

# Human Capital Management Alignment for Teacher Leadership Initiatives

FOR  
SCHOOLS  
DISTRICTS



Practicing  
Equity and Ethics



Building Relationships  
and Partnerships



Fostering  
Collaborative Culture



Advancing Instruction  
and Student Learning



Driving  
Initiatives

The Ohio Department of Education encourages and supports teacher leadership initiatives at both the district and school levels. Some teacher leadership initiatives may benefit from aligning each piece of the district human capital management system (HCMS) so that it functions cohesively to ensure teacher leaders (TLs) have the competencies they need to realize the organization's vision of instructional improvement. Four key areas of human capital management (HCM) are: 1) attract and prepare, 2) recruit and hire, 3) support and grow, and 4) engage and reward. This brief introduces the concept of HCM alignment analysis and provides reflection questions and a tool to help Ohio district-level staff participating in teacher leadership initiatives assess and improve the alignment of their HCM practices.

## HCMS Reflection, Alignment and Focus Tool

To best use this tool, district staff/teams should first identify what competencies they want teacher leaders to have, and align them with the Ohio Teacher Leadership Framework. Exhibit 1 offers a tool to identify competencies and uses the teacher leadership components as goals. Typically, there are 5 to 9 key competencies teacher leaders will need in order to meet the goals the district team has set for its teacher leadership initiative. For assistance in identifying competencies, refer to the [Teacher Leader Model Standards](#) (Teacher Leader Exploratory Consortium, 2011).

### Exhibit 1. Teacher Leadership Competencies

Goals ( <i>What do you expect teacher leaders to accomplish?</i> )	Competencies ( <i>What knowledge, skills, abilities or behaviors are needed to accomplish the goal?</i> )
Fostering Collaborative Culture	

<b>Goals</b> <i>(What do you expect teacher leaders to accomplish?)</i>	<b>Competencies</b> <i>(What knowledge, skills, abilities or behaviors are needed to accomplish the goal?)</i>
Advancing Instruction and Student Learning	
Driving Initiatives	
Practicing Equity and Ethics	
Building Relationships and Partnerships	



After the most important competencies have been identified, districts can then use Exhibit 2 to reflect on each of the four key HCM areas. For each area, first review any information or descriptions of the HCM practices that are available. Then, indicate the general effectiveness of the current practice: *not at all*, *somewhat effective*, *moderately effective* or *very effective*. This exercise might also help introduce district staff and teams to the HCM practices and how these practices support the identified competencies.

## Exhibit 2. Teacher Leadership Human Capital Management System Reflection Form

Prompts	Attract and prepare	Recruit and hire	Support and grow	Engage and reward
Key questions	<p>How well does your district encourage potential candidates to consider a teacher leader role?</p> <p>To what extent and in what ways are preparation institutions using the desired competencies to develop future potential candidates for teacher leader roles?</p> <p>Do your district's school leaders encourage teachers to try out leadership by providing informal and temporary leadership opportunities?</p>	<p>Do you make it clear to teachers what competencies they need to become effective teacher leaders?</p> <p>Are you attracting a sufficient number of teacher leader candidates to be selected for desired competencies (i.e., characteristics, knowledge and skills)? Or, are a sufficient number of teachers engaging in TL activities?</p> <p>How do you assess whether teachers have the competencies to become teacher leaders? Do those chosen to lead have the greatest potential to develop the competencies?</p>	<p>Is an explicit, purposeful and effective support system actively used to support teacher leaders in developing the competencies for their roles?</p> <p>Does your district expect educators to engage in professional learning opportunities targeted to the refinement of competencies for the TL roles?</p> <p>Does the culture in your schools include a respect for teacher expertise and openness to collaborative learning?</p>	<p>What rewards and recognition does your district provide for teacher leadership?</p> <p>Do the rewards attract and retain quality personnel who demonstrate the desired competencies for the TL role?</p> <p>Does the evaluation process used for teacher leaders recognize TL roles and provide a roadmap for improving leadership performance?</p>



## Exhibit 2. Teacher Leadership Human Capital Management System Reflection Form— continued


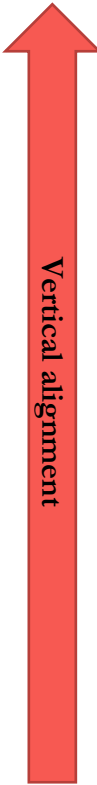
Prompts	Attract and prepare	Recruit and hire	Support and grow	Engage and reward
Comments				
Overall assessment ( <i>Not at all</i> to <i>very effectively</i> )				

NOTE. The term “competencies” refers to the desired TL dispositions, knowledge and skills identified by the district.

