

Aligning Human Capital Systems to Improve Teaching Quality and Student Success

Many factors provide challenges to student success in school, including family income, English language attainment and the availability of resources. But study after study shows that above all, the classroom teacher is the most important school-based factor in improving student achievement.¹ In fact, four consecutive years in a classroom with a teacher from the top 25 percent of the teaching pool can *erase* the achievement gap.²

Although the case is clear that effective teachers are essential, too often the systems and practices for attracting, training, assigning and compensating educators do not support teaching effectiveness. And in some cases, these systems, designed in a different era for a different teaching environment, *actually discourage* an emphasis on improving teaching effectiveness.

This brief outlines the challenges in each stage of a teacher’s career – the “human capital continuum”³: from preparation to recruitment to hiring and induction to professional development and evaluation and finally to retention and rewards. It also outlines examples of best practice in each area, as well as a discussion around improving the entire system as a whole. The brief concludes with a recommendation that states and districts should work to strategically interconnect these often disparate phases of a teacher’s career and align them to key instructional goals.



Challenges and Promising Practices at Each Stage of a Teacher’s Career

Preparing Effective Teachers

Traditional teacher preparation routes – through undergraduate departments of education – typically involve a combination of subject matter and pedagogical knowledge, as well as a student teaching experience in a classroom setting that could range from a few weeks to a semester or more. An issue with this preparation structure is that what teachers learn in many schools of education has historically had little practical application to their first years in the classroom. Two concerns are particularly salient here: a lack of high quality training to teach a diverse student body and a lack of high quality training to teach students with varying learning needs, particularly in terms of special education students. A 2008 joint study of new teachers by the National Comprehensive Center for Teacher Quality and Public Agenda found that, despite the majority of new teachers having had training in preparation programs on teaching diverse student populations, “fewer than four in ten say that their training helps them a lot in the classroom.”⁴ Similarly, despite receiving training on teaching special education students, only half of all teachers surveyed said that their preparation helped them significantly.⁵

Based on these and other similar findings, alternative routes to the classroom have flourished over the past two decades in an effort to better prepare teachers for the realities of today's students. And Texas has embraced this trend. The state allows districts and nonprofits to run alternate route programs in an effort to address student, school and district needs more directly. TNTP (formerly The New Teacher Project) has formal alternative preparation programs in Fort Worth and Houston, and Teach for America, which is primarily a recruitment program but includes preparation elements as well, has deployed hundreds of teachers in Dallas/Fort Worth, Houston, San Antonio, and the Rio Grande Valley.⁶

The advantage that these programs have over traditional preparation routes is twofold: 1) the programs place a heavy emphasis on the attainment of practical knowledge for new teachers – what the first days of teaching are like, working with diverse students, and differentiated instruction; and 2) the programs by their very nature create supportive communities of new teachers who can share and grow together as a cohort, an essential component aligned to the success of new teachers.

It is important to note that the quality of alternative programs is significant; simply having an alternative route to the classroom does not necessarily result in high quality teaching. High quality residency programs, which usually consist of a year-long apprenticeship in the classroom coupled with coursework, are another example of high quality preparation, and have exhibited impressive results both with student achievement and teacher retention. Residencies' emphasis on practical experience may be a reason why these teachers produce higher student achievement gains than their traditionally prepared peers. Additionally, residencies, as well as TNTP and Teach for America, place a premium on strategic recruitment of high quality candidates, another advantage that these programs have over traditional routes.

Despite the success of these high quality alternative routes, traditional preparation programs still prepare the vast majority of teachers. Several districts and institutions have explored ways to strengthen existing programs to better prepare new teachers. For example, ten states have banded together to form the Alliance for Clinically-Based Teacher Education to pilot, implement and scale clinically-based teacher preparation programs that deliver more job-embedded, practical experiences.⁷ And a preparation program in Minnesota is using a co-teaching clinical approach, "capitalizing on having two adults in a classroom (teacher candidates and their mentor teachers) who work together to improve student learning." A research study of this program found that students in a classroom with co-teachers in this program outperformed peers in other classrooms.⁸

The UTeach program founded at the University of Texas at Austin has successfully modeled how teacher preparation can be improved for teachers in mathematics and science, evidenced by its replication at 24 other universities across the country since its launch in 1997.⁹ By offering a four-year plan that allows participants to earn a degree in a STEM major with a secondary teacher certification, UTeach's primary emphasis on building content knowledge flips the traditional pedagogy-first approach on its head.¹⁰

Another best practice in improving traditional preparation routes can be found at Emporia University in Kansas. The university's preparation program trains mentor teachers who evaluate student teachers through weekly sessions: "University staff visit classrooms regularly to assess candidates' progress and provide feedback. All the while, the educators-in-training reconvene in university classes to debrief and

draw connections to theories of education.”¹¹ These examples of innovative approaches, often yielding significant outcomes for teachers and students, can help states think about their role in improving traditional preparation programs.

