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Designing and Implementing Human Capital Management Systems in Educator Evaluation

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Introduction

The Department of Education’s Teacher Incentive Fund (TIF) 4 program represents a programmatic shift away from educator compensation reform as the primary lever of change for teacher performance and student learning. The TIF 4 program is designed to encourage the use of educator effectiveness measures to support the strategic instructional vision of school districts, as well as the professional careers of educators, through a *human capital management systems* (HCMS) approach. An HCMS approach aligns the core competencies underlying the teacher evaluation system to key strategic decisions, such as recruitment, hiring, placement, induction, mentoring, career ladder positions, compensation, professional development, and tenure (Heneman & Milanowski, 2004).

The TIF 4 Absolute Priority 1 focuses on a local education agency (LEA)-wide HCMS with educator evaluation systems at the center and is consistent with the growing recognition that human capital management practices play an important role in attracting, retaining, and developing effective educators. Researchers and education reform advocates (Almy & Tooley, 2012; Curtis, 2010; Darling-Hammond, 2012; Heneman & Milanowski, 2004; Odden, 2011) have pointed out that a systematic approach to human capital management supports innovations like performance-based compensation, rigorous performance evaluation, and job-embedded professional development by ensuring that reforms all send the same message and that practices that provide consequences are coupled with practices that provide support to educators.

This paper documents the efforts of the *process and development* of an 18-month HCMS design project in the TIF 4 program. Many times, grantees will focus on one aspect of an HCMS to develop, rather than engaging in a reflective, district-wide HCMS development process. Through its Sustainable Educator Evaluation and Compensation (SEEC) Project, the North East Florida Educational Consortium (NEFEC) integrated HCMS through an innovative and collaborative approach that has effectively leveraged the use of TIF 4 technical assistance for district-wide organizational change. NEFEC, an education service agency, administers the SEEC Project, which comprises a network of eight rural school districts in northeast

Florida: Bradford County School District, Columbia County School District, Flagler County Public Schools, Gilchrist County School District, Hamilton County School District, Lafayette District Schools, Suwannee County Schools, and Union County Schools.

The eight school districts, led and organized by NEFEC, began the work of assessing their HCMS in November 2013, in collaboration with the TIF 4 technical assistance team (Drs. Sara Kraemer, Anthony Milanowski, and Jenna Scott). The technical assistance began with an overview of the HCMS system, how to align key educator competencies (i.e., the key skills, knowledge, and behaviors that educators are expected to know and perform) to each district’s vision of instructional improvement (Heneman & Milanowski, 2011), and how to engage educators in the process of HCMS design. Over the course of 18 months and several technical onsite assistance meetings, the districts and NEFEC worked together to redesign their HCMS with these principles in mind.

All districts had a form of HCMS before they started this process; however, they were not aligned to educator competencies, did not prioritize districts’ priorities, and were not strategically managed. Thus, all districts engaged in hiring, induction, mentoring, professional development, etc..., but they were not aligned to their evaluation system nor actively and strategically managed by the district. The SEEC districts and NEFEC engaged in creating an inventory of their most pressing HCMS issues, including areas

that are challenging for school districts in rural settings such as recruitment, hiring, and retention. After identifying their HCMS issues, the districts, with NEFEC's support, went on to examine their current practices around these areas. They also identified the educator competencies, as defined by district priorities and elements of their teacher and principal practice observational rubrics. They then examined the alignment of their practices with these competencies.

The following sections of this paper outline the HCMS framework and alignment methodology in the TIF 4 program, provide an indepth overview of the SEEC Project and their process for developing HCMS in their school districts and three case studies of SEEC school districts leading the program in innovative work, and synthesize HCMS trends across SEEC districts and within NEFEC programming.