After responding to the HCMS guiding questions and providing a general assessment of current practices, district staff might want to next assess the vertical and horizontal alignment between the HCMS and the teacher leadership initiative (see Figure 1). *Vertical alignment* refers to the degree to which a practice focuses on the TL competencies, such as whether interview questions for hiring ask about the competencies. *Horizontal alignment* refers to the degree to which practices work together to support each other.

**Directions:** Use Figure 1 below to assess the vertical and horizontal alignment between the HCMS and the teacher leadership initiative, and to get a sense of which HCM areas need to be addressed. Going across rows, consider and note whether the teacher leadership component is addressed in the HCM area and in what ways the practices support and reinforce each other (horizontal alignment). Within each column, consider and note the ways in which the practices in the HCM area incorporate the teacher leadership components (vertical alignment). Record your responses below.

**Figure 1. Horizontal and Vertical HCM Alignment Matrix for Teacher Leadership Initiatives**

Competencies Needed for TL Component	HCM Areas				Assessment (e.g., <i>Not at all</i> to <i>very effectively</i> ) of horizontal alignment
	Attract and prepare	Recruit and hire	Support and grow	Engage and reward	
Fostering Collaborative Culture	1.	1.	1.	1.	
	2.	2.	2.	2.	
	3.	3.	3.	3.	
Advancing Instruction and Student Learning	1.	1.	1.	1.	
	2.	2.	2.	2.	
	3.	3.	3.	3.	

Practicing Equity and Ethics

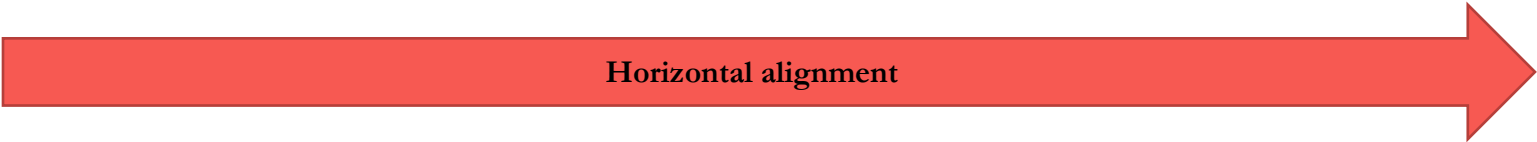
Building Relationships and Partnerships

Fostering Collaborative Culture


Advancing Instruction and Student Learning

Driving Initiatives

Figure 1. Horizontal and Vertical HCM Alignment Matrix for Teacher Leadership Initiatives—continued




Horizontal alignment




Vertical alignment

Competencies Needed for TL Component	HCM Areas				Assessment (e.g., <i>Not at all</i> to <i>very effectively</i> ) of horizontal alignment
	Attract and prepare	Recruit and hire	Support and grow	Engage and reward	
Driving Initiatives	1.	1.	1.	1.	
	2.	2.	2.	2.	
	3.	3.	3.	3.	
Practicing Equity and Ethics	1.	1.	1.	1.	
	2.	2.	2.	2.	
	3.	3.	3.	3.	


