

How can principals use talent management strategies to develop and maintain effective schools?

The responsibilities of school principals have grown over the past two decades. Previously, the principal's role was primarily that of a manager, but now includes being an instructional leader who recruits and supports effective teachers as they work to maximize the potential of each student.

The information in this document was developed to provide evidence-based practices from the [Transformational Leadership Framework](#) to encourage school leaders to implement a [systemic approach](#) to [talent management](#) to benefit students and the overall school community.

THINGS TO CONSIDER

Recruitment and onboarding should be intentional processes with the principal identifying the qualities and skills required in a teacher candidate and later briefing newly hired teachers on the priorities and culture of the school community. This process means placing educators in positions that align with their strengths and including an [induction program](#) to support new teachers throughout the school year. When recruitment and onboarding are used as opportunities to continuously improve school culture and student learning, student needs can be effectively met.

To have the greatest impact on student learning, principals must identify and grow strong [teacher leaders](#). Effective principals use a [collaborative leadership](#) structure to create instructional leadership teams and build the capacity of teacher leaders. Collaborative

leadership strategies highlight the strengths and shared ideas of the learning community throughout the school and seek and reflect the input of students and their families.

All three TLE evaluation models – Marzano, McREL and the Tulsa framework – approved for use in Oklahoma school districts are research-based and support educators' ongoing development in their craft. Principals can use professional development days to review and discuss [evaluation rubrics](#), utilizing site-specific examples of classroom strategies that lead to an *effective* rating and strategies that would transition a lesson from an *effective* rating to a *highly effective* or *superior* rating. Gathering evidence of effective teaching and learning through classroom observations and evaluations provides actionable, relevant and timely feedback to support teachers in their practice.

KEY INSIGHTS

- [Recruit and hire highly effective teachers.](#)
- Increase teacher retention through onboarding, mentoring/coaching and induction programs.
- Assess teacher leader qualities among staff members and leverage teacher strengths in leadership roles.
- [Build a high-functioning leadership team.](#)
- Use performance evaluations and the PL Focus as opportunities for reflection and growth.
- Provide actionable, relevant and timely feedback following walk-throughs, observations and evaluations.

SEE ALSO

- [How can instructional coaching be used to support teachers?](#)
- [How can teachers maximize collaboration to grow professionally and increase student achievement?](#)
- [What Technology Lessons Did Educators Learn During the Pandemic that Continue to be Valuable for Meeting Students' Educational Needs?](#)

Principals and teachers should work together to develop a [Professional Learning \(PL\) Focus](#) individualized to each teacher. The PL Focus, aligned to the evaluation rubric, gives teachers the autonomy to develop a professional growth goal focused on key strategies and behaviors that impact student learning and teacher mastery. The selected PL Focus should include [job-embedded learning opportunities](#) that lead to new learning and enhancement of existing skills.

[ATTENDING TO EQUITY](#)

In Oklahoma as in many states, student populations are more diverse than the educator workforce. [Attending to equity](#) is essential in order to provide every Oklahoma student access to effective teachers, as is developing interview protocols that allow candidates to exhibit evidence of equitable practices. Utilizing [equitable strategies](#) for hiring and retaining teachers creates high-functioning teams, develops ongoing embedded professional development and implements a continuous cycle of evaluation and feedback.

RECOMMENDED ACTION STEPS

- Seek candidates from job fairs at colleges and universities and connect with university programs focusing on diverse student communities, such as [TRIO](#) at Oklahoma City Community College and [McNair Scholars](#) at the University of Oklahoma.
- Collaborate with [educator preparation providers](#) to prepare novice teachers for the classroom.
- Involve teachers in the selection of new educators to the school by including them on [interview committees](#).
- Assess teacher leadership within the school. Leverage teacher strengths to form an instructional leadership team with diverse backgrounds and knowledge sets.
- Ensure diverse, [equity-focused hiring practices](#) to ensure all students have access to highly effective teachers and resources.
- Incorporate non-evaluative [learning walks](#), also referred to as instructional rounds, conducted by small groups of evaluators and teachers. Learning walks enable teachers to better understand the evaluation process and rubric and learn from their colleagues.
- Pair teachers for [peer observation](#) opportunities. This provides time to share best practices, assess new strategies and build a network of learning among colleagues. Consider pairing new teachers with veterans within the same subject area or grade level or pair subject-area specialists with learning specialists such as special education teachers or teachers of English learners.