Recruiting Effective Teachers

Many factors play into whether districts and states can recruit enough highly qualified teachers, not the least of which is compensation and career opportunities, which are discussed in subsequent sections. This section focuses on the fact that states, higher education institutions, districts and schools are often not deliberate about who is recruited into teaching.¹² In fact, the New Commission on the Skills of the American Workforce found that states and districts “are now recruiting...teachers from the bottom third of high-school students going to college...it is simply not possible for students to graduate [with the skills they will need]...unless their teachers have the knowledge and skills we want our children to have.”¹³

Part of our recruitment issues stem from states’ and districts’ traditional recruitment strategies. Typical recruitment efforts include loan forgiveness or targeted incentives to encourage candidates to consider teaching. Some states rely on federal programs like Troops to Teachers, which helps military personnel become teachers in teacher shortage areas. But these efforts are inherently reactive – districts and states wait to see where teacher shortages exist and then offer incentives to get teachers – regardless of potential or appropriate fit – to teach in those areas. Though states and districts should be identifying teacher needs based in part on shortages, the world’s top performing nations have implemented proactive recruitment strategies, focusing on potential high quality teachers before they start their teacher training.¹⁴ These nations, such as Singapore and Finland, identify top performers in high school and college and strategically target recruitment efforts toward those students. Only one-fifth of students who apply for teacher education programs in Singapore are accepted. Similarly, a McKinsey and Co. study found that only 23 percent of new teachers in the United States come from the top third of their academic cohort; in Singapore, Finland and South Korea, 100 percent come from the top third cohort.¹⁵

“The strategic way to recruit talent...is to identify multiple sources of talent, evaluate and select those producing the talent needed..., and even work with select sources – e.g., teacher training colleges and universities – to modify their talent training strategies to focus more on the skills needed [by districts].”

Allan Odden and James Kelly, What Is SMHC?

However, some states and districts are beginning to make changes. Chicago Public Schools, for example, intensified recruiting efforts at the best universities in the area, relying on research that shows that most teachers end up working in districts within 50 miles of where they grew up.¹⁶ The North Carolina Teaching Fellows program strategically recruits talented high school graduates to become teachers and develop leadership skills. The competitive program provides participants annual scholarships of \$6,500 for four years who then agree to teach in North Carolina public schools for at least four years.¹⁷ And South Carolina’s Center for Educator Recruitment, Retention & Advancement (CERRA) runs several innovative recruiting programs, including one that encourages middle school students to consider teaching.¹⁸ The UTeach program’s emphasis on active recruitment among students pursuing STEM majors, coupled with financial incentives available to an average of 100 students per semester at UT Austin as well as a variety program supports, yields an additional successful example of how to attract

and retain the brightest students. Approximately 600 students have graduated from the program at UT Austin, and another 600 are currently enrolled.¹⁹ Another significant recruitment strategy, which correlates with teacher retention as well, is the opportunity for teachers to make wages that are competitive with other professions (and at a much faster rate than the typical teacher salary schedule allows). See *Retaining Effective Teachers* below for more. Though more effective recruitment strategies are needed, these examples can help states begin to rethink the way they market themselves and recruit effective teachers.