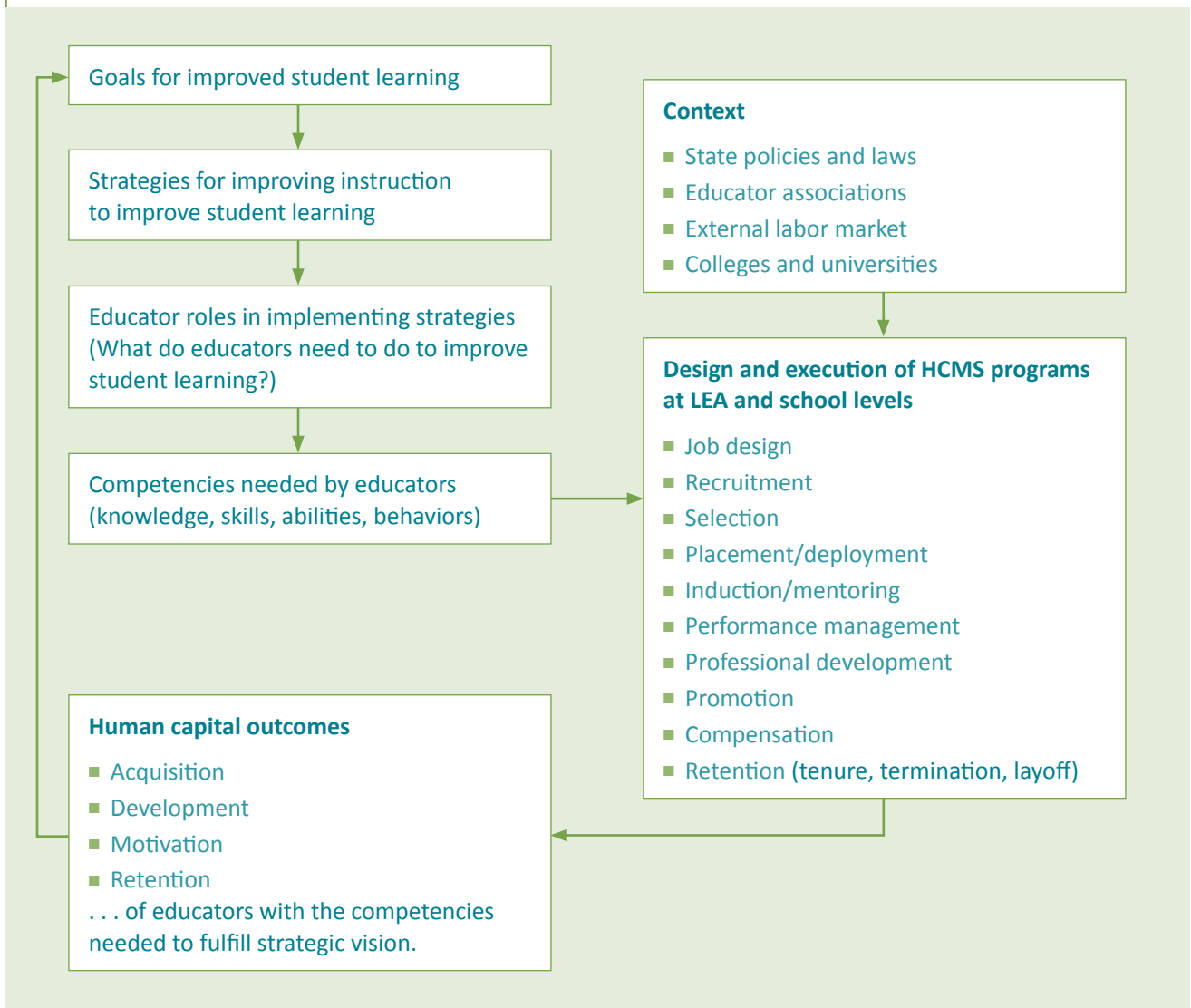
HCMS Framework and Alignment

Effective HCMS practices can not only help educational organizations attain their goals, but they can also contribute to the engagement, job satisfaction, and professional development of educators. If LEAs develop the links among competencies, evaluation results, and professional development, educators are more likely to get the support they need to do their jobs well and to add to their own human capital. More broadly, systematic human capital management promotes a better “fit” between the person and the job, because basing HCMS programs on the competencies results in selection and retention of people who fit the job requirements and value the intrinsic and extrinsic rewards the job offers. Better fit is associated with higher job satisfaction and lower job strain (Edwards & Shipp, 2007; Kristof- Brown, Zimmerman, & Johnson, 2005). It is also likely that effective HCM practices for job design, professional development, and recognition promote job engagement, which in turn is related to job satisfaction (Klassen et al., 2012) and well-being (Brunetto, Shacklock, Teo, & Farr-Wharton, 2014). For a set of key HCMS definitions, see Appendix 1.

