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Findings and Recommendations

Supporting Principals to Use Teacher Effectiveness Data for Talent Management Decisions

VANDERBILT
PEABODY COLLEGE

Additional reports and information can be found at www.principaldatause.org.

On the website, readers can find in-depth papers on:

- Supporting principals to use teacher effectiveness data for talent management decisions;
- Principals' use of value-added and observation data;
- System redesign and support for principal data use;
- The changing role of principals as instructional leaders;
- Principals' use of teacher effectiveness data in teacher hiring; and
- Changing the landscape of teacher contract renewals with teacher effectiveness data.

Four case studies of exemplary principals using teacher effectiveness data for talent management decisions also are available on the website. The case studies include video and audio of the principals and their teachers and leadership teams, and they can be used for training and instructional purposes.

The website also provides access to tools and resources to support talent management decisionmaking, as well as links to all of the project reports. Included is a leaders' guide that is organized by specific talent management decisions, with examples of types of data that would be beneficial for various decisions in response to specific talent management needs. In addition, we provide calendars from study sites that include information regarding various talent management decision timeframes along with the availability of key teacher effectiveness data. These calendars serve the important purpose of showing "what is," while at the same time offering a description of "what could be."

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INTRODUCTION

There is growing recognition that schools need to be more strategic in how they manage their primary resource, teachers. Investment in measuring effective teaching—including value-added estimates, teacher observations, and student surveys[1]—has increased the availability of data to make teacher talent management decisions.[2] These decisions include decisions about teacher recruitment, hiring, induction, assignment to classrooms and subjects, evaluation, feedback and support, professional development, leadership responsibilities, and retention. Principals need targeted trainings and support to facilitate the use of teacher effectiveness data for such decisions.

This report is part of a research project that included six urban school districts and two charter management organizations (CMOs) during the 2012–14 school years.[3] The report synthesizes findings about training and supports that can help principals use teacher effectiveness data to inform their talent management decisions. Our aim is to provide useful insights for system-level leaders on how to best support principals' talent management decisionmaking. Specifically, we provide 10 recommendations that seek to address areas of need identified by principals and system leaders and to address barriers to effective data use by principals for talent management decisions.

Spotlight on New Teacher Feedback and Evaluation Systems

States, districts, and CMOs across the country are changing their teacher evaluation and feedback systems to include multiple measures of teacher performance, including:

- Classroom observation scores based on standardized evaluation rubrics that can include indicators for planning, instruction, professionalism, and classroom environment;

- Teacher value-added estimates or student growth percentile scores for teachers in tested grades/subjects;

- Student achievement measures, such as standardized tests or end-of-course exams;

- Student, peer, and parent feedback surveys; and

- Student learning objectives for a specific course or academic year.

These indicators usually are combined into a weighted overall evaluation composite score that rates teachers on a scale of effectiveness. These new teacher evaluation systems give central/home office personnel and school principals the opportunity to access multiple sources of data to inform talent management decisions.

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1 See Measures of Effective Teaching project (2010). *Learning about Teaching: Initial Findings from the Measures of Effective Teaching Project.* The Bill & Melinda Gates Foundation.

2 On the importance of strategic human resource management in schools, see Curtis, R. (2010). Weaving the Pieces Together: A Framework for Managing Human Capital in Schools. In Curtis, R., & Wurtzel, J. (Eds.), *Teaching Talent: A Visionary Framework for Human Capital in Education,* pp. 171–195. Cambridge, MA: Harvard Education Press. See also Odden, A. (2011). *Strategic Management of Human Capital in Education.* New York: Routledge Press.

3 The sites are Alliance College-Ready Public Schools (Los Angeles, CA), Baltimore City Public Schools, Denver Public Schools, Green Dot Public Schools (Los Angeles, CA), Hillsborough County Public Schools (Tampa, FL), Houston Independent School District, Memphis City Schools/Shelby County Schools, and Metropolitan Nashville Public Schools.

Methodology

Our study is based on the following methodology.

1. We selected six urban school districts and two charter management organizations (CMOs) for the first phase of our study during the 2012–13 school year. These eight systems have invested considerable efforts and expertise in developing data systems and teacher feedback and evaluation processes that involve multiple sources of teacher effectiveness data (e.g., teacher observation/appraisals, value-added or growth measures, and student surveys). We systematically sampled sites based on the amount of time and resources they devoted to creating data systems and implementing processes, policies, and procedures that allow central/home office staff and principals to access and use these teacher effectiveness data.