Inducting New Teachers

The teacher retention statistics are harsh: as many as half of all new teachers will leave the profession within the first five years.²⁰ Though several factors are at play here, including an acceptance of multiple career moves among members of Generation Y and a lack of competitive salary options, it is clear that working conditions and support in those first few years are correlated to teacher retention. Most new teachers in the U.S. are not given quality mentoring or induction, and little attention is given to which assignments teachers receive.²¹ In fact, it is often the most struggling schools – those with exceptionally large percentages of economically disadvantaged students, English learners, or special education students – that have the highest percentages of new teachers. And despite the fact that many districts have some type of induction system in place, “the evidence on most of them is quite mixed, in part because few are structured around a vision of good instructional practices.”²²

Some states and districts are attempting to reinvent new teacher induction. For example, San Francisco public schools places cohorts of new teachers in struggling schools and provides master teacher mentoring for the cohort to work together to improve student success.²³ Connecticut implemented a strategic induction program based on its teaching standards. The Teacher Education and Mentoring program (TEAM) is a two to three year program that provides mentors for beginning teachers who together complete a series of modules that make up the state’s “Common Core of Teaching.”²⁴ And California’s Beginning Teacher Support and Assessment (BTSA) funds local districts to design induction programs aligned to the Standards for Quality and Effectiveness for Professional Teacher Induction Programs. Again, the quality of programs is essential. Many states have induction laws on the books, but paying for high quality mentors and implementing high quality induction are issues that states must address. Both Connecticut and California can serve as models for other states looking to improve their induction strategies. The success of the UTeach program underscores the power of quality induction; program graduates benefit from intensive induction and ongoing professional development, which has resulted in an 80 percent retention rate after five years in the teaching profession for graduates of the program.²⁵

Developing and Improving All Teachers

Regardless of a given teacher’s innate talent for teaching, the vast majority of teachers – just as professionals in any other field – need support and coaching at various stages of their career. However, teachers cannot improve if they don’t know where they are lacking. Based on an historical evaluation system that rated virtually all teachers as satisfactory, offering little in the way of constructive criticism or supports on how to improve, many states and a number of districts are improving their evaluation systems and incorporating student learning into teacher evaluations. TNTP’s *The Widget Effect* played a part in influencing evaluation reforms. The report found that “most teacher evaluation systems suffer from a slew of design flaws” that include infrequent observations, undifferentiated ratings (e.g., all

teachers rated satisfactory), unhelpful and inconsequential. In addition, in the past, evaluations rarely if ever included the teacher’s effect on student learning.²⁶ Now close to half of the states include or will include student achievement as a component of their evaluation systems.

Despite this step in the right direction, professional development is still too often disconnected from what teachers need.²⁷ Checking off professional development requirements and logging a requisite number of PD hours are the priorities in many school districts. A better system is one that aligns specific supports to teacher needs based on their evaluations, as well as to the district’s strategic plan. Denver

Although there must be meaningful consequences for consistently poor performance, the primary purpose of evaluations should not be punitive. Good evaluations identify excellent teachers and help teachers of all skill levels understand how they can improve; they encourage a school culture that prizes excellence and continual growth.

TNTP, Evaluation 2.0

Public Schools has begun aligning its professional development to evaluation results through its Leading Effective Academic Practice (LEAP) program. LEAP includes videos demonstrating exemplars of effective instruction as well as individual course opportunities, all aligned to indicators on the evaluation framework. That means that a teacher whose evaluation indicates issues in classroom management can quickly and easily locate available course opportunities on classroom management as well as view videos of teachers excelling in this area in their classrooms. Some states, including Tennessee, are beginning to look into what role the state can play in aligning supports to teacher needs, though this work is in its early stages. Washington, DC also has an extensive library of resources aligned to its IMPACT evaluation system.

TNTP outlines six design principles that states and districts should use when reforming evaluation systems:

1. Evaluate teachers annually
2. Provide clear, rigorous expectations based on competencies of instructional excellence
3. Use multiple measures, including student achievement, in evaluations
4. Use multiple ratings (not just satisfactory/unsatisfactory)
5. Provide regular feedback and specific supports based on evaluation results
6. Use evaluation results to inform key employment decisions.²⁸

Most cutting-edge evaluation systems today are based primarily on observations and student growth, weighting these categories above others like teacher content knowledge and professional responsibilities. Additionally, observations in these systems are looking at the teacher’s impact on the students (the better observation rubrics ask observers to monitor what the students are doing in addition to what the teacher is doing, for example).

Developing effective evaluation systems is not an easy process. States face significant barriers to development and implementation, including garnering teacher support, addressing data weaknesses, and combating a professional culture that has encouraged the status quo. But even small steps toward developing an effective evaluation system can reap significant rewards and is essential to providing effective teachers in every classroom.

