district? Based on the discussion today, what are your next steps for addressing Talent Management?

Short-Term Actions

- Conduct an analysis of **district-level talent policies** to determine if there are barriers to securing top talent.
- Audit **central talent systems and teams** for clear allocation of responsibilities and the tools to support the work.
- Determine what **recruitment resources** exist, both financially and in terms of strategies already being implemented.
- Support school leaders with strategies for **early hiring** and **retention**.
- Assess if there is a **clear vision for academic excellence** and if it is shared district-wide.

Longer-Term Actions

- Launch a **teacher pipeline program**, such as a Teaching Fellows site, college residency, or para-to-teacher pathway.
- Establish **an internal steering committee** and develop a strategy for collectively addressing district talent challenges.
- Design and implement a **collaborative recruitment campaign** to source teachers locally, regionally, and nationally.
- Administer a survey like the *Instructional Culture Insight survey* and train administrators on effective use of results to improve school culture and retention.

QUESTIONS?

Thank you.



Joe.Hettler@tntp.org



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linkedin.com/company/tntp

Contact Information

Dr. Paul O. Burns

Deputy Chancellor, Educator Quality

Paul.Burns@fldoe.org

Abbey Stewart

Bureau Chief, Educator Recruitment, Development and Retention

Abbey.Stewart@fldoe.org



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