2. We conducted more than 100 semistructured interviews of central/home office personnel and principals in the systems. Key personnel in each system—including the superintendent/president, director of human resources, director of research and accountability, and director of curriculum and/or professional development—were interviewed to examine the types of teacher effectiveness data available to principals and the system's expectations for data use for teacher talent management decisions.

3. We categorized every school within each system by grades served (e.g., elementary, middle, or high) and achievement level (e.g., low or high). In each district, we randomly selected principals from four elementary, three middle, and three high schools at each achievement level. (This process varied slightly for the CMOs because they serve only middle and high school students.) We conducted more than 80 semistructured interviews with these principals, building from the insights we gained from our interviews of central/home office personnel.

4. We developed an online survey for principals in six of the systems in the study. Because two of the districts and the two CMOs also were participating in a RAND/American Institutes for Research (AIR) evaluation of the Intensive Partnerships for Effective Teaching, RAND/AIR developed some of the items on those systems' surveys and administered them in the spring of 2013 as part of their continued evaluation. In the spring and summer of 2013, we created an additional set of survey items based on our qualitative interviews.

5. Online surveys were emailed to the principals between September and November 2013. The principals at the four sites participating in the RAND/AIR evaluation received a short-form survey that excluded the items already collected by RAND/AIR. Principals in two other districts received a long-form version that included all items. A total of 795 principals across the sites responded to these surveys, representing an overall response rate of 82 percent.

HOW THIS REPORT IS ORGANIZED

This report distills findings from our site visits, interviews, and survey to provide recommendations for optimally supporting principals to use teacher effectiveness data to make talent management decisions. The report is organized around three core components of a data-driven decisionmaking process: access, analysis, and application. All of these steps in the decisionmaking process are affected by key variables in a school system: the timing at which data are made available, the technology that helps principals access and analyze data, the time principals have to conduct analysis, and the level of trust in the use of data for talent management decisions. While all of these variables have an impact on the three core components, this report highlights representative ways in which school systems can improve their approaches to these variables to enhance principals' capabilities.

ACCESS	ANALYSIS	APPLICATION

TIMING of data availability	TECHNOLOGY to access and analyze
TIME to conduct analysis	TRUST in the use of data for talent management decisions
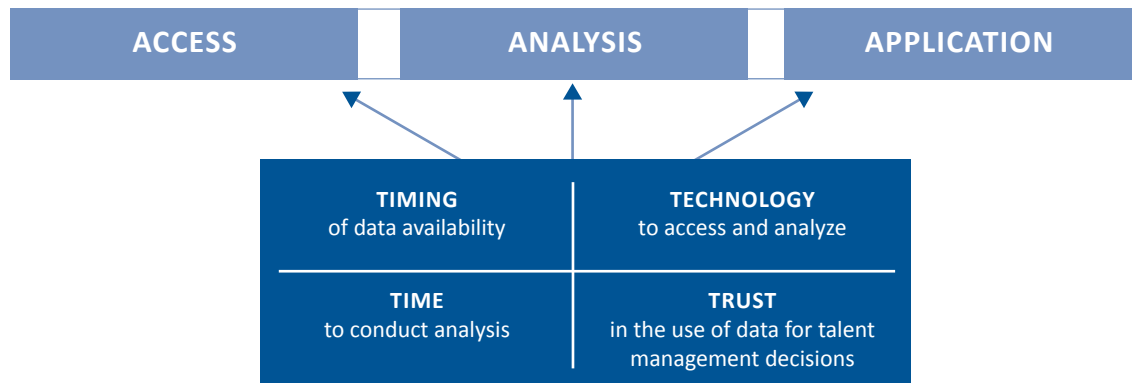
After providing a set of targeted insights and recommendations aligned to these core components, the report ends with a set of general recommendations that cut across the components and relate to a broader framework of district support for principal use of teacher effectiveness data for talent management decisions.

Supporting Access to Data Through Improved Technology and Timing of Data Availability

Ideally, principals would have access to the right amount of the right type of data at the right time to support their talent management decisions. However, across the eight systems in our study, that scenario is rarely a reality. Instead, in the words of one principal:

> *We get data like a firehose. ... I feel like there's a lot that's provided to me. I had every piece of data you could possibly imagine on my school, on my teachers. But at the end of it, after five hours or six hours of looking at numbers, it's like, 'Okay, so what was the piece now that I need to really pay attention to?'*

Across the study sites, principals describe being overwhelmed by the amount of data presented at professional development meetings and frustrated that they do not have the opportunity to learn to use these data. Compounding the challenge of having too much data, many school systems lack a centrally located data source and instead require principals to go through a myriad of systems to access data. According to one principal:

> *I think one of the things that's lacking in our system, to be very transparent, is that when someone comes in from the outside and takes a leadership position, there isn't a lot of training to access the systems. I still don't know the ins and outs of our data systems, so I'm tripping over trying to get a report. ... So for me to access data, it's taken me a while to figure out where I can simply get something…and then part of it is I don't even know necessarily what's out there.*

This situation is a function of the siloed work of many central/home office departments, each of which has its own goals, data sources, and deadlines. As a result, different types of teacher effectiveness data are available at different points throughout the school year—and often they are not available at crucial times in principals' talent management decisionmaking processes. Principals and central office leaders are very aware of this issue and routinely rate timely access to data as a moderate to strong barrier to data use. In some cases, the primary challenge of access is one of technical skill—being able to navigate the data source and technology platform to retrieve the desired data in a format in which it can be manipulated for analysis.

These interview findings are supported by data from our survey, in which we asked principals to rate suggested supports for helping them make strategic, data-based talent management decisions. Overall, as noted in Figure 1, two ideas from principals themselves stand out as excellent suggestions: providing principals with access to data from home (which 66 percent of principals rate as an excellent idea) and ensuring principals have prior evaluation and achievement scores for teachers when making hiring

decisions (which 65 percent of principals rate as an excellent idea). The latter idea also received the highest proportion of combined "excellent" and "good" ratings (98 percent). Additionally, 97 percent of principals feel it is an excellent or good idea to provide support in making sense of multiple data sources. These tasks of gaining access to various data elements and then making sense of the different data are key to principals' effectiveness in data-driven decisionmaking. As one principals points out:

> *I think for the trainings, somebody should just pull it all together and say, 'Hey, this is what we have for teacher hiring. These are some of the reports that you should look at.' That's really never been done before.*

Based on these findings, we offer two recommendations for supporting access to data and addressing issues related to the timing of data availability.

Figure 1: Principals' perceptions of ideas to help them develop their skills in using teacher effectiveness data for making talent management decisions

PERCENTAGE OF PRINCIPALS

	Excellent idea	Good idea	Poor or extremely poor idea
Having access to data from home	66%	30%	4%
Having access to teachers' prior evaluation and student achievement scores when hiring	65%	34%	2%
Having data in one location	54%	43%	3%
Support on making sense of different types of data	52%	46%	3%
Having central/home office staff who are skilled at creating and interpreting data reports	51%	42%	7%
Having a dashboard that is organized by talent management decision areas	47%	48%	5%
Opportunities to use own data in training	46%	49%	5%
Support in monitoring outcomes of talent management decisions	34%	56%	10%
Observing others giving feedback	33%	55%	12%
Opportunities to compare observation ratings with other principals	31%	60%	9%
Opportunities to roleplay giving feedback to teachers	23%	52%	25%

RECOMMENDATION #1:

To facilitate principals' access to data, develop a single data dashboard organized by talent management decision area rather than by central/home office department or data type. Enabling principals to access the right amount of the right type of data at the right time in the right location will reduce principals' frustration, increase their efficiency, and facilitate the use of a variety of teacher effectiveness measures.

- Typically, principals must access multiple data systems where they encounter an overabundance of discrete types of time-bound data that are not organized to help them make talent management decisions. Systems should keep in mind that sometimes less is more and that the right combination of data—located in one place and organized by talent management decision areas—will improve efficiency and effectiveness.

- Use talent management decision areas as the organizing feature of data systems. For example, if principals want to use observation data to help them assign teachers to a particular grade or subject, they might be able to click on an "Assignment" tab in the data system and then query the database to find, for example, all the sixth grade teachers who have taught math within the past three years. Principals also could sort the data by teacher, grade level, and subject area, and they could view teachers' data from the past several years.

- A data system that is organized by talent management decision area should be reinforced by system-specific expectations of which data should be made available and used for each talent management decision.

RECOMMENDATION #2:

To counterbalance challenges with the timing of data availability, provide principals with ongoing access to multiyear data (rather than static reports that only include data from a fixed time interval).

- Offer training to principals on using data that span across multiple years when making talent management decisions. Encourage principals to take a more holistic view of teacher effectiveness by using multiple effectiveness measures, including value-added estimates.

- Consider how to give principals expanded or remote access to data systems. According to our survey, principals greatly support expanded access to data, specifically access at home.

Supporting and Providing Time for Data Analysis

Optimally, school principals will have a full set of analytic skills and time to devote to data analysis as part of their decisionmaking processes, but this is not always the case. As one principal states, "We have tons of data, just no time to do anything with it." Principals across the study express concerns that data are not always provided in formats that are conducive to manipulation and analysis, and they admit that it is often challenging to know which types of analyses would be most beneficial to inform different kinds of talent management decisions.