An HCMS should be a coherent set of policies and practices that work together to attract, develop, deploy, motivate, and retain educators who have the competencies needed to achieve the organization's goals. There is evidence from other sectors that strategically aligned HCMS can contribute to organizational effectiveness (e.g., Gerhart, 2007; Subramony, 2009; Wright, Gardner, Moynihan, & Allen, 2005). Multiple complementary practices have generally been found to be more effective than applying one or two so-called best practices in isolation. In order to design such a system for educators, grantees need to begin with their goals for student learning, then identify the competencies educators need to help meet the goals, design the HCM practices (such as performance evaluation and professional development) around these competencies, and identify HCMS system outcomes in order to assess whether the processes are succeeding in improving or maintaining a workforce of educators with the desired competencies. If the HCM practices are designed and implemented well, then human capital outcomes, such as attracting and retaining educators with the needed competencies, should follow. If the competencies have been correctly identified, educators will be able to help the district attain its student learning goals. Figure 1 illustrates the logic of the design process.

Figure 1:

Framework for Designing a Coherent HCMS



Overview of SEEC Program

NEFEC supported the work of communicating and aligning the efforts of the SEEC Project by collaborating with each district to establish the purpose for an aligned HCMS. Before work began on developing the process for collaboration, NEFEC requested technical assistance to provide support as well as outside perspective to shape the work. Early in the planning

year, members of the team realized that cross-district communication was going to be essential for success of the grant. NEFEC developed a mission for the project under which activities, outputs, and outcomes were aligned and reflected in a mechanism for internal evaluation.

Mission: All educators understanding evaluation systems as a mechanism for improving practice to increase student growth as evidenced by data.

SEEC goes beyond legislative mandates by closing the loop between educator evaluation and Human Capital Management with the strategic use of NEFEC support, Teacher Support Colleagues, professional learning, communication, and cross-district networking and collaboration.

NEFEC and the SEEC Steering Committee (comprising leadership from participating districts) drafted a logic

model to clarify the purpose of their TIF 4 grant. Immediate, intermediate, and long-term outcomes were identified as measures to gauge progress for the project (Figure 2). The measures aligned broad activities in operational human capital management, educator evaluation, professional learning, performance-based compensation, and communication systems in SEEC and within the consortium. Efforts from NEFEC’s work on aligning and evaluating the effectiveness of internal systems prior to the SEEC project resulted in a holistic approach to developing the logic model. As a result of the approach, a deeper understanding of HCMS emerged.

Figure 2:

SEEC Project Logic Model

SEEC Mission: All educators understanding evaluation systems as a mechanism for improving practice to increase student growth as evidenced by data.

SEEC goes beyond legislative mandates by closing the loop between educator evaluation and Human Capital Management with the strategic use of NEFEC support, Teacher Support Colleagues, professional learning, communication, and cross-district networking and collaboration.

	Operational Human Capital Management System	Educator Evaluation System	Professional Learning	Performance Based Compensation	Communication
Activities	Recruit, develop, and retain effective educators	Define a common vision for the process of instructional improvement	Align PL to educator evaluation systems through data and differentiation	Implement PBC that rewards educator effectiveness	Ensure that all stakeholders understand the vision of the SEC project
Outputs	Districts develop a system that uses data to inform selection, retention, dismissal, and compensation	Certified observers provide quality feedback to improve reflective practice, professional learning, and instruction	Educators participate in job-embedded PL aligned to individual plans that are informed	Recognition of achievement increases educator motivation and commitment to improvement of practice	Articulate purpose of HCMS including PBC, educator effectiveness, and all functions that contribute to student growth
Immediate Outcomes	Alignment of activities, processes, and outcomes to the central vision for instructional improvement	Vision of instructional improvement based on the belief that highly effective educators make the difference in student achievement	Common language of instructional improvement supported by TSCs through data chats, PLCs, and PL as a result of reflective practice	Increased reflection on practice, professional learning, and collaboration increases focus on standards-based instruction and student expectations	Organized and efficient system for sharing and disseminating a unified vision and clear purpose
Intermediate Outcomes	Change in beliefs and behaviors positively impacting: Development of talent; Enhanced careers; Professionalism; Student learning; School culture; Educator motivation.				Positive changes in perception of HCMS, the educational system, and inter/intra-district collaboration
Long term Outcomes	School systems better able to prepare students for college and careers as measured by the percentage of: Students assessed through classroom growth; Students meeting or exceeding expectations on state-administered exams; Educators rated as effective or higher through district evaluation systems.				Establishment of a network without bounds that engages stakeholders and partners beyond the scope of the SEEC project

After the pilot year and into expansion of the SEEC project, superintendents from all NEFEC member districts participated in a technical assistance visit centering on HCMS. The goal of the visit was to help district leaders realize the value of identifying key educator competencies *before* beginning work on improving systems within the district. As part of this work, many districts documented that they did not have a formal HCMS, though they did engage in some of its activities.