Evaluation systems focus on individual teacher strengths and weaknesses – an important piece of the puzzle. But education researcher Carrie Leana suggest that building social capital – “the patterns of interactions among teachers” is just as important if not more so in transforming teaching. Few states and districts have prioritized social capital strategies, though restricting school days to allow for more collaboration time is one example of a strategy employed in some districts. States have a significant opportunity to increase positive and productive teacher interactions and to disseminate best practices in this area, both by incorporating collaboration into evaluations and by requiring collaborative planning times.

Retaining Effective Teachers

Teacher retention continues to be a significant challenge across the country, costing school districts substantial funds in annual recruitment and hiring processes and in opportunity costs stemming from the loss of experienced teachers.²⁹ Many factors contribute to the retention problem, including poor working conditions, poor school-based leadership and low teacher salaries. Additionally, teachers have few, if any, opportunities beyond the classroom other than administration to grow professionally and share what they know and can do.³⁰ Teaching can also be isolating, with limited opportunities for the type of peer interaction that occurs in other professions. . And, when teachers are laid off due to the budget cuts criterion is almost always seniority—not effectiveness, skill or assignment.³¹ Finally, teachers are paid virtually the same, regardless of skill or assignment, and are awarded salary increases based on level of education and years of experience without regard to effectiveness or market forces.³²

Current approaches to teacher compensation (the typical “steps and lanes” salary schedule) look much the same today as they did 75 years ago, Increasingly some states and districts are acknowledging that the single salary schedule had its time and place but that labor markets and expectations for students have changed and that therefore they need strategic compensation systems that align with the broader objectives of improving student learning and that respond to competitive labor markets.³³

Compensation reform is a significant undertaking, and cannot be addressed in isolation of larger goals of the education system. “Standalone” implementation of compensation reform has a high risk of failure.³⁴ Promising ideas from other compensation reforms across the country include:

- Tying annual sustained salary increases to measures of teacher performance that include some component of student value-added data, and eliminating salary increases simply attributable to the passage of time.
- Capping the number of years of service for which a teacher is eligible for step increases and compressing the salary schedule in order to accelerate performance-based salary increases in the early years of a teacher’s experience – enabling effective teachers to reach higher salary levels at a faster pace and enhancing recruitment opportunities.
- Providing bonuses for teachers in hard-to-staff subject areas and hard-to-staff schools. Such bonuses would only be sustained if the teachers continue in these positions and demonstrate improving student outcomes.
- Incorporating elements of school-wide performance improvement in compensation mechanisms.

- Providing opportunities for increased teacher duties and responsibilities so that teachers that take on the role of mentor teachers or lead teachers receive increased compensation. Such higher roles are accompanied by strict evaluation criteria, and somewhat longer work hours.
- Decreasing sustained salary increases in cases where teachers no longer demonstrate their effectiveness.

The Denver ProComp system is one of the most well-known strategic compensation reforms in the country. ProComp, implemented in 2006, allows teachers to earn more money earlier in their careers and rewards them based in part on their contributions to student learning. The system abandons the traditional salary grid and replaces it with a single “index” amount – a dollar amount negotiated by the district administration and the union. The index amount for 2010-2011 is \$37,551. So 1% of the index equals \$376. ProComp uses a combination of sustained salary increases as well as one-time bonuses and looks at four elements that account for permanent salary increases and bonuses in the ProComp system: knowledge and skills, evaluation, market incentives, and student growth. Each category is correlated with specific sub-elements aligned to percentage increases or bonuses tied to the index. For example, if a teacher is teaching in a hard-to-serve school, he/she will receive 6.4 percent of the index above the base salary as an annual bonus. Similarly, if a teacher’s students exceed expectations on the state assessment, he/she will receive 6.4 percent of the index above the base salary as a bonus. Sustained salary increases are earned through the attainment of satisfactory evaluations (which by law Colorado law will be tied to student growth by 2014), earning professional development units, and ensuring that students meet two learning objectives.