Many principals cited a lack of time as a primary barrier to critical data analysis activities. Says one principal:

> *The biggest barrier to using teacher effectiveness data is time—time to pull it together and to look at it in an organized way… taking the time to sit down and read disaggregated data that has been color-coded for me and really internalizing it. I mean, you could ask me my challenges about anything on campus, and I would probably say time. Time to really feel like I'm diving into it.*

To best learn the skills required for analysis, principals suggest smaller, interactive professional development as opposed to larger, longer demonstrations. For example, one principal reflects:

> *I mean, we do have trainings at the [professional development] site, but it's either a full day or a two-hour crash course, but what we really need is to get into the system and play with our own data. It's trial and error, that's how I learn.*

Others find that professional development offerings are not adequately differentiated to meet the variable skills principals have with data analysis. As one principal notes:

> *I think we need differentiated professional development. I wouldn't consider myself a beginner but I wouldn't consider myself a master. There's definitely things that I can learn that I need to know but I don't need to sit through other stuff.*

In some cases the primary challenge of analysis is knowing where to start, given the massive amounts of data available, and at other times it is knowing what to do—having the skillset to know how to manipulate the data for optimal insight. Above all, many principals find that it is difficult to allocate scarce time to a complex task.

The survey data reveal insights about principals' preferred modes of developing their analytic capacity in the most time-efficient manner. When asked to rate their preferences for different formats for learning how to use teacher effectiveness data to make teacher talent management decisions, principals favor learning in workshop settings, with other principals in their district, and with the support of a coach (see Figure 2). The top four modes of learning that principals greatly prefer are talking with other principals

in the district (37 percent), discussions with other principals supported by a coach (33 percent), informal networking with other principals (27 percent), and a series of workshops with other principals (26 percent). The aspect that all four of these greatly preferred modes have in common is direct interaction between principals. A central office staff member reinforces the value of this type of collaboration with the following statement:

> *I think that a professional learning community between principals is a good way to do it… and there's some resident expert in the group that is constantly supporting and challenging them. Having support systems with other principals really helps a lot.*

Figure 2: Principals' preferred formats of learning how to use teacher effectiveness data for talent management decisions
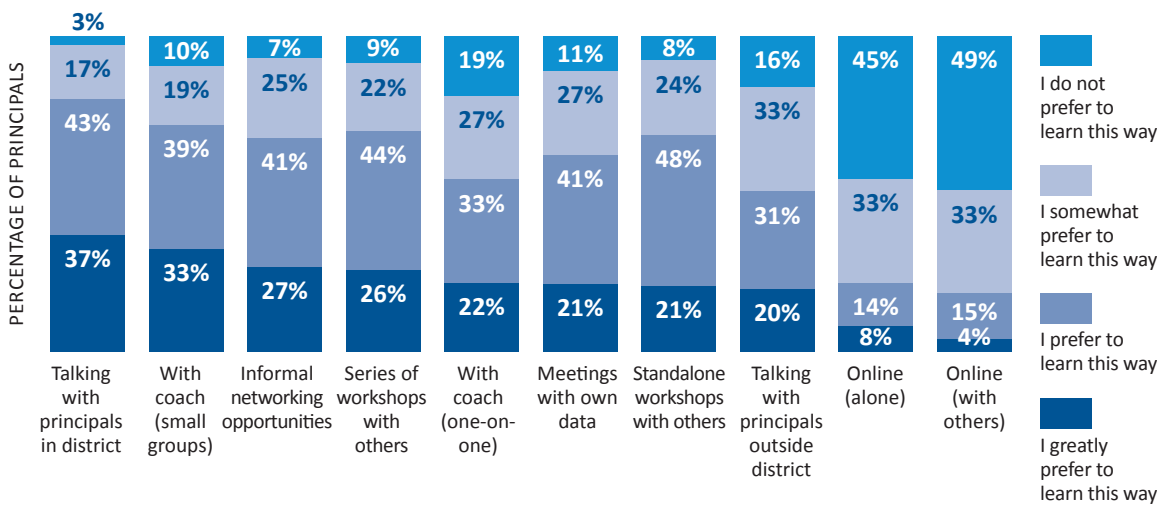
Set against the backdrop of an increasing emphasis on online learning across the American educational landscape, our survey shows that online learning is principals' least preferred mode of learning about using teacher effectiveness data for talent management decisions. Nearly half of the respondents (45 percent) indicate that they do not prefer learning online alone, and a slightly greater percentage (49 percent) do not prefer learning online with others. Additionally, only 22 percent of principals greatly prefer or prefer to learn online alone and only 18 percent greatly prefer or prefer to learn online with others—the lowest positive ratings out of all the formats listed in the survey. This finding speaks to the aforementioned finding that principals prefer modes of learning and support that involve direct interaction with other school leaders.

