

# Human Resource Alignment

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## Innovation Configuration Map

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High Fidelity				Non-Use
1		2	3	4
The LEA...				
STRATEGIC STAFFING				
Recruitment	<ul style="list-style-type: none"> <li>Provides enough information about competencies necessary to earn Performance-Based Compensation (PBC) in order to allow candidates to self-select out of the hiring process if they believe they will not be able to perform at that level.</li> <li>Provides applicants with information on the additional compensation they can earn by meeting the performance goals in the Performance-Based Compensation System (PBCS).</li> </ul>	<ul style="list-style-type: none"> <li>• Informs potential applicants about the performance competencies they are expected to have (e.g., information on district website, recruitment advertising).</li> <li>• Targets recruitment to sources where potential candidates with the desired competencies are most likely to be found.</li> <li>• Communicates the expected competencies of new educators to the major training programs in the area.</li> <li>• Attracts high-potential candidates via an HR Branding plan that defines and develops an awareness of key values, beliefs and commitments.</li> </ul>	<ul style="list-style-type: none"> <li>• Informs potential applicants about general job expectations.</li> <li>• Recruits potential applicants from sources that may or may not generate candidates with identified competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Informs potential applicants of general information about the district/school(s).</li> <li>• Recruits potential applicants in order to get enough applicants to create a candidate pool.</li> </ul>

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STRATEGIC STAFFING				
Selection	<ul style="list-style-type: none"> <li>Utilizes a selection process focused on performance competencies needed to meet the PBCS performance goals.</li> <li>Utilizes a PBCS that attracts educators who have the competencies to help meet student achievement goals.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes a multiple data point hiring system that aligns to performance competencies (LOI, COI, LdOI).</li> <li>Assesses candidates on the desired performance competencies (e.g., screening process, interview process, portfolio review, reference checks).</li> <li>Strategically chooses Selection Teams and holds team members accountable for ensuring the success of the final candidate once hired.</li> <li>Trains selection team members on hiring and selection processes and procedures, and ensures they have a thorough understanding of the performance competencies.</li> <li>Utilizes the selection process as a professional development opportunity for participating selection team members.</li> <li>Selects candidates with the highest level of competencies or the highest potential to develop them.</li> </ul>	<ul style="list-style-type: none"> <li>Strategically chooses selection teams to be as inclusive as possible and requires a commitment from team members to participate in all processes.</li> <li>Trains selection team members on hiring and selection processes and procedures, and includes information on the performance competencies.</li> <li>Assesses candidates (partially) based on performance competencies (e.g., initial screening, central office or school interviews, reference checks).</li> <li>Aligns interview questions to competencies.</li> <li>Utilize a multi-data point hiring system but may not give equal weight to all data points.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes selection teams to identify qualified applicants and make recommendations for hire.</li> <li>Utilizes hiring process focused heavily on face-to-face interviews.</li> </ul>

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STRATEGIC STAFFING				
Placement	<ul style="list-style-type: none"> <li>Places educators with specific performance competencies in the highest-need schools and strategically compensates them via performance-based compensation.</li> </ul>	<ul style="list-style-type: none"> <li>Tracks the distribution of educators by overall effectiveness rating (REIL Score) and related performance competencies (LOI, COI, LdOI), and takes action to match hiring to school needs.</li> <li>Eliminates/revises policies/practices that compromise the strategic placement of educators.</li> <li>Changes school leadership to ensure low-performing schools are attracting the quality of teachers they need.</li> <li>Tracks teacher distribution to ensure students with the greatest needs do not have disproportionate numbers of ineffective and developing teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Places educators into specific schools/classrooms based on overall effectiveness rating (mastery of performance competencies articulated in LOI, COI, LdOI).</li> <li>Ensures ineffective and developing educators are not concentrated in the highest-need schools.</li> <li>Begins minimizing structures such as seniority transfer provisions and forced placements of excessed teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Places educators into schools/classrooms based on qualifications that do not include mastery of performance competencies articulated in LOI, COI, LdOI.</li> </ul>

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TALENT MANAGEMENT & DEVELOPMENT				
Performance Management	<ul style="list-style-type: none"> <li>Ensures evaluators set goals for educators that are compatible with the performance standards or targets in the PBCS.</li> <li>Ensures the competencies the district evaluates in the performance evaluation process are the same ones that will help educators meet the goals needed to receive PBC.</li> </ul>	<ul style="list-style-type: none"> <li>Promotes the evaluation process as a vehicle for providing feedback and coaching to all educator groups (e.g., teachers, coaches, building-level administrators) related to the competencies.</li> <li>Establishes a remediation program for struggling educators; and ensures evaluators focus on helping participants develop and demonstrate the competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and implements an educator evaluation system that utilizes frequent observation cycles, and assesses the competencies.</li> <li>Utilizes evaluators to provide feedback and coaching related to some of the competencies.</li> <li>Establishes a remediation program for struggling educators; and some evaluators focus on helping them develop and demonstrate the competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and implements an educator evaluation system for some or all educator groups.</li> <li>Utilizes evaluators to provide feedback and coaching that may not be tied to competencies.</li> </ul>
	<ul style="list-style-type: none"> <li>Utilizes individual educator goal plans focused on performance competencies and student academic progress, and ensures action steps will assist educators in increasing the overall effectiveness rating that is aligned to the PBCS.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes individual educator goal plans, focused on performance competencies, which include objectives and action steps.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes educator goal plans for sub-groups of educators.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes improvement plans for ineffective educators.</li> </ul>

