**Human Capital Self-Assessment**

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

**Directions:** Rate your LEA’s level of implementation or proficiency on a scale of 1-3 for each of the statements below. Use guiding questions, local information (including any of the listed “sample evidence”), and the look-for document to determine your level of proficiency.

**1**=No/limited evidence of implementation, the LEA has limited proficiency in this area, or this information is unknown

**2**=There is evidence of basic implementation, or the LEA has basic proficiency in this area

**3**=There is evidence of effective implementation, or the LEA has advanced proficiency in this area

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| **I. RECRUITMENT & HIRING** | |
| **Rating out of 3** | **Effective practice** |
|  | 1. **The LEA broadly markets job openings using diverse strategies and means of communication.** |
| Guiding Questions:   * What recruitment efforts do we use? Have those changed/expanded in recent years? What have been the results/return on investment? * Do we advertise the professional, financial, and other benefits of working here? * Do we provide hiring incentives, such as tuition reimbursement for teachers who stay for several years? * What traditional or alternative educator preparation providers do we recruit from? Are they all yielding successful results? Are we missing any effective providers? * What strategies do we use to recruit a diverse pool of effective educators? * Is there alignment between district policy and desired recruitment strategies/practices? Are there policy barriers to desired strategies/practices? * Does the district have a formal recruitment plan? If yes, in what ways is it working? In what ways can it be improved to yield better results? * How do our recruitment results compare to similar districts? | |
| Sample Evidence:   * Job descriptions/postings * Number of applicants per vacancy overall, and per vacancy in shortage subjects/high need schools * Feedback from school leaders about how well applicant pool meets their schools’ needs * Number/proportion of applicants who are people of color * Recruitment/hiring plans | |

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| **Rating out of 3** | **Effective practice** |
|  | 1. **Known teacher vacancies are filled by June 1. The LEA uses strategies to encourage resigning/retiring educators to notify the LEA in the spring. By tracking educators’ intent to leave and student demographic changes, the LEA can successfully forecast hiring needs.** |
| Guiding Questions:   * What factors currently determine our typical timeline for recruitment and hiring? * What are the barriers to earlier recruiting and hiring in our LEA? How can we address them? * Can we collaborate with educators’ professional associations to project job openings? * How and when do we project demographic changes in our population to predict hiring needs? * How do we incentivize educators who are resigning or retiring to provide early notice? | |
| Sample Evidence:   * Hiring timeline, including number of hires made each month by position, especially for shortage areas/high needs schools * Average number of days to fill a teacher vacancy * Average number of days to fill a school leader vacancy * Number and proportion of vacancies filled by June 1, July 1, August 1, and after the start of the school year * Accuracy of past educator vacancy projections * Deadlines or other policies for educators to give notice of intent to leave * Typical timeline of when educators actually give notice of intent to stay or leave * Number of vacancies due to late resignations/retirements * Number of vacancies due to unanticipated changes in student population | |
|  | 1. **The LEA has identified strategies and aligned policies (e.g., early hiring, teacher leadership positions, early recruitment of effective student teachers) to increase the number of effective educators in its highest need schools and monitors whether there are differences in the number of effective educators applying to and hired at the highest need schools as compared to lower need schools.** |
| Guiding Questions:   * What do we do to help the highest need schools secure the best candidates? * How do we determine whether the candidates’ skills and experiences fit the needs and student populations of high need schools? * Are there additional skills and/or dispositions considered for candidates in high need schools? | |
| Sample Evidence:   * Number of applicants who meet the LEA’s established screening criteria per vacancy in high need schools * Effectiveness measures of recent hires in high need schools compared to other schools in the LEA * Feedback from principals at high need schools on quality of applicant pool, and on hiring support from LEA | |

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| **Rating out of 3** | **Effective practice** |
|  | 1. **The LEA tracks the performance of first-year educators by their educator preparation provider. The LEA gives feedback to preparation providers on the readiness of recent graduates, and whether/how their certification areas meet LEA needs.** |
| Guiding Questions:   * Do we keep educator preparation providers informed about our needs, including the qualities we look for in applicants, and which certification areas are in highest demand? * Do we track and organize information about the effectiveness and licensure areas of new hires coming from different preparation providers? * How do we track the quality of student teachers in our LEA? * How can we strategically recruit high performing student teachers in our LEA? | |
| Sample Evidence:   * The number of applicants, by preparation provider, that meet screening criteria * Effectiveness measures of teachers with < 3 years of experience, by preparation provider * Number of effective student teachers hired in the LEA | |
|  | 1. **Hiring and selection processes are consistent across schools. The LEA provides training to school leaders and other hiring team members screening criteria aligned to the job posting, effective interview questions, evaluation of demonstration lessons, and assessment of candidate skills aligned to school needs.** |
| Guiding Questions:   * Do we have a centralized, uniform hiring process? * Do we have a shared vision of what makes an effective educator in our system? Do hiring team members apply this vision to their work? * What training do we provide to principals and others on the hiring team? * Do hiring team members understand how to effectively evaluate demonstration lessons or other skills assessments? * Do hiring/interview processes vary across schools or subjects? * Do we provide training on equitable hiring practices? Have we examined the potential for unconscious bias in our recruiting, hiring and selection processes? * Do our hiring team members understand basic legalities associated with hiring? | |
| Sample Evidence:   * Description of an effective educator, for each role * Interview protocols, including questions, screening processes, and tools * Protocols and evaluation tools for demonstration lessons and/or other performance assessments * Principals’ feedback on support from LEA in interviewing and selection | |