Based on these findings, we offer the following recommendations for supporting principals in analyzing data and addressing the issue of having limited time for analysis:

RECOMMENDATION #3:

To most efficiently meet the needs of individual principals, differentiate principal training to match varying analytic proficiencies.

- Gather principal and supervisor input around the specific needs and analytic skills of principals and tailor trainings accordingly.

- Gather feedback from principals on the formats or presentations of data that are most useful for them in making talent management decisions and teach them the analytic skills necessary to create such reports or presentations.

- Create scenario-based training around each talent management decision that will provide real-life situations within which to develop the analytic capacity of principals.

- To increase motivation for learning, always allow principals to use their own school data (as opposed to mock data) during training sessions.

- Tie training to ongoing principal feedback and accountability benchmarks for using teacher effectiveness data.

RECOMMENDATION #4:

To provide time for the important work of data analysis, support principals in distributing leadership tasks to other capable members of the school community.

- Because our findings indicate that conducting classroom observations is a time-intensive responsibility for principals, school systems should consider how to distribute the task of collecting observation data. For example, empower peers and teacher leaders to be observers for non-evaluative classroom visits.

- Consider offering data analysis training for other school leadership team members (such as assistant principals).

- Use administrative meeting time to share promising practices of distributive leadership at the school building level.

- Explore innovative staffing models and procedures for distributing tasks, such as training a school leadership team member to be a data coach.

Supporting Data Application and Building Trust in Data Use

Another challenge for principals across the board is the issue of application or use of data for talent management decisions. Just as data analysis takes time, applying data to talent management decisions also requires principals to expend additional time and effort in their decisionmaking. Adopting such a data-driven decisionmaking approach cannot be done overnight, but central/home offices can support principals in making this transition, as one principal can attest:

> " *Whenever there's a new data source or a new requirement, our CMO does a great job providing professional development for principals. They bring things in and help us understand. So, do we need more of that? Absolutely, because it's not enough, just seeing it for the first time. I have to see it, digest it, go back to it, and see it again before I can use it.* "

Trust is central to the task of applying data to talent development decisions. Both principals and teachers need to have a degree of trust in the validity of the data sources; additionally, teachers need to have strong trust in their principal's ability to base important talent development decisions on a skillful application of teacher effectiveness data. Central/home offices have a responsibility to model these behaviors and cultivate a culture of trust in the way they make decisions that have impacts on principals and schools.
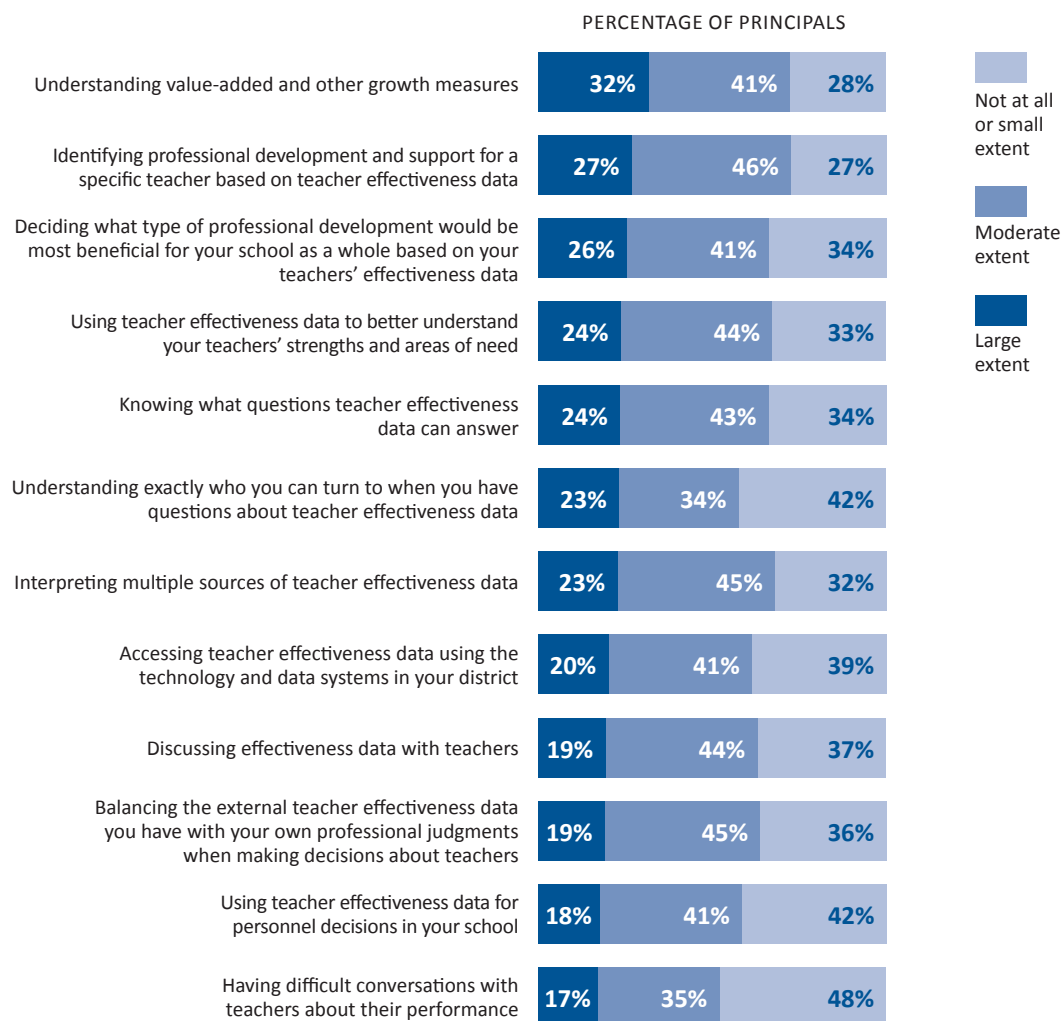
To build trust, school systems must provide principals with the supports that they want and need. Our survey results indicate that principals desire the most support in being able to apply data (see Figure 3). Specifically, respondents say they want a greater extent of added support in better understanding value-added measures of teacher effectiveness (32 percent of respondents), identifying teacher-specific professional development needs and possible supports from teacher effectiveness data (27 percent), and identifying schoolwide professional development needs and possible supports from teacher effectiveness data (26 percent). All three of these priority tasks involve the skills associated with applying data and understanding how to make strategic decisions based on needs identified in the data.