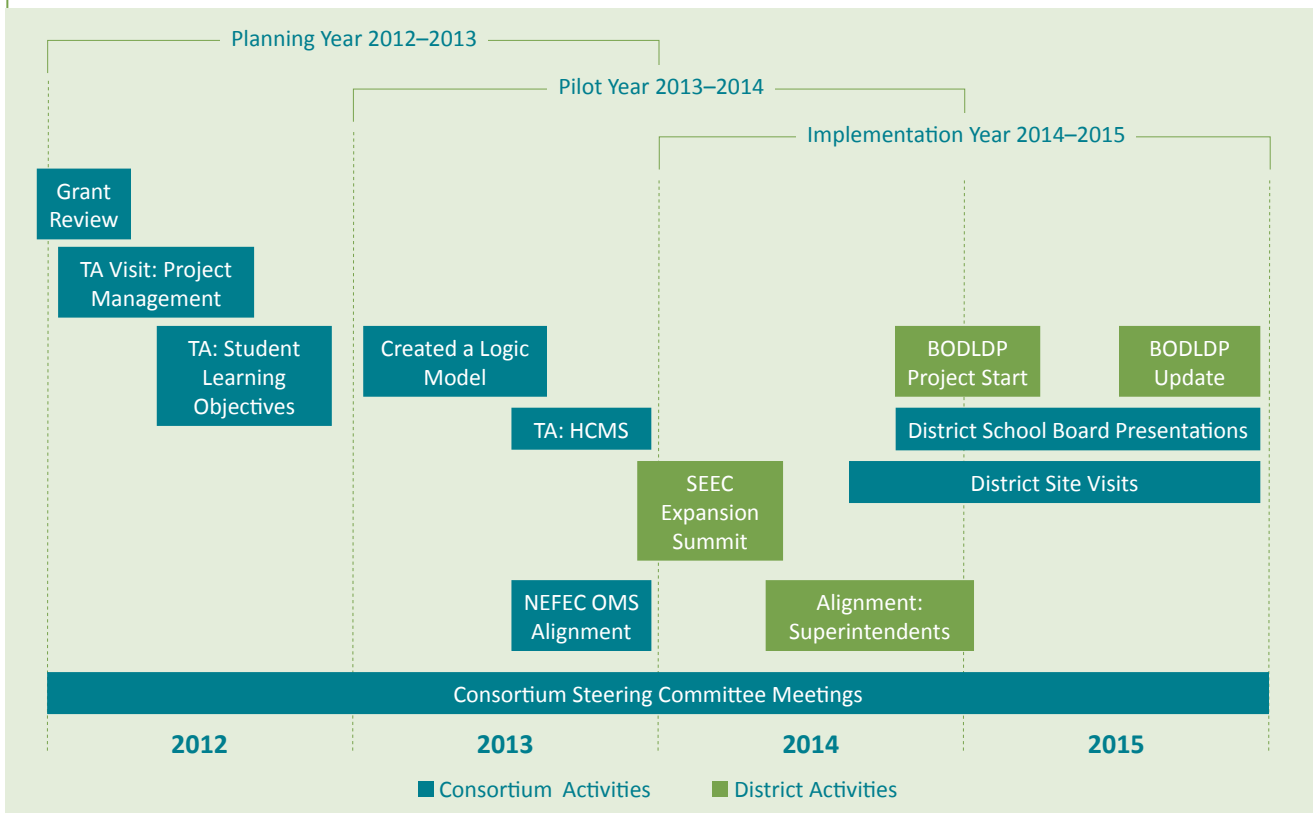
An outcome of the visit was to prepare a foundation for the Board of Director's Leadership Development Project (BODLDP), which helped the superintendents create a long-term vision for their respective HCMS. Within the BODLDP, superintendents developed collegial relationships and formed partnerships to help meet their common needs. Superintendents engaged in their leadership development project with two to three focus areas of an HCMS in a multi-year, scaffolded approach designed to help the districts develop supports for educators through all phases of their careers.

Following the initial visit, the SEEC districts convened at the Expansion Summit for project extension to other schools; district leaders (e.g., directors of curriculum, human resources directors, principals, career-ladder teachers) worked in cross-district groups comprising similar district roles to identify HCMS teacher competencies. They used a modified version of the HCMS alignment tool to assess competencies and prioritize areas of HCMS components (Heneman & Milanowski, 2011). Teams worked across districts to discuss which teacher competencies were important for their districts based on their perspectives. After this exercise, district teams reconvened to form a consensus about which competencies were most valued by their district.