Washington, DC’s IMPACTplus offers opportunities for highly effective teachers to more than double their compensation in a few short years. Annual bonuses for highly effective teachers range from \$3,000 to \$25,000, depending on the IMPACTplus category under which they are evaluated and other factors such as the free and reduced-price lunch rate of the schools in which they teach. IMPACTplus is driven by the district’s performance-based teacher evaluation system – IMPACT. IMPACTplus uses a salary grid as the base for its structure. The grid continues to be structured based on the traditional “lanes” of bachelor’s, master’s and master’s plus, and steps based on years of service. Teachers who earn a highly effective rating two years in a row are eligible for an increase in their base pay in two ways. Additionally, teachers can receive bonuses based on several factors including the free and reduced price lunch rate of a school building and whether a teacher teaches in a high-need subject area. Highly effective teachers whose schools have a free and reduced-price lunch rate of 60 percent or greater can receive a \$10,000 bonus. Bonuses are also awarded to teachers teaching in high needs areas. Recently, over 400 Washington, D.C. public school teachers received significant pay increases based on their effectiveness in the classroom, a change that has not gone unnoticed by highly qualified teachers across the country.³⁵

Houston’s ASPIRE (Accelerating Student Progress. Increasing Results and Expectations) system, which rewards teachers based on gains on students’ test scores, has also garnered national attention. Since 2007, ASPIRE awards have totaled more than \$155 million, with \$42.4 million distributed to educators last year alone. An issue for states looking at compensation reforms like ProComp and ASPIRE is sustainability and recurring funds. Denver taxpayers approved an additional \$25 million annually to fund their system, and Houston increased local spending to ensure funding sustainability. D.C. does not have

a long-term strategy in place to continue funding IMPACT rewards, and will need to determine how to provide sustainability so IMPACT does not become an unfunded program.

Additionally, some districts have explored ways to restructure the school day, providing multiple opportunities to collaborate with and observe other teachers in an attempt to improve working conditions and retention. Districts and states are also adjusting their “last in, first out” policies in an attempt to retain high quality teachers in the face of budget layoffs (Colorado recently eliminated this policy in its sweeping great teachers and leaders reforms). Despite the promise of many of these strategies, teacher retention continues to be a challenge for states and districts.

Toward a Different Approach: Aligning the Phases of the Human Capital Continuum

As evidenced by the research showing that teachers are the number one in-school factor in improving student achievement, the most important action any state or district can take to support teachers and recruit new talent is to invest in a comprehensive approach to talent development.

In most districts and states, approaches to human capital development have been piecemeal, addressing components of their systems, such as preparation or compensation, or subsets of their teaching population, such as new teachers. A comprehensive approach abandons this piecemeal approach, and looks at each phase of the teacher’s career as part of an integrated whole: “The goal is to redesign the entire human capital system so that top talent is acquired, strategically placed and equitably distributed in key roles in schools and districts, developed and retained over time, all driven by metrics on teacher and leadership performance and effectiveness.”³⁶ Several studies illustrate how strategic management of human capital has been successful at improving the effectiveness of organizations in the private sector.³⁷

“Significant and sustained improvements in teacher and principal effectiveness will be achieved only if all key policies across the educator career continuum are addressed in a cohesive, aligned, and strategic manner.”