Additionally, when including the areas in which principals report wanting a moderate extent of added support, we see two additional priority areas emerge: interpreting multiple sources of teacher effectiveness data and knowing how to better use teacher effectiveness data to identify strengths and needs in their teachers and schools. These findings point to the desire of principals to receive added training and support in the challenging task of data interpretation and drawing meaning from multiple forms of data to make strategic decisions to support teachers and schools.

These data application skills are not easy to learn, especially when done in a vacuum, with "mock" data, or through packaged training. For example, one principal suggests:

> " *I think [you should] just bring your own school data, or they would have that available for you for your school. It needs to be personalized to you, because you don't want to do it for another school, you know, then you feel like you're wasting your time. Do the trainings with personalized data for your particular school.* "

Figure 3: Principals' preferences for topics of support for using teacher effectiveness data

PERCENTAGE OF PRINCIPALS

Topic	Large extent	Moderate extent	Not at all or small extent
Understanding value-added and other growth measures	32%	41%	28%
Identifying professional development and support for a specific teacher based on teacher effectiveness data	27%	46%	27%
Deciding what type of professional development would be most beneficial for your school as a whole based on your teachers' effectiveness data	26%	41%	34%
Using teacher effectiveness data to better understand your teachers' strengths and areas of need	24%	44%	33%
Knowing what questions teacher effectiveness data can answer	24%	43%	34%
Understanding exactly who you can turn to when you have questions about teacher effectiveness data	23%	34%	42%
Interpreting multiple sources of teacher effectiveness data	23%	45%	32%
Accessing teacher effectiveness data using the technology and data systems in your district	20%	41%	39%
Discussing effectiveness data with teachers	19%	44%	37%
Balancing the external teacher effectiveness data you have with your own professional judgments when making decisions about teachers	19%	45%	36%
Using teacher effectiveness data for personnel decisions in your school	18%	41%	42%
Having difficult conversations with teachers about their performance	17%	35%	48%

Legend: Not at all or small extent / Moderate extent / Large extent

The following recommendations help address the challenges associated with supporting principals in the work of data application.

RECOMMENDATION #5:

Provide targeted training and support to principals on applying teacher effectiveness data to specific talent management decisions.

- Train principals on the strategic application of teacher effectiveness data to the full spectrum of talent management decisions.

- When providing a data report to principals, also include a set of suggestions for how the principal can apply the data to pertinent talent management decisions.

- When principals are trained on applying data to talent management decisions, allow principals to use their own data and require them to articulate how they can apply their own data to actual talent management scenarios in their school.

