

*Summary of STRATEGIC MANAGEMENT OF HUMAN CAPITAL:
A CROSS-CASE ANALYSIS OF FIVE DISTRICTS*

Big Finding #1: Urban districts can recruit top-quality teachers and principals by deploying a multi-faceted human resource strategy.

- All five districts took a strategic approach to recruitment, and worked over time to identify a set of traditional and new sources of high-quality teachers and principals. Boston, Chicago, Fairfax County, Long Beach and New York City opened the school year with virtually no vacancies.
- Two types of districts: Type A Districts: Districts that work closely with national organizations to recruit high-quality teachers and principals (Boston, Chicago, New York City), and Type B Districts: Districts that begin with a higher level of teacher and principal talent (Fairfax County, Long Beach) and work with traditional teacher training institutions.
- *Teacher/Principal Recruitment and Selection*
 - Type A districts often partnered with national organizations created to recruit teachers and principals including The New Teacher Project (TNTP), Teach for America (TFA), New Leaders for New Schools (NLNS) and the Academy for Urban School Leadership
 - Type B districts often worked with local universities on programs that include tuition reimbursement, recruiting future teachers, a summer fellows program, and “grow your own” initiatives to train teachers and principals for those districts. Examples are Long Beach and Cal State Long Beach, Chicago and National Louis University.
 - Boston and Chicago use teacher residency programs.
 - Significant new training is needed to enhance both principal and teacher skills in interviewing and selecting teacher candidates.
- *Early Hiring/No Bumping*
 - One of the challenges urban districts often face is being able to make job offers to well-qualified candidates in a timely manner.
 - Districts have moved up the budget calendar and transfer schedule so hiring decisions can be made in the late winter and early spring, rather than waiting until late summer. Early hires sometimes do not receive a specific assignment, but a job is promised. Some are first brought on as substitutes.
 - These districts significantly changed seniority transfer policies, giving schools the sole power to make the final decision on which teachers to hire; usually seniority “bumping” is eliminated, though senior teachers are given the first opportunities to apply for open positions.

Big Finding #2: Urban districts that have developed the *systems* to recruit and retain high-quality teachers and principals and improve student performance have restructured many of the human resources transactional processes.

- Dysfunctional human resources management systems cannot keep accurate track of where their employees work, pay their employees on time, or ensure that health and retirement benefits are correctly calculated.
 - Districts have made HR resource operations customer focused. Different names-- business center, welcome center, talent office, one stop call center—are given to efforts that provide localized support. They set up cross-functional teams that resolve all HR related issues of certification, payroll and benefits.
 - Districts use technology to ensure efficiency and accuracy of recruitment and screening process. They have automated the application, review and selection process with on-line application systems. They use teacher specific web sites such as enjoyn.com and teachers-teachers.com. NLNS, TFA and TNTP all use online application and screening tools. New York City has linked the application process to the school payroll system to pay teachers on time.
 - Districts are using a variety of “screener” systems designed to identify individuals who might be good teachers, though the predictive power of the instruments is limited (e.g., TeacherInsight online screener to measure teacher values and behaviors, Haberman STAR teacher interview tool).

Big Finding #3: Even in urban districts that have solved their core staffing problems, processes for strategic management of teacher and principal talent have barely begun to address the need to develop valid and practical measures of teaching performance and student achievement, and use them to manage all HR decision making.

- *Induction and mentoring programs* for new teachers (and sometimes for new principals) are being created and moving towards becoming well developed in most of the case study sites. Other aspects of strategic management of human capital—*professional development, performance evaluation and new forms of compensation*—have more room for growth.
- *Induction and Mentoring:*
 - Includes mentoring in first two years, connected to state teaching standards; voluntary online support; supported by district, or in NYC individual schools/ run by principal and New Teacher Induction Committee.
 - All districts modeled after New Teacher Center, University of California, Santa Cruz programs.
 - None of the districts connect this phase with ongoing career supports for teachers.
 - For principals, support is spotty: principals in residence, administrative coaches, retired principals as coaches, mentors, year-long residencies.
- *Professional Development (PD):*
 - PD process is not linked to teaching standards, induction process or evaluations, and overall, there is a lack of connection between teacher PD and principal PD.

- Districts typically split PD responsibilities with schools; focus on enhancing teachers' content knowledge, skills in differentiating instruction and using data to shape instruction. They may conduct needs assessments with teachers and provide online catalogue of offerings. Unions also provide ongoing PD, and may use coaches.
- Many provide electronic system of PD offerings and registration.
- *Performance Management:*
 - Effective performance management, or evaluation, is a continuation of effective professional development. Evaluating performance is part of the continuous process of helping professionals do their jobs more effectively.
 - Conventional evaluation systems used in most districts: observations and written review, sometimes using common set of standards and expectations.
 - There is little definition of what standards mean; does not measure teacher quality or assist in improving teacher practice. Districts are looking for factors that can predict teacher effectiveness.
 - All evaluation systems for teachers used in each district should be aligned with the established induction, mentoring, professional development, evaluation and compensation standards, as well as with the district's vision of instruction.
 - Peer review is used in Chicago, Long Beach, NYC and is starting in Boston. Chicago piloting Charlotte Davidson framework with multiple classroom observations, portfolios and student work samples.
 - Principal evaluation less systematic than for teachers.
- *Compensation:*
 - District compensation plans are largely tied to single-salary schedules, but some districts are looking into ways to use it to recruit and retain teachers.
 - Most districts offer NBPTS stipends. Chicago uses Federal Teacher Incentive Fund grant money for their Teacher Advancement Program.
 - Districts offer credit on the salary schedule for specializations and acting as mentors/coaches. They also offer additional pay for additional time worked in hard-to-staff schools.
 - NYC signed an agreement with UFT for performance awards for teachers and principals based on increased student achievement. Teachers in 205 poverty impacted schools can receive up to \$3,000 bonuses if their school qualifies.
 - Principals' compensation is based on established salary schedules and the size of the schools. In NYC, two-thirds of all principals accepted a voluntary pay arrangement in which they are paid bonuses if they achieve set goals.
 - Value-added measures--using test scores to determine value teachers add to student learning—Chicago and NYC are both exploring the use of value-added, and Boston is considering.

Big finding #4: Stable leadership from the school district, often buttressed by strong support from city officials, is necessary to build and sustain an effective system for strategic management of human capital.

- All five districts have had stable leadership at the top for several years.

- Carl Cohn and Chris Steinhauser in Long Beach (Steinhauser largely continued Cohn's policies and structures) since 1992
- Joel Klein in New York since 2002
- Arne Duncan in Chicago since 2001
- Tom Payzant in Boston for 11 years until his retirement in 2006 (with Carol Johnson seeming to be continuing his basic thrusts)
- Jack Dale in Fairfax since 2004
- Strong ties between district chief executives and very powerful mayors.

Big Finding #5: Union-management collaboration is requisite to many SMHC advances.

- Collective bargaining: teachers in individual school districts elect a single organization to represent them and negotiate with the district a legally binding contract that covers wages, hours and terms and conditions of employment.
- Issues that commonly are negotiated include transfer and assignment procedures, compensation levels and arrangements, evaluation procedures, professional development, and, in some cases, mentoring and induction—decisions related to their professional lives.
- 4 out of 5 of the districts use collective bargaining [NYC, Chicago, Boston (AFT), Long Beach (NEA)]
- Reflective of the kind of bilateral accords necessary for SMHC reforms.