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The LEA...				
<b>TALENT MANAGEMENT &amp; DEVELOPMENT</b>				
<b>Induction/ Mentoring</b>	<ul style="list-style-type: none"> <li>Ensures induction programs orient new educators to the PBCS and its performance requirements and helps educators learn how to meet them.</li> <li>Ensures mentors help educators understand the PBCS and help them develop the skills to succeed in earning PBC.</li> <li>Ensures the PBCS offers sufficient incentives to encourage those with the ability to help educators develop effective practice to accept and stay in mentoring positions.</li> </ul>	<ul style="list-style-type: none"> <li>Distributes/communicates educator competencies and expectations for having/achieving them to new hires before hiring, or early after hiring.</li> <li>Includes induction activities focused heavily on developing the competencies.</li> <li>Selects mentors through a rigorous process based on how well they have mastered the competencies.</li> <li>Ensures mentor teachers/leaders assess teaching practice and provide feedback using a tool based on the competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Includes year-long induction activities that are sometimes focused on educator competencies.</li> <li>Selects mentors (sometimes) based on how well they have mastered the competencies.</li> </ul>	

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TALENT MANAGEMENT & DEVELOPMENT				
Professional Development	<ul style="list-style-type: none"> <li>Ensures professional development opportunities are specifically targeted to help educators improve performance in the areas rewarded by the PBCS.</li> <li>Utilizes the PBCS to reward educator development of the competencies needed to improve student achievement.</li> <li>Utilizes the PBCS to reward educator development of the competencies that implemented professional development programs are focused on.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures professional development opportunities are available to help educators develop most of the competencies.</li> <li>Plans professional development utilizing an assessment of the competencies and the findings from this assessment result in directing efforts toward improving weak competencies.</li> <li>Conducts program evaluation of its professional development to gauge its relevance to the competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Includes some professional development opportunities to help educators develop many of the educator competencies.</li> <li>Plans professional development utilizing an assessment of the competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Implements professional development opportunities that are unaligned to educator competencies.</li> </ul>

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<b>STRATEGIC COMPENSATION</b>				
<b>Performance-Based Compensation</b>	<ul style="list-style-type: none"> <li>Compensates educators in alignment with an overall reform plan.</li> </ul>	<ul style="list-style-type: none"> <li>Manages base pay progression based on the overall effectiveness rating, using a frontloaded salary schedule.</li> <li>Ensures there is flexibility to provide higher starting salaries for educators that have especially high levels of the competencies.</li> <li>Ensures salary schedule is step-less and results in diversified pay based on effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Moves away from base pay progression based solely on experience and education.</li> <li>Utilizes the compensation system to reward differential compensation for developing the competencies.</li> <li>Manages base salary and base pay progression in a way that is significant enough to attract educators with the desired competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Compensates all educators alike, based on experience and/or education.</li> </ul>



**Note: The content in this IC Map is informed through the work of several organizations/bodies of work, including:**

- **Batelle for Kids**
- **Center for Educator Compensation Reform**
  - Heneman III, H.G., and Milanowski, A. Strengthening the Educator Workforce Through Human Resource Alignment. Center for Educator Compensation Reform. U.S. Department of Education, Office of Elementary and Secondary Education, Washington, D.C., 2011.
- **ERS (Education Resource Strategies):**
  - The Teaching Job: Restructuring for Effectiveness
- **U.S. Department of Education**
  - TIF: Human Capital Management System (HCMS) Self-Assessment (developed by Measurement Incorporated under subcontract to Kratos Learning)

## **Glossary of Terms**

**Recruitment:** Attracting high-potential candidates to the organization.

**Selection:** Identifying specific competencies and tools to narrow candidate pool to qualified candidates; repeatedly selecting high-quality candidates by using multiple data points.

**Placement:** The strategic placement of educators into classrooms and schools.

**Performance Management:** Systematically measuring educator performance and planning for district-wide improvement.

**Educator Goal Plans (EGPs):** Individualized professional growth plans to support educator development of performance competencies in order to improve student learning

**Induction/Mentoring:** Specialized professional development support for new educators that focuses on onboarding (socializing new employees into the culture of the organization); establishment and follow-through of orientation activities; feedback; and coaching.

**Professional Development (PD):** Supporting the growth of educator knowledge, skills, and practices through training, modeling, and coaching.

**Strategic Compensation:** Aligning organizational goals and strategies to overall rewards.

**Performance-Based Compensation (PBC):** Differential compensation that is earned based on educator effectiveness.