This conversation and subsequent activities yielded valuable information about two areas. The first illustrated the need for a strong central vision for the work in HCMS alignment in years 3, 4, and 5 of the TIF grant. Also, the resulting alignment exercise revealed which fit areas could yield the greatest results from an initial plan to address the HCMS in each district. From the conversations, alignment exercises, and self-reflections, districts shared their preliminary action plans with NEFEC. See Figure 3 for an overview of the HCMS program implementation in SEEC.

Figure 3:

NEFEC HCMS Implementation



After the Expansion Summit, NEFEC began presenting to district school boards about the progress of the SEEC project, including accomplishments and the HCMS alignment/logic model as the framework for the grant. Members of the Student Growth Team and leadership from NEFEC visited districts to discuss their goals around an HCMS and as a way to identify what levels of support would be needed in the coming years. By engaging stakeholders at this level, other groups have become aware of the TIF grant and the positive effects the support available through the TIF grant have had on educators.

A comprehensive and deliberate approach to communication around HCMS has yielded positive results in relationships and practices for consortium districts. For example, each district generated data from the HCMS alignment exercises, as well from examining human capital needs from their districts. As a result, each district has engaged in the development of professional learning in leadership pipelines for both potential and current administrators, highly effective teaching practices and inter-rater agreement, teacher career ladder progression, and a more targeted regional recruitment fair. The Steering Committee and other subcommittees routinely met to review current practices in professional learning and to inform future offerings.

Three Case Studies of SEEC Districts Implementing an HCMS

Bradford County School District, Union County School District, and Flagler County Public Schools

Bradford County School District: Focusing on Recruitment, Induction, and Mentoring

At the heart of Bradford County School District's HCMS is a focus on professional learning for all educators. The district has committed to creating a culture of collaboration and professionalism across the district. Working closely with NEFEC, Bradford County School District began the development of its HCMS to professionally support its educators by strategically enhancing its *recruitment, induction, and retention programs and processes*. Similar to many rural districts, the district must rely on strong support from district staff in a variety of roles outside their small human resources department to make these changes, as its human resource department comprises two staff members. Despite the challenge of a small human resource department, the district's investment in this cultural transformation has created a collaborative environment for all educators across the district to help in developing new and enhancing existing programs and processes to further educator professional learning. Notably, the district has a recruitment and retention committee comprising multiple stakeholders—the superintendent, human resource staff, retired administrators, teachers, and business partners. The committee works with the district and community to support the professional learning and growth of the district, including its educators and students.

Understanding the challenges in recruiting teachers to rural districts, the district has reached out to local colleges and universities to establish close relationships. These relationships are not simply with the placement offices and internship coordinators with the colleges and universities, but also with individual deans and professors. In addition, these relationships help develop strong intern programs that lead to enhanced recruitment efforts. Having the youngest superintendent in the state of Florida has been an advantage in recruiting recent teacher graduates to the district. The superintendent attends university job fairs and speaks individually with prospective candidates. In addition, the district has strategically evaluated the local teacher preparation programs to determine where the most successful candidates graduate from

for specific grades and subjects. Using this information, the district targets the specific teacher preparation programs for candidates. When interviewing the potential candidates, the district has now created a standardized interview protocol. Prior to this work, the district's principals had autonomy to create their own questions. The new protocol focuses on agreed-upon district competencies and aligns to the Marzano evaluation system to ensure that new teachers are the right fit for the district.

Having the youngest superintendent in the state of Florida has been an advantage in recruiting recent teacher graduates to the district

In order to support new teachers, the district has comprehensively revamped its induction program. The new induction program provides new teachers with an overview of the district and offers a deep dive into the educator evaluation system. The professional learning around the evaluation system helps teachers better understand how the system is a tool for helping them grow professionally, as opposed to simply being an accountability tool.

In addition to enhancing the induction program, the district has developed a supportive mentoring program for new teachers. This new program serves as a professional support structure to help new teachers grow, as well as to retain them in the district. The mentoring program strongly links to the district's professional development programs and helps new teachers to secure the necessary support to grow professionally—for example, navigating the evaluation system and using it as a supportive structure. Mentors work with new teachers to develop a notebook that chronicles their progress. The district recognizes that if it can retain teachers for the first three years, there is a strong likelihood that the teachers will stay for a long time.

Union County Public Schools: Focus on Recruitment, Selection, and Induction

Like several other consortium counties, Union County Public Schools decided to focus its HCMS efforts on teacher recruitment, selection, and induction. Union County Public Schools regards the teacher evaluation system as a framework for understanding and communicating best teaching practices and defining the competencies to be supported by its other HCMS practices.