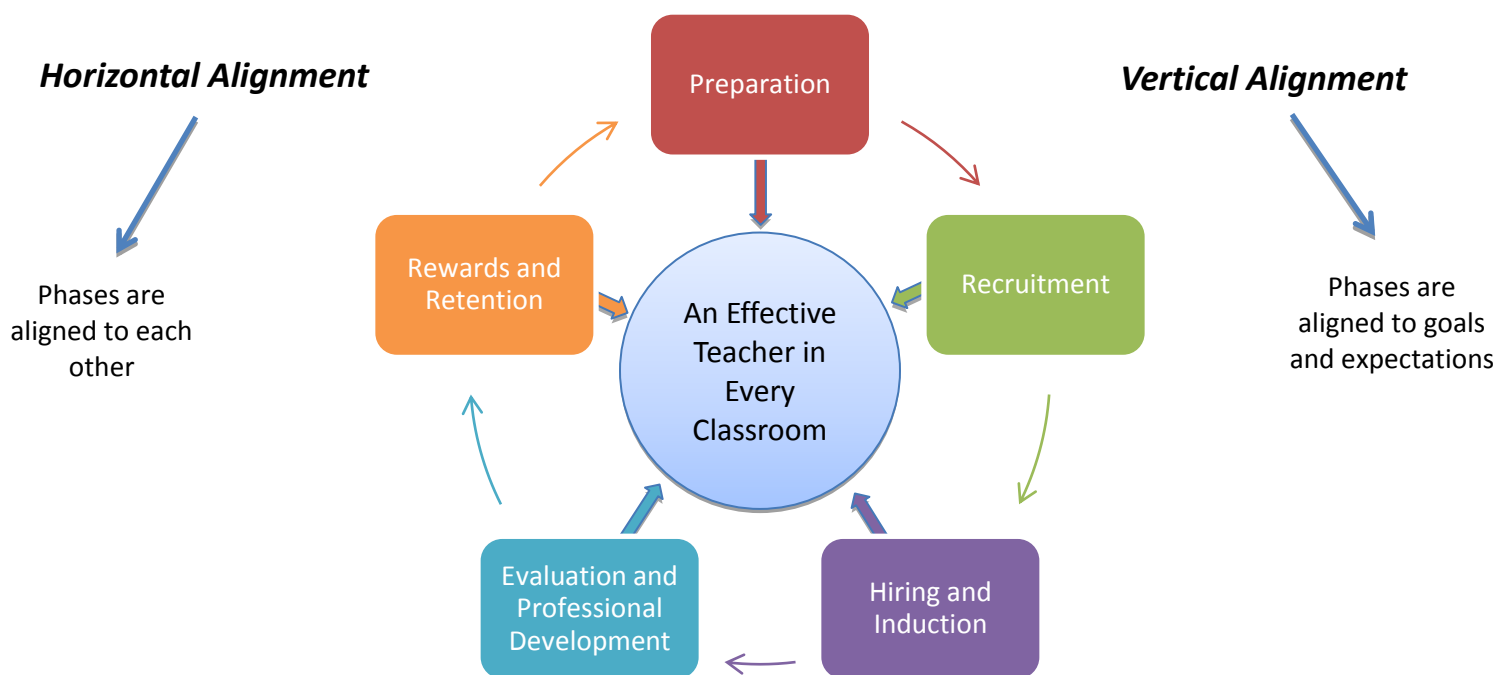
Learning Point Associates

Aligned, strategic systems sound great, but what does this really mean, and what can individual districts and states do to bring it to fruition? First, a clear description of what we mean by alignment must be introduced. Comprehensive and strategic human capital systems include two forms of alignment:

1. Each component of the human capital continuum should be aligned ; that is, what teachers learn in their preparation programs should be aligned to the standards to which they will teach and to what placements they receive, which should be aligned to standards against which they are evaluated, which should be aligned to what supports they should receive to meet those standards. The Consortium for Policy Research in Education (CPRE) refers to this as **horizontal alignment**.³⁸
2. Each component of the human capital continuum should be aligned to the instructional goals and defined teacher performance competencies of the district and/or state; that is, if a district

emphasizes instructional planning in its teacher performance competencies, then its approach to preparation, , hiring and development needs to emphasize planning. Additionally, if a district’s strategic plan includes goals for improving student achievement in hard-to-staff schools, then its approach to recruitment needs to include strategies for recruiting teachers effective at increasing growth in those schools. CPRE refers to this as **vertical alignment**.

States and districts should evaluate their approaches to each phase of the human capital continuum to determine their alignment with each other, as well as whether each is aligned to strategic education goals and teacher competencies.



Best Practices in Horizontal Alignment: Connecting Phases

Several districts and a handful of states have begun to approach human capital issues collectively by establishing offices devoted to human capital. Washington, DC was perhaps one of the first in the country to do this, and was soon followed by several other districts (Denver being notable), as well as a handful states. In 2010, Louisiana established its Human Capital Office charged with supporting each area of the human capital continuum. The HCO recognizes that the Louisiana Department of Education “must change the way [it] has traditionally operated to ensure that every classroom and every school building is led by an effective educator.”³⁹ By housing all teacher effectiveness systems under one office, states and districts are better able to ensure alignment between initiatives.

The Aspen Institute has emphasized the need for horizontal alignment in human capital strategies and identifies best practices in each phase of the continuum. The following table provides a sample of best practices by human capital area:

Phase	Sample Best Practice	Alignment with:
Preparation	Target resources on preparation programs that consistently produce effective teachers for hard-to-fill positions	Recruitment
	Track graduates from these programs and follow up with leadership development opportunities	Retention
Recruitment	Using student achievement and teacher shortage data, target recruitment incentives to high performing candidates	Retention
	Use data that identifies student achievement and teacher shortage needs to forecast recruitment goals, alleviating a constant hiring push	Hiring and Induction
Hiring and Induction	Provide early offers to high performers in proven programs	Recruitment
	Offer a competitive hiring timeline	Recruitment
	Place new teachers in appropriate placements with support systems	Retention
	Provide ample time for collaboration, observation and working with mentors for all new teachers	Evaluation and Professional Development
Evaluation and Professional Development	Provide differentiated roles and responsibilities based on strengths	Retention
	Incorporate student achievement in evaluations and track preparation programs based on outcomes	Preparation
Retention and Rewards	Differentiate pay for hard-to-staff schools	Recruitment
	Establish excellent working conditions and supportive environments that emphasize growth	Evaluation and Professional Development

Source: The Aspen Institute, “Human Capital Framework for K-12 Urban Education: Organizing for Success,” July 2008.

Using these examples as a starting point, states and districts should walk through each phase of the continuum and determine what, if any, strategies are aligned to each of the other phases. As CPRE explains: “Horizontal alignment ratings reflect your judgments about how well the district’s practices in [each phase of the human capital continuum] support and reinforce each other.”

Best Practices in Vertical Alignment: Connecting Goals and Competencies

All human capital strategies must be seamlessly aligned with the instructional goals and defined teacher competencies of the district or state. Of course, a first step in this work is for states and districts to clearly define their goals and competencies. Goals should tie to student achievement (e.g., close the achievement gap) as well as to specific teacher objectives, such as retaining effective teachers. Teacher competencies are often defined in state or district policies as standards or evaluation frameworks and should reflect clear expectations for teacher performance. For instance, the state of Tennessee uses the TAP teacher evaluation framework, which consists of three main competencies: instruction, designing

and planning instruction, and the learning environment. Each of these consists of model practices within subcategories. To vertically align human capital strategies, Tennessee would look at each phase of the continuum and ask whether the state’s strategies incorporate the TAP competencies. For example, does the state’s mentoring program (part of the hiring and induction phase) specifically incorporate the teacher competencies (mentors work with beginning teachers around specific competencies) or does it focus primarily on process (mentors meet with beginning teachers once a week)? Determining the degree with which human capital strategies are vertically aligned can be quite challenging. CPRE offers some best practice examples of vertical alignment in each of the human capital phases:

Phase	Best Practice Example
Preparation	Work with preparation institutions to ensure they are incorporating the teacher competencies into their programs
Recruitment	Target recruitment efforts at preparation institutions that base their programs on similar teacher competencies
	Incorporate teacher competencies in marketing materials (e.g., “Are you good at problem solving and motivating?”)
Hiring and Induction	Include teacher competencies and goals in job descriptions
	Train hiring personnel in the identification of teacher competencies
	Mentor beginning teachers based on their knowledge and abilities within the teacher competencies
Evaluation and Professional Development	Evaluate teachers based on the teacher competencies
	Align supports for teachers with needs as identified on evaluations
Rewards and Retention	Provide differentiated roles based on the skills and abilities of teachers in the teacher competencies
	Provide ample opportunities for observing and collaboration

Source: Consortium for Policy Research in Education, “Assessing Human Resource Alignment: The Foundation for Building Total Teacher Quality Improvement,” November 2007.

Again, the examples above may not be appropriate for every state or district, and each state and district must evaluate its human capital strategies in relationship to its unique goals and defined competencies.

The Role of the State

Policies affecting a teacher’s career are most frequently established and instituted at the district level; after all, states don’t actually hire teachers and they usually have little to do with recruiting, training or compensating teachers. In recent years, states have seen their role in human capital development increase, particularly around teacher evaluation. Learning Point Associates has identified potential roles for states in human capital policies at each phase of the continuum:

Phase	Potential State Roles
Preparation	Establishing teacher standards
	Licensing teachers
	Influencing preparation institutions (admissions, curricula, reporting)
	Providing incentives for teachers to teach in shortage areas

Recruitment	Studying teacher supply-and-demand and identifies shortages
	Facilitating online application process
	Sanctioning alternative certification routes
	Providing scholarships, tuition waivers and/or loan forgiveness for shortages
	Targeting specific populations to enter teaching (e.g., minority teachers)
Hiring and Induction	Mandating teacher induction and/or mentoring programs
	Establishing requirements for mentor teachers
	Supporting research and networks around induction
	Providing grants for mentoring and/or induction
Professional Development and Evaluation	Establishing professional development requirements
	Requiring professional development meet certain criteria
	Targeting supports for particular areas of need (STEM teachers, e.g.)
	Partnering with institutes of higher education to provide supports
	Allocating resources to high-needs schools
	Requiring job-embedded professional development
	Evaluating the impact of specific professional development
	Providing additional funds for supports in high-needs schools
Rewards and Retention	Supporting alternative compensation programs (e.g., TAP, Q Comp)
	Providing career ladders
	Providing recruiting incentives
	Providing professional certification incentives (e.g., NBPTS)

