

SMHC Exercise
Human Resource Alignment Assessment:
Vertical Alignment

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HRA Assessment

Part I: Teacher Performance Competencies in Your District

Before conducting a Human Resource Alignment (HRA) assessment, it is essential to identify the teacher performance competencies needed in your district. Human resource alignment will be assessed against these competencies. Having these competencies in mind will help you make your alignment assessments in the exercise.

Briefly describe below 4-6 major teacher performance competencies that teachers in your district need to have to carry out the district's strategy for improving student achievement or realizing its vision of good instruction. If your district has not formally identified such competencies, outline 4-6 competencies you think the district should use.

Competency 1:

Competency 2:

Competency 3:

Competency 4:

Competency 5:

Competency 6:

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Part II. HRA Assessment for Your District

In this exercise you will make HRA assessment ratings of numerous HR practices. In each question, where the term “competencies” is used, this refers to the competencies you identified on the previous page. The questions cover the eight HR practice areas, and for each area there are 3-4 questions about alignment. After answering the questions about each HR area, add the ratings made for each question to get an area alignment score. After making the last set of ratings, add the area scores to get a total score representing overall HR alignment.

Recruitment	Usually	Some-times	Rarely	Un-known
R1: Does your district inform potential applicants about the competencies they are expected to have (such as in recruitment advertising or information on the district’s website)?	2	1	0	0
R2: Do you recruit preferentially from sources where potential candidates with the competencies are most likely to be found?	2	1	0	0
R3: Do you communicate the competencies you expect of new teachers to the major teacher training programs in your area?	2	1	0	0
Total:				
Recruitment alignment score (sum across columns of total row):				

Comments/Ideas:

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Selection	Usually	Some- times	Rarely	Un- known
S1: Are those who do the interviewing and hiring trained on what competencies are desired?	2	1	0	0
S2: Are candidates assessed on the competencies desired (such as in initial screening, central office or school interviews, reference checks, portfolio reviews)?	2	1	0	0
S3: Does your district try to select those candidates with the highest level of the competencies or the highest potential to develop them?	2	1	0	0
Total:				
Selection alignment score (sum across columns of total row):				

Comments/Ideas:

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Induction/Mentoring	Usually	Some- times	Rarely	Un- known
IM1: Are new hires informed early after hiring about the competencies they are expected to have or develop?	2	1	0	0
IM2: Do induction activities focus on developing the competencies?	2	1	0	0
IM3: Are mentors selected based on how well they have mastered the competencies?	2	1	0	0
Total:				
Induction/Mentoring alignment score (sum across columns of total row):				

Comments/Ideas:

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Professional Development	Usually	Some- times	Rarely	Un- known
PD1: Are PD opportunities available to help teachers develop the all the competencies?	2	1	0	0
PD2: Does PD planning explicitly include an assessment of the competencies and direct PD efforts toward competencies in need of improvement?	2	1	0	0
PD3: Are PD programs evaluated for their relevance to the competencies before they are approved for funding or presentation by the district?	2	1	0	0
Total:				
Professional Development alignment score (sum across columns of total row):				

Comments/Ideas

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Compensation	Usually	Some- times	Rarely	Un- known
C1: Is the level of pay and benefits offered by the district high enough to attract teacher job candidates with the desired competencies?	2	1	0	0
C2: Does the district reward teachers for developing the competencies with pay raises, bonuses, or other financial incentives?	2	1	0	0
C3: Does the district have the flexibility to provide higher starting pay for teacher candidates that have especially high levels of the competencies?	2	1	0	0
Total:				
Compensation alignment score (sum across columns of total row):				

Comments/Ideas:

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Performance Management	Usually	Some- times	Rarely	Un- known
PM1: Does your district's teacher evaluation system assess the competencies?	2	1	0	0
PM2: Do school leaders set goals for teachers in terms of developing and demonstrating the competencies?	2	1	0	0
PM3: Do evaluators provide feedback and coaching related to the competencies?	2	1	0	0
PM4: Do remediation programs for struggling teachers focus on helping them develop and demonstrate the competencies?	2	1	0	0
Total:				
Performance Management alignment score (sum across columns of total row):				

Comments/Ideas:

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Please take the score from each box and write it on the corresponding line below.

Recruitment alignment score (p.3) _____

Selection alignment score (p.4) _____

Induction/Mentoring alignment score (p. 5) _____

Professional Development alignment score (p.6) _____

Compensation alignment score (p.7) _____

Performance Management alignment score (p.8) _____

(Please add the scores for each of the HR areas above to get you overall alignment score)

OVERALL ALIGNMENT SCORE: _____