Union County Public Schools has developed a recruitment strategy that includes establishing links with local teacher preparation programs to increase the number of intern teachers who get a preview of working in the district, emphasizing its relatively high ranking on the state accountability system and communicating a message to teachers in training who have left the area to come back home. The district also developed an internet-based application system to make it easier and faster to review applications.

The district developed standardized interview questions aligned to the teacher evaluation rubric. Principals have responded favorably to this innovation and mentioned they “get a better feel for the candidates.” The principals reported that old questions were too vague to get a good idea of the skills of each candidate, saying it was “like shooting in the dark.” The district reported that it was satisfied with a greater percentage of new hires this year than in the past. The district also now obtains and considers the evaluation ratings of experienced teachers who apply from other Florida districts.

Union County Public Schools also revamped its induction process to prepare new teachers for the more rigorous performance evaluation process. As the district staff person we talked to observed, “you can’t teach them about the evaluation system in a day,” so the district designed its new induction process (with the help of NEFEC staff) to help new teachers understand each element of the process and what the evaluators will be looking for.

Examining human capital management practices as a system has encouraged Union County Public School to reflect about how one aspect of the HCMS affects other aspects, and how to use evaluation data to monitor important human capital metrics, such as

the quality of new hires and the retention of effective teachers. The district also used evaluation ratings from the different elements of the observation rubric to decide where to focus district-wide professional development.

In a small district like Union County Public Schools, Teacher Support Colleagues (TSCs) are an important resource to implement more active human capital management. In the induction program, TSCs rated Highly Effective act as mentors and are also involved in coaching on new state student standards. In addition, the district considers some TSCs as potential future administrators, and teacher leader activities are expected to help prepare them for these roles. District staff observed that they “[...] could not get to where we are without them. We would not have thought of creating those positions nor have money to continue with them” without the TIF grant.

While performance-based compensation has not been the major emphasis in Union County Public Schools, staff noted that with the state mandating more rigorous evaluation and performance compensation, TIF helped the district get ready to implement the state mandate and encouraged teachers to pay more attention to evaluation. Union County Public Schools is also interested in establishing a career ladder to sustain its teacher leader positions.

A small district like Union County Public Schools does not have enough staff to mentor the new administrators

Though Union County Public Schools continues to move ahead with its HCMS efforts, administrators note two challenges. First, training new administrators, especially those hired from outside the district, on the new evaluation system takes time and coaching. A small district like Union County Public Schools does not have enough staff to mentor the new administrators. Second, the more rigorous teacher evaluation that comes along with the TIF grant has disconcerted some teachers. It also seems to be a factor in some new teachers leaving the district. This is one reason that that the district has used its induction program to coach new teachers on its evaluation system.

Flagler County Public Schools: District-Wide Re-Organization

Flagler County Public Schools is a small, coastal district in eastern Florida. The superintendent of Flagler County Public Schools viewed the HCMS approach as a strategic framework for the district and used it as the approach to reconceptualize and redesign district and school administration and organization. The Flagler County Public Schools case is unique in the SEEC consortium because the integration and implementation of the HCMS sparked a district-wide reorganization and reenvisioning of strategic objectives. Therefore, the case description will focus on their unique efforts in organization and strategy as they relate to HCMS.

The superintendent and key district administrators used *Human Resources Alignment Exercise* to reflect on their practices, and this reflection sparked deeper analysis of how Flagler County Public Schools currently operates as a school district. It also spurred reflection on how the district might improve as a learning organization by adopting an HCMS approach.

Clarity and coherency to organizational structure and mission have been two of the biggest benefits of adopting an HCMS approach. Flagler County Public Schools has used the HCMS approach as a framework for engaging in decision-making, understanding district processes, and identifying current organizational structures. Their analysis yielded the following insights about their current organization:

1. The district managed its work in “silos,” or separate organizational departments, with little definition to the relationships and interactions among different departments of the district administration.
2. District initiatives were not aligned to strategic priorities.
3. Administrative projects were managed by individuals rather than teams.

The superintendent has used the HCMS approach as a springboard to explore and identify other organizational design approaches that could be used to enhance the effectiveness of district and school administration. In this exploration and analysis of approaches that would complement its HCMS framework, Flagler County Public Schools identified performance management as an approach that would redefine its district administration.

Performance management instilled a cross-functional approach, which broke through the organizational silo structures and resulted in a team-based model to working on district initiatives. In the re-conceptualization of the organizational design of the district, Flagler adopted a systems view to create four pillars for its strategic framework:

1. Teaching and learning;
2. Leadership development;
3. Instructional and operational innovation; and
4. Student and community engagement.