RECOMMENDATION #6:

Conduct all data application activities in a manner that facilitates a culture of trust in the people, processes, and products that are affected by the work.
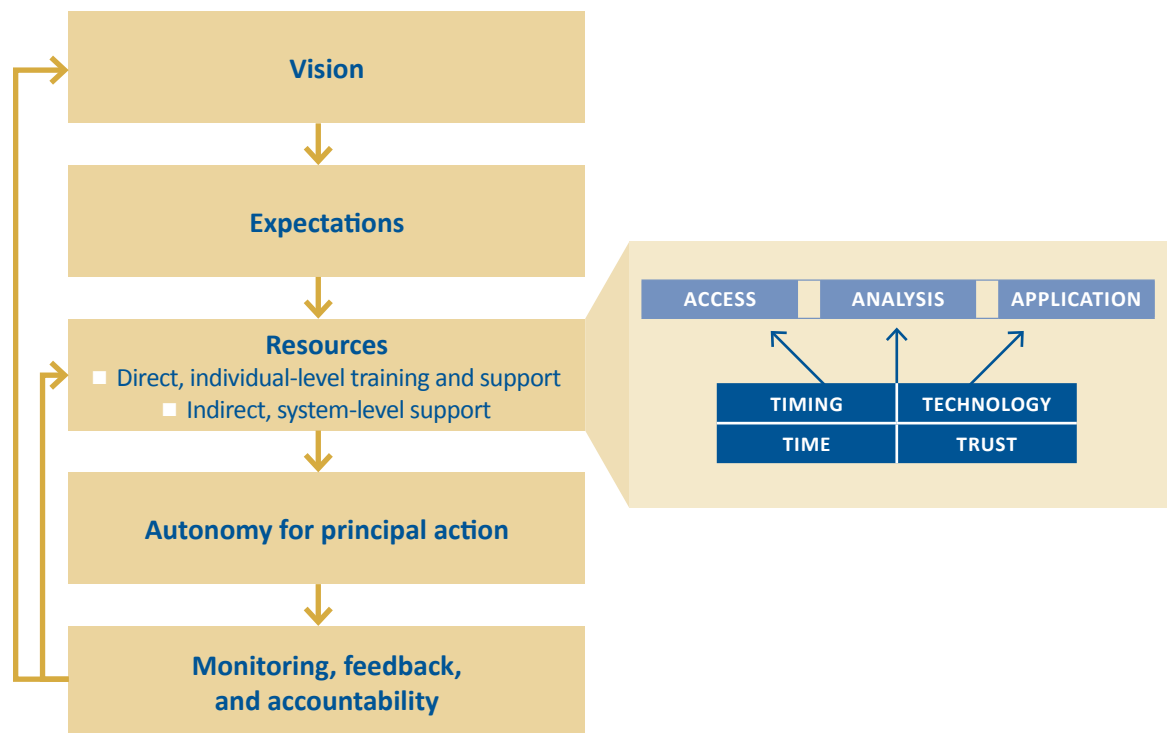
- The central/home office should model a spirit of respect and professionalism for the importance of principal engagement in talent management decisions. For example, when discussing principals' effectiveness with them, central/home office leaders should thoughtfully cite multiple forms of data that both the principals and central/home office leaders value and believe are valid, reliable measures of principal performance (e.g., the percentage of highly effective teachers retained and placed in leadership positions based on multiple measures and multiple years of data). The tone and approach of the conversations should model how central/home office leaders want their principals to conduct these conversations with teachers.

- When principals contact the central/home office regarding data, take advantage of this opportunity to model hands-on interactions with data and reinforce the message that data are important in the work done at all levels in the organization.

- Establish a clear vision and expectations for how principals should facilitate the talent management process.

- As trust must be built and nurtured from the top, it is imperative that central/home office leaders continue to receive the ongoing training necessary to thoughtfully fulfill their changing roles as instructional supports and coaches to principals. Central/home office leaders must be trustworthy mentors and guides and, as such, must be supported and trained so that they can most effectively model data use and provide feedback to principals on the quality of their talent management decisions.

A Broader Framework of Support for Principals' Use of Teacher Effectiveness Data for Talent Management Decisions

Our research leads us to conclude that there are two primary categories of support available to principals as they make talent management decisions: direct, individual-level supports and indirect, system-level supports. These two types of support are operationalized within the three core components of a data-driven decisionmaking process: access, analysis, and application. Mirroring our research project, this report has focused on the work of supporting principals' access, analysis, and application of data, while accounting for challenges with timing, technology, time, and trust. However, these activities are nested within a broader context of district activity. Figure 4 depicts this broader context of support for principal use of teacher effectiveness data for talent management decisions.