Practicing Equity and Ethics




Building Relationships and Partnerships



Fostering Collaborative Culture



Advancing Instruction and Student Learning



Driving Initiatives


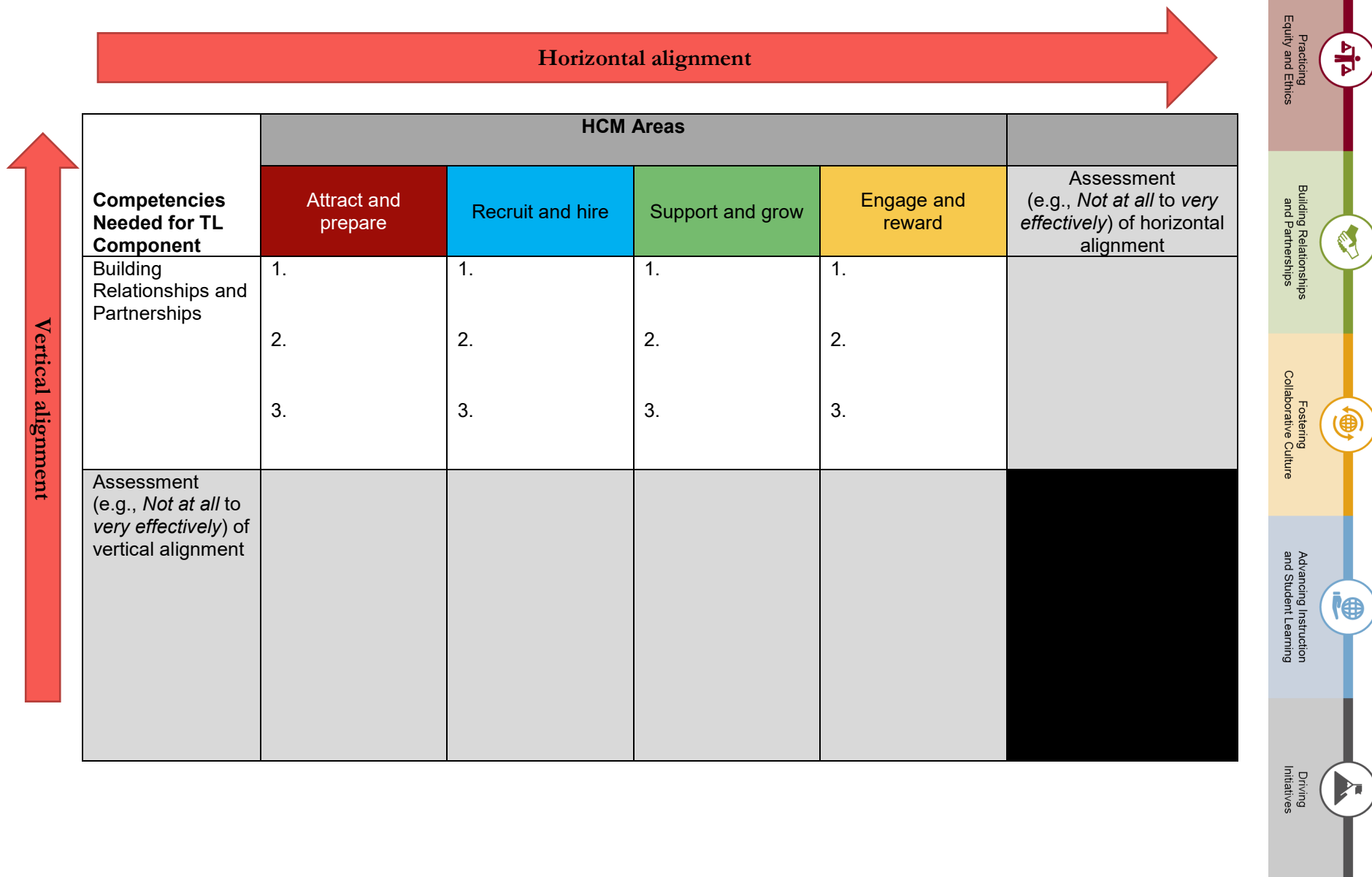


Figure 1. Horizontal and Vertical HCM Alignment Matrix for Teacher Leadership Initiatives—continued





## References

Teacher Leader Exploratory Consortium. (2011). *Teacher leader model standards*. Carrboro, NC: Author. Retrieved from [https://www.ets.org/s/education\\_topics/teaching\\_quality/pdf/teacher\\_leader\\_model\\_standards.pdf](https://www.ets.org/s/education_topics/teaching_quality/pdf/teacher_leader_model_standards.pdf).