Each strategic goal has an executive director and is interconnected to Flagler’s HCMS framework to drive all district decision-making around projects, initiatives, and innovation. In addition to reorganizing the district administrative structure around the four strategic goals, all job descriptions were rewritten to align with the HCMS framework.

The HCMS approach has substantively changed the way administrators work in the district. As a result of the combination of HCMS and performance management approaches, administrators are working together more than they have in the past, on teams that are aligned to the four strategic goals. They have deeper discussions with administrators and curriculum staff and talk about what it means to work in cross-departmental teams rather than silos. Flagler County Public Schools has adopted innovative approaches to identifying root causes of district challenges, such as using process improvement strategies to identify the core causes of lags in student achievement.

Further, the HCMS approach has highlighted areas that were not supported in Flagler’s former organizational design. For example, there was no person or team tasked with community engagement, and in the past, the community criticized the district for a lack of communication. Since its reorganization, Flagler County Public Schools has made communication a priority and has tasked cross-departmental teams with supporting this area. Personal expectations and accountability are part of their shift to teams, and they have created the expectation that everyone is part of a team and is expected to function as such.

Flagler County Public School’s articulation of its strategic vision and alignment to its educator evaluation system has improved. For example,

all documentation of projects, programs, or initiatives given to its school board must explain in depth which pillar or pillars it supports, and which goal it supports. The HCMS framework, supported with coherent documentation and communication about the strategic plan, has also prompted the school board to request a retreat with district administration to understand and embrace the strategic plan more fully.

In order to create buy-in and sustainability of the HCMS and strategic plans, the district engaged stakeholders at all levels of the school system. It also instilled a culture of feedback and openness to hearing and accepting criticism. District personnel acknowledged that the process of creating the HCMS framework was very challenging, but that it brought the administration together—both in terms of working together and in developing coherency in communication and understanding of district objectives.

Flagler County Public Schools has found the TIF 4 Program, and the HCMS approach in particular, to be a “game-changer” for how they run their district. In their words, “No grant had impact on us like TIF.” This was particularly noted at the school level, as the TIF grant also provided Teacher Support Colleagues (school-level professional learning supports for educators), and the opportunity to understand how HCMS can transform their district organization.

In summary, the HCMS approach has provided a frame for the district to reinvent itself by reorganizing district-level departments and jobs, reframing district strategic goals and vision, and aligning district-level processes to support the various HCMS components they are working on. Flagler County Public Schools stands out in the NEFEC consortia for not just improving on their HCMS processes, but also transforming them.

HCMS Themes across SEEC Districts

The eight superintendents of the SEEC districts presented on their respective HCMS project during their board retreat in January 2015. At that meeting, key themes emerged as important to designing and implementing a comprehensive HCMS in their TIF projects.

- Many districts are beginning to focus on recruitment, induction, and mentoring as the key HCMS priorities. The SEEC districts are located in rural areas and grapple with teacher shortages and high turnover rates.
- Of these three HCMS priorities, many districts are focusing on recruitment in particular. The HCMS alignment analysis revealed that many, if not all, SEEC districts were not strategic in their recruiting efforts. In response, many of the districts are making connections with teacher preparatory programs in regional universities and colleges.
- Once districts started interacting with universities and colleges, they were better able to discern which teacher preparatory programs produced higher quality teachers. For example, Flagler County Public Schools maintains a database of teacher candidates based on the teacher preparation program they attended, with the intention of sharing this information back to the programs.

- The HCMS approach provided the superintendents a framework to prioritize their work. They identified and focused on areas that they could control as a district.
- Many superintendents reported that developing their district’s HCMS framework is “the work of a superintendent,” in that it is strategic, intentional, and performance oriented.

NEFEC, the TIF 4 grant manager and executive director of the consortium, also identified important themes and benefits to fully embracing an HCMS approach in their TIF 4 program.

- HCMS was a necessity because of their complex organizational structure. In the SEEC grant, they work with eight districts and three different evaluation systems. Within each district, there are unique needs. The HCMS framework provided coherence in that it provided a common, strategic framework, as well as common language around various components of their systems.
- The HCMS framework framed the evaluation system in the context of the educators’ professional growth. The performance-based compensation system had been experienced as “polarizing,” and the HCMS

approach placed compensation as *one* of the components of a comprehensive system, rather than the primary focus. The HCMS helped to place compensation in a new perspective.