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| **II. EDUCATOR PLACEMENT** | |
| **Rating out of 3** | **Effective practice** |
|  | 1. **The LEA ensures that historically underserved student groups have equitable access to educators who are experienced, in field, and effective.** |
| Guiding Questions:   * At each school, and in each program area (e.g. special education, ESL, and general education), what proportion of the teachers are experienced, in field, and effective? * Do we regularly collect and review data to monitor how often students in poverty, students of color, English learners, and students with disabilities are assigned to teachers who are experienced, in field, and effective – as compared to their peers? Do we see inequities in assignment to experienced, in field, and effective educators that appear to disadvantage certain student groups? * Are there any classes (i.e., AP classes or certain electives) that are disproportionately taught by experienced, in field, or effective educators? * What benefits are available to effective educators who transfer to higher need schools (i.e., stipends, more decision-making capacity)? Do we clearly communicate these benefits? | |
| Sample Evidence:   * Data on distribution of experienced, in field, and effective teachers across schools and programs; average years of experience of all educators by school and role * Differences in demographics of students in advanced/honors courses, and in characteristics of teachers in those courses; are experienced, in field and effective teachers more likely to teach such courses? Are historically underserved student groups less likely to learn from these teachers if they take advanced/honors classes at lower rates? * Communications to effective educators regarding opportunities to transfer to higher need schools * Feedback from educators who transferred to higher need schools on why they transferred, and the conditions and supports at the higher need school | |
|  | 1. **Teacher and student assignments are based on demonstrated teacher ability and student need.** |
| Guiding Questions:   * What factors are considered in making teacher and student assignments? What do we prioritize? Is this consistent across schools? | |
| Sample Evidence:   * Procedures and priorities for assigning teachers and students * Policies on responding to teachers or parent requests for class assignments * Policies for re-assigning teachers (e.g., due to declining enrollment etc.) | |

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| **III. INDUCTION & DEVELOPMENT** | |
| **Rating out of 3** | **Effective practice** |
|  | 1. **The LEA induction program for new educators includes mentoring, incorporates best practices, and is designed and revised according to the needs of new educators.** |
| Guiding Questions:   * What quantitative and qualitative information do we use when planning induction supports for new educators? * How do we determine the needs of new hires? * How do we differentiate induction supports for different roles (i.e., principals, paraprofessionals, special educators)? For educators who are new to the district, versus new to the profession? * Is there a clear, consistent process to select, train, and match mentors? * How do we know how well our induction program is working? | |
| Sample Evidence:   * District policy re: induction including mentor selection, training etc. * Communications and applications for potential mentors * Number and proportion of new educators assigned a mentor before beginning of school year * Mentor handbooks or other training materials * Quantitative and qualitative data on new hires and their effectiveness * Feedback from mentors and mentees (i.e., surveys, interviews/focus groups) * Materials for induction program, including orientation and mentoring * Quantitative and qualitative information about the needs of new educators * Findings from the LEA educator induction committee’s evaluation of induction program | |
|  | 1. **Observers provide educators with timely and actionable feedback on their practice.** |
| Guiding Questions:   * Does the district ensure that observers are calibrated in their understanding of effective practice? * What training do we provide to observers on providing educators with quality feedback aligned to the framework for effective teaching? * How do we monitor the quality of feedback, and whether educators successfully act on it? * How often are observers providing feedback on a subject or program area where they have limited experience (i.e., a principal who taught elementary school observes a secondary STEM or world language teacher)? | |
| Sample Evidence:   * Policies/processes for providing timely feedback and checking in on implementation of feedback * Average number of school days between formal or informal observations and delivery of feedback * Input from observers about their ability to provide useful feedback to educators in various roles, and about the quality of support they receive from the LEA * Input from educators about the usefulness of feedback they receive, and whether this varies across schools or subjects | |