Figure 4: Framework of support for principal use of teacher effectiveness data for talent management decisions

Vision

Expectations

Resources
- Direct, individual-level training and support
- Indirect, system-level support

Autonomy for principal action

Monitoring, feedback, and accountability

ACCESS   ANALYSIS   APPLICATION

TIMING   TECHNOLOGY
TIME   TRUST

The framework in Figure 4 highlights the need for school systems to establish a clear vision and articulate a set of specific expectations for principal use of teacher effectiveness data for talent management decisions. Resources must be allocated to provide the direct and indirect supports necessary to ensure principals can meet these expectations. Then, principals must be given the autonomy to act—to make talent management decisions in the best interest of the students and school. Along the way, principals should receive feedback on their decisions, with supplemental supports provided as needed. Further goal-setting and accountability measures can be layered in as dictated by ongoing performance.

A set of recommendations aligned with the broader framework of district support is provided below.

RECOMMENDATION #7:

Central/home offices should craft a clear vision and set of expectations around the use of all forms of teacher effectiveness data for all talent management decisions.

- Many school systems have begun this work by creating guidelines for using data on student outcomes when assigning teachers to subject and grades; however, this work is far from comprehensive.

- Determining how to integrate and weigh observation data alongside student performance data will push systems to clarify their expectations and provide further training so that principals have the confidence to use all performance measures consistently and accurately.

- While it is important that districts hold principals accountable for meeting the expectations for data use, they must operationalize a system for ongoing feedback to principals, and provide principals with autonomy to make decisions.

- Include principals in planning groups to devise data systems and reports that will meet principals' specific needs.

RECOMMENDATION #8:

Districts and CMOs should develop formal and informal networks of principal support for using data for talent management decisions.

- Develop systems of informal networking around data use that are aligned with the timing of the work. For example, during teacher hiring season, ask principals who have been successful in hiring to lead networking sessions.

- According to one principal, it is valuable to have a "professional learning community, so as you work through issues there may be something that another principal can offer because they're experiencing the same thing."

RECOMMENDATION #9:

At a time when much principal support is currently being driven by compliance to complete necessary data collection tasks, consider a shift in focus to supporting high-quality data practices and holding principals accountable for quality data use.

> *There's the compliance part where you've spent this much time in [classrooms] and you've done this many [observations]... but then the next step... is [regional superintendents are] going to read the scripting taken during an observation. They're going to look at how those notes were applied to the rubric. Are they applying them correctly? Does it make sense based upon a rubric? And then they'll go and they'll look at the scores. ... So we're trying to do compliance and then take it a step further and make sure they're being supported in their work of the actual observations of the teachers."*
>
> — Central office staff member

■ Quality is critical: Principals will comply with what they are being held accountable for, and what gets measured gets valued and gets done.

■ Rather than focusing on the number of observations and professional development sessions principals conduct, emphasize the quality of crucial conversations and post-observation conferences that principals have with teachers, as well as the degree of alignment between professional development and teacher effectiveness data in a school.

■ The availability of teacher effectiveness data creates new opportunities for school systems to use data to hold school leaders accountable for teacher talent decisions. Some examples of areas for which accountability measures for principal data use could be developed include:

◆ Progression of newly hired teachers toward ratings of effective in first three years in the school;

◆ Promotion of effective teachers and nonrenewal of less-effective teachers;

◆ Assignment of most effective teachers to students with greatest needs;

◆ Alignment between teacher support or professional development and areas of teacher need; and

◆ Retention of highly-effective teachers.

RECOMMENDATION #10:

When hiring principals, consider applying a set of clearly defined criteria for effective use of teacher effectiveness data for talent management decisions.

■ Ensure that principals being hired have been selected for their awareness, aptitude, capacity, and drive to thoughtfully use teacher effectiveness data for critical talent management decisions.

■ Develop data-based scenarios around talent management decisions that can be used for both training and selection of principals.

Conclusion

Large investments are being made in new teacher effectiveness measures and in new data warehouses. These data systems are designed to enable principals to use data for talent management decisionmaking. While school leaders tend to be strongly committed to harnessing the benefits of these data, they want and need more support and skills to incorporate these data into their decisionmaking routines. Across the board, principals describe the challenges of limited time, challenging technology, poor timing, and insufficient trust, but they also suggest supports that systems can provide to help them surmount these obstacles: sessions that actively engage principals in small groups with their own data, job-embedded learning based on actual decisions they are confronting, and peer mentors who are skilled in data analysis and application. As central/home office leaders look to optimize the critical supports they provide to help principals use teacher effectiveness data in their talent management decisionmaking, they should seek out the perspectives of their principals and use them to guide their efforts.