- The HCMS approach validated work they had already done around accreditation processes, logic models, and theory of action approaches. The HCMS methodology filled gaps in that it assisted in identifying professional learning needs in each district.
- The action plan *in the HCMS alignment tool* provided a clear template for future planning consistently across districts.
- NEFEC has noted that superintendents and district administrators take more ownership of their evaluation system, HCMS, and strategic planning as a result of engaging in this process.
- The HCMS alignment method challenged superintendents and district administrators to reflect on their past practices and initiatives

to examine their efficacy. They reconsidered how past practices have or have not aligned to their vision of instructional improvement or strategic plan for their district.

- District administrators gained insight on some of their systems, and many of them were not functioning as they were intended. They also discovered that different district departments, such as human resources, professional learning, and curriculum development, did not collaborate. Often, this was a hindrance to obtaining the data needed to complete departmental projects.
- NEFEC has identified communication as a critical need to reorganizing work so that districts are not operating in “silos.” Shared communication across departments and cross-functionality are key benefits to adopting the HCMS approach.
- The emphasis on educator competencies and working to improve teacher practice were natural ways to articulate the benefits and alignment of HCMS in their TIF 4 program.

Next Steps in HCMS

Implications for Future Work, and Program Sustainability

The SEEC districts continue to design and implement HCMS at the school level with a focus on career ladders and progression. The Teacher Support Colleagues (TSCs—positions at the school-level funded by the TIF 4 grant) are a focal point for the evaluation system and HCMS in schools. In the SEEC project, NEFEC focuses on three forms of job-embedded support: goal-focused coaching, professional learning communities, and professional learning events. The TSC career ladder position has a greater impact on educator practice than more traditional forms of professional learning because their ongoing support helps educators to work on concepts, techniques, and initiatives more than once in an authentic setting with support and specific feedback. Continued work in the alignment of teacher competencies within each district HCMS supported by the TSC and the sustainability of the TSC position are priorities for NEFEC.

The SEEC districts began program and fiscal sustainability planning in summer 2015. Districts have unanimously decided to sustain the TSCs post-TIF 4 and are actively working to maintain their HCMS as a part of the way each district conducts their work. Some of the ways they are currently exploring to sustain their program are reallocating district funds, restructuring the salary structures, and funding grants.

NEFEC is also building regional leadership pipelines and assisting Florida educators to become certified principals through innovative blended learning programs. The goal is to have teachers identify their path for either teacher leadership or move into administration through the Aspiring Leaders Program or for existing administrators to complete a comprehensive inquiry-based model to become certified as a Florida School Principal through the

Regional Principal Leadership Academy. Each program complements the professional learning and career ladder components of their HCMS. Any new or existing program or opportunity is viewed and evaluated through the HCMS framework. NEFEC

has effectively managed the transition to operating within a unified HCMS through the TIF 4 grant and has enabled member districts to reevaluate their systems to improve educator outcomes.

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Appendix 1. Key terms and definitions of HCMS

Definitions of Key HCMS Terms and Practices

- **Competencies:** What educators need to know and be able to do in order to perform the job and implement the organization’s strategies to improve student learning.
- **Job design:** The process of establishing the duties and responsibilities of the job, along with the working conditions and resources provided to help educators do the job.
- **Recruitment:** The information about the job, the competencies required, the performance expectations, and the organization that is provided to potential job applicants; how job vacancies are announced and where and how the organization looks for educators with the competencies needed.
- **Selection:** Methods and procedures for assessing whether job applicants have the competencies needed and how final hiring decisions are made based on these assessments.
- **Placement/deployment:** Policies for assigning new hires to positions (schools, grades, subjects, classrooms); policies that govern eligibility of current educators to transfer to other schools or jobs.
- **Induction/mentoring:** Information, training, and support provided to educators new to the district, school, or job.
- **Performance management:** The process of setting performance goals, observing and assessing performance, providing feedback and coaching, making a summative evaluation rating, and planning support, remediation, and recognition based on the results.
- **Professional development:** Practices and policies related to the content of professional development, how it is presented, who participates, and how well it addresses the competencies.
- **Promotion:** Decisions about the qualifications needed to become teacher leaders or school administrators, and who will be chosen for these positions.
- **Compensation:** Policies and practices for setting salaries (base pay), making salary increases, providing bonuses for performance or stipends for taking on additional responsibilities or working in high-need schools; career pay progression; the benefits provided.
- **Retention/termination/lay-off:** The processes involved in deciding which educators to retain and which to let go, either for performance reasons or due to a need to reduce staff levels.