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| **Rating out of 3** | **Effective practice** |
|  | 1. **Professional development is linked to educator practice and student outcomes, and particularly aims to support new and/or less effective educators.** |
| Guiding Questions:   * How do we decide what professional development to offer each year, and how to prioritize allocations of our professional development budget and resources? * What is our selection process for external vendors of professional development? * What is our selection process for LEA employees who lead professional development? * How do we ensure that we are meeting the development needs of less experienced and less effective educators? * Do all our professional development offerings align with at least one priority student outcome goal? * How do we embed professional development in educators’ practice, so that educators’ learning and application extend beyond one day? * To what extent is professional learning aligned to observation of educator practice and student outcome data at the individual teacher, grade level team, school or LEA level? | |
| Sample Evidence:   * Processes and criteria for allocating professional development time and budget * Processes and criteria for selecting internal or external providers of professional development * Educator effectiveness data that is used to inform professional development decisions, especially for less experienced and less effective educators * Methods for differentiating professional development based on educator needs/student outcomes | |
|  | 1. **The LEA tracks the impact of professional development on educator practice and on student outcomes.** |
| Guiding Questions:   * When we decide what professional development to offer, how do we determine its goals, and the best way to measure its success in changing educator practice and student outcomes? * According to these measures, how well have our professional development offerings met their goals in recent years? * Are our educators aware that we are measuring the outcomes of professional development? | |
| Sample Evidence:   * Processes the LEA uses to measure professional development effectiveness (i.e., educator artifacts, assessments, observation notes) * Professional development outcomes in recent years * Educator feedback on relevance of professional development and follow-up supports, and whether this varies across roles or subjects * Evidence that educators applied the new knowledge and skills in their daily practice | |

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| **IV. CAREER LADDER** | |
| **Rating out of 3** | **Effective practice** |
|  | 1. **The LEA provides a range of leadership roles/responsibilities for highly effective educators.** |
| Guiding Questions:   * Is the district deliberate and strategic in exploring career ladder opportunities (i.e., teacher leader roles) that support educator development, promote retention of highly effective educators, and expand the LEA’s capacity to meet its goals? * What additional roles or responsibilities are available to educators (i.e., mentors, PD facilitators, extracurricular leaders, instructional coaches, committee members)? What additional support does the LEA provide to support their development/success in these roles? * Are all educators aware of these additional roles? What is the selection process? Is there additional compensation in these roles? * Do highly effective educators have input into the types of career ladder roles available? * What are the characteristics and demographics (e.g., years of experience) of educators who usually fill leadership roles? How well do they perform in their roles as educators? | |
| Sample Evidence:   * Formal/informal feedback from highly effective educators * Number and proportion of highly effective educators serving in leadership roles * Materials/communications to inform educators about these roles * Collective bargaining agreements describing additional roles and compensation | |
|  | 1. **The LEA leverages career advancement opportunities to attract highly effective educators to, or retain them in, the highest need schools.** |
| Guiding Questions:   * How do highly effective educators at our highest need schools feel about the availability of opportunities for growth or leadership? * What steps does the district take when school/LEA leaders become aware that highly effective educators are *not* satisfied with available growth or leadership opportunities? * What steps does the LEA take to ensure that educators across the LEA know about advancement opportunities, especially at the highest need schools? | |
| Sample Evidence:   * District plans that specifically include roles for teacher leaders (e.g., PD, mentoring, peer coach) * Formal/informal feedback from highly effective educators at highest need schools * Retention rates of educators in schools that offer career development roles, compared to those that do not * Lists and descriptions of leadership roles or responsibilities, disaggregated by school * Materials/communications to inform educators about these roles at high need schools | |

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| **V. RETENTION** | |
| **Rating out of 3** | **Effective practice** |
|  | 1. **The LEA uses multiple strategies to retain effective educators.** |
| Guiding Questions:   * Why do our educators decide to stay or leave? How do we know? Is this different across roles, schools, or educator characteristics? * How do LEA/school leaders determine whether their effective educators are planning to stay? * What are our strategies for retaining effective educators? How well are the strategies working? How do we know? | |
| Sample Evidence:   * Retention rates of educators disaggregated by educator characteristics (effectiveness, years of experience, role, race/ethnicity) * Formal/informal feedback from educators about decisions to stay or leave * Surveys or other tools used to determine educator satisfaction or plans for next school year | |
|  | 1. **The LEA prioritizes retaining effective educators in the highest need schools and subjects.** |
| Guiding Questions:   * What subjects are top priorities for retaining effective educators? * How do retention rates compare across schools and subject? If they are different, why? How do we know? * Are effective educators moving to lower need schools or subjects (e.g., from special education to general education)? * Do we have specific, focused retention strategies to retain effective educators in our highest need schools or subjects? | |
| Sample Evidence:   * Retention rates of effective educators disaggregated by school and role/subject * Rate of effective educators moving from higher to lower need schools in the LEA, and vice versa * Rate of effective educators leaving shortage subjects for other roles in the LEA, and vice versa * Formal/informal feedback from educators in high need schools or subjects about decisions to stay or leave | |

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| **VI. SCHOOL LEADER HUMAN CAPITAL DEVELOPMENT** | |
| **Rating out of 3** | **Effective practice** |
|  | 1. **The LEA develops school leaders as human capital managers.** |
| Guiding Questions:   * How successful are principals and other school leaders at managing educator placement, mentoring, development, career management, and retention? How do we know? * What training and data do we provide to school leaders to develop their knowledge and competencies in human capital management? * Does the district systematically track the success of principals and other school leaders at managing educator recruitment, assignment, mentoring, development, career management, and retention? * How do we provide additional, targeted support to school leaders who manage ineffective educators and/or high need schools? | |
| Sample Evidence:   * Feedback from school leaders on the human capital management support that the LEA provides * Quantitative and qualitative human capital data that the LEA provides to school leaders * Targeted supports for managers of high need schools and/or educators | |