The above table reflects only a handful of examples, and each state will have its own set of circumstances that will influence the state’s role in human capital policies. Regardless, states must begin by having conversations around exactly what that role should be, and how the state can best support districts and schools in implementing their own human capital strategies.

Conclusion

Tackling human capital reforms is an enormous task and one that will not be accomplished overnight. This brief laid out the need to begin the process, however, and also provided a structure for beginning to identify states’ and districts’ roles in reform policies and strategies. By analyzing the current state of alignment – both horizontally between phases of the human capital continuum and vertically with essential goals – states and districts can develop a strategic and targeted approach to improving teacher effectiveness.

¹ Rivkin, S. G., Eric A. Hanushek, and John F. Kain. “Teachers, Schools and Academic Achievement.” *Econometrica* 73(2). (2005), <http://www.econ.ucsb.edu/~jon/Econ230C/HanushekRivkin.pdf>.

² Gordon, Robert, Thomas J. Kane and Douglas O. Staiger. “Identifying Effective Teachers Using Performance on the Job.” (Hamilton Project Discussion Paper). The Brookings Institution. (2006).

³ A note about definitions: the “human capital continuum” can be described in literally hundreds of different ways, with overlapping stages and duplicative goals. For example, a lack of career growth opportunities (other than moving into the principalship) is a significant issue in professional development and evaluation, but also plays a role in teacher retention. For the purposes of this brief, we have identified the one or two essential issues in each phase of the continuum, but with full recognition that the order and structure is arbitrary.

⁴ The National Comprehensive Center for Teacher Quality and Public Agenda, *Lessons Learned: New Teachers Talk About Their Jobs, Challenges and Long-Range Plans* (2008).

<http://www.tqsource.org/publications/LessonsLearned3.pdf>

⁵ Ibid.

⁶ It is important to note that some alternative route programs have their disadvantages; namely, teachers who enter the profession through an alternative route may be less likely than their traditionally prepared peers to stay in the profession.

⁷ The ten states are California, Colorado, Kentucky, Louisiana, Maryland, Missouri, New York, Ohio, Oregon and Tennessee. The National Council for Accreditation of Teacher Education, "Kentucky Joins National Alliance to Transform Teacher Preparation to a Clinically-Based Model," accessed January 4, 2010, <http://www.ncate.org/Public/Newsroom/NCATENewsPressReleases/tabid/669/EntryId/156/Kentucky-Joins-National-Alliance-to-Transform-Teacher-Preparation-to-a-Clinically-Based-Model.aspx>

⁸ *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers, Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning*; commissioned by NCATE, (2010), <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3d&tabid=715>

⁹ The UTeach Institute, "About the UTeach Institute," <http://uteach-institute.org/about>

¹⁰ The UTeach Institute, "The UTeach Elements of Success," <http://uteach-institute.org/uteach/detail/elements/>

¹¹ Edutopia, "Confronting the Crisis in Teacher Training," <http://www.edutopia.org/schools-of-education>

¹² McKinsey & Company. *How the World's Best-Performing School Systems Come out on Top*. (2007).

http://www.mckinseysociety.com/downloads/reports/Education/Worlds_School_Systems_Final.pdf.

¹³ National Center on Education and the Economy, *Tough Choices or Tough Times: The Report of the New Commission on the Skills of the American Workforce* (2007), cited by McKinsey & Company. *How the World's Best-Performing School Systems Come out on Top*. (2007).

¹⁴ McKinsey & Company. *How the World's Best-Performing School Systems Come out on Top*. (2007).

http://www.mckinseysociety.com/downloads/reports/Education/Worlds_School_Systems_Final.pdf.

¹⁵ Ibid.

¹⁶ Allan Odden and James A. Kelly, *What is SMHC* (Madison: Wisconsin Center for Education Research, University of Wisconsin-Madison, 2008), www.smhc-cpre.org/download/27/

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