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Tools for Human Capital Management Alignment: Examples from Three TIF Grantees

White Paper

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Overview

The Teacher Incentive Fund (TIF) and Teacher and School Leader Incentive Program grants have encouraged and supported grantees to develop coherent and comprehensive human capital management systems (HCMS). The goal of such systems is to recruit, select, place, induct, develop, pay, and retain educators with the competencies they need to realize the organization's vision of instructional improvement. In a coherent and comprehensive system, the human capital management (HCM) practices are aligned so that they work together to attract, develop, motivate, and retain educators with the needed competencies.

The rationale for alignment, and the conceptual framework that describes its relationship to improved student outcomes, are presented in three earlier briefs:

- *Strengthening the Educator Workforce Through Human Resource Alignment* (Heneman and Milanowski, 2011a),
- *Aligning Evaluation Results and Professional Development: Driving Systemic Human Capital Management Reform* (Behrstock-Sherratt and Jacques, 2012), and
- *Designing and Implementing Human Capital Management Systems in Educator Evaluation* (Kraemer et al., 2015).

You Will Never be Better than Your Teachers: The Garden Grove Approach to Human Capital Development (Knudson, 2013) presents an inspiring case study of how a district worked to develop and implement a vision of coherent HCM.

This brief focuses on tools developed by three TIF grantees to help the districts and schools participating in their projects assess and improve the alignment of their HCMS.

While the argument for alignment can be compelling, achieving it can be daunting. When confronted with the need to consider the whole set of policies and practices that affect recruiting, placing, inducting, developing, evaluating, compensating, promoting, and retaining educators, it is hard to know where to start. Each of the grantees featured in this brief faced the challenge of working with districts or schools unfamiliar with the concept of alignment. Many partner districts had given little recent attention to their HCM practices. Each of the grantees leveraged TIF technical assistance to develop their tools, but since each also served multiple partners at different stages of HCMS development, the tools take different forms and emphasize somewhat different HCM practices. Overall, the tools should provide states, districts, and schools interested in examining the alignment of their HCMS with examples and ideas for developing their own tools.

Northeast Florida Educational Consortium

The Northeast Florida Educational Consortium (NEFEC), a regional education services agency, is the lead partner in the Sustainable Educator Evaluation and Compensation (SEEC) project, a partnership including the Gilchrist County School District and seven other relatively small, rural northern Florida districts. NEFEC’s alignment process involved facilitating partner districts’ examination of their HCMS using a collaborative process in which district teams worked to identify desired educator competencies, review their HCM practices, and assess their effectiveness and coherence.

The first tool NEFEC developed and used was a simple self-assessment rating that asked district teams to rate how well their current practices were succeeding in supporting the competencies educators needed to achieve district goals. After district teams had identified the competencies they were looking for, they responded to a guiding question for each of seven HCM practice areas by rating the effectiveness of the current practice on a 1 to 4 scale. This exercise introduced the teams to the HCM practices and how these practices could support the competencies. It also helped identify and prioritize HCM areas for further study and development. This tool is shown in Exhibit 1.

Exhibit 1. Northeast Florida Educational Consortium (NEFEC) Human Capital Management System Reflection Form

	Recruitment	Selection	Induction	Professional Development	Mentoring	Compensation	Performance Management
Key Question	Are you attracting a sufficient number of candidates to be selective for the desired competencies and characteristics identified for your district?	Do selection efforts screen educators with the greatest potential to develop the competencies?	Is an explicit, purposeful, and effective support system actively used to support new personnel to develop the identified desired competencies pertaining to their jobs?	Does your district expect educators to engage in professional learning opportunities targeted to the refinement of competencies measured by the evaluation system?	Is an explicit, purposeful and effective mentoring program actively used to support personnel to develop the identified desired competencies pertaining to their jobs?	Does your compensation package attract and retain quality personnel who demonstrate the desired competencies and characteristics identified by your district?	How does your district evaluation system assess and address best practices and gaps in competencies for the purpose of improving performance?
Current Reality (rating)							
Notes							

At a later session, the teams were introduced to the ideas of vertical alignment (the degree to which an HCM practice focuses on the competencies, such as whether hiring interview questions ask about the competencies) and horizontal alignment (the degree to which practices work together to support each other). (See Heneman and Milanowski, 2011a, for a further discussion of vertical and horizontal alignment.) They were then asked to rate vertical alignment for five practice areas and the degree of horizontal alignment between areas, using the tool shown in Exhibit 2. (Note that compensation was not included in this tool because both Florida statutes and the TIF grant already required districts to modify their compensation systems, and the tool was designed to help districts decide what other practice areas to work on.)

Exhibit 2. HCMS Alignment and Focus Activity

Please rate your effectiveness in each area using the following scale:

2 Usually

1 Sometimes

0 Rarely/Do Not Know

Vertical Alignment: Practice Area		Rating
Recruitment	How well does your district recruit educators who have the competencies into the applicant pool?	
Selection	How well does your district assess whether or not candidates have the competencies?	
Induction	How well does your district help new hires understand the performance expectations and develop the competencies?	
Professional Development	How well does your district help educators develop the competencies?	
Performance Management	How well does your district assess whether or not educators are demonstrating the competencies?	

	Horizontal Alignment	Rating
1	Potential candidates are given information about how their performance will be evaluated during the hiring process.	
2	Incentives (financial and other) offered to educators are sufficient to attract a large enough number of applicants so that hiring can be selective.	
3	Recruitment efforts produce enough candidates so that hiring can be selective.	
4	Induction programs for new educators focus on the competencies identified as less well developed by the selection/hiring process or those that new hires are less likely to have.	
5	Induction programs reduce turnover of promising teachers enough so that the number of vacancies is low enough to hire selectively.	
6	Selection efforts screen out educators with little chance to develop the competencies so that induction programs do not get bogged down with remediating poor performers.	
7	Job applicants are informed about how induction will support them in developing the competencies.	
8	The induction process assesses educator performance for formative purposes on the same competencies that are assessed by the performance evaluation system.	
9	Mentors set specific goals for improvement on the competencies that are assessed by the performance evaluation system.	

	Horizontal Alignment	Rating
10	Induction experiences are tailored to the specific needs and demands of the schools to which educators are or will be assigned.	
11	The induction process for new educators includes information about how their performance will be evaluated for making a retention decision.	
12	The induction process introduces and exemplifies the idea that educators are expected to be continuously developing the competencies.	
13	The compensation system provides sufficient incentives to attract and retain mentors or coaches who have the skills needed to help new educators develop the competencies.	
14	Performance evaluations results are used to plan the professional development of individual educators.	
15	Professional development opportunities are available to address all dimensions of performance on which educators are evaluated.	
16	Educators and their supervisors are provided with an explicit mapping of how professional development opportunities are related to the competencies are evaluated in the performance evaluation process.	
17	The district uses performance evaluation results to prioritize the professional development offered or to inform the design of district-wide professional development programs.	
18	Performance evaluation results are taken into account when developing school professional development plans.	
19	Performance evaluation results are used to make decisions on the schools or positions (e.g., teacher leader roles) to which educators are initially assigned or can transfer.	
20	Performance evaluation results are a significant factor in determining rights in layoffs or reductions in force.	

Target Areas for Improvement

Practice Area	Combined Alignment Score
Recruitment	= Vertical rating + (sum of horizontal ratings for items 1, 3, and 7)/6
Selection	= Vertical rating + (sum of horizontal ratings for items 2, 3,4,6, and 6)/10
Induction	= Vertical rating + (sum of horizontal ratings for items 4,5,6,7,8,9, 10, 11, 12, and 13)/20
Professional Development	= Vertical rating + (horizontal rating items 12, 14,15, 17, and 18)/10
Performance Management	= Vertical rating + (sum of horizontal ratings for items 1, 8,9,14, 15, 16, 17, 18, 19, and 20)/20

After rating both vertical and horizontal alignment, the tool (as implemented in an Excel worksheet) calculated a combined alignment score for each area. The score was calculated by adding the horizontal alignment ratings pertaining to each area, dividing the sum by the total possible rating, then adding the vertical alignment rating. (Note that since horizontal alignment is a matter of how well the different areas support each other, many items apply to more than one area.) These area scores provided districts with a guide to which areas they should prioritize in working to improve the alignment of the relevant practices.

As well as introducing the concept of a comprehensive, aligned HCMS, the tools provided NEFEC with information on districts' HCM needs, so that support could be targeted. NEFEC used its human resource management network (consisting of the participating districts' human resource directors) and a leadership development project for district superintendents as venues to encourage and support district staff to pursue specific HCM reforms aimed at improving alignment. (See Kraemer et al., 2015, for a further description of this project.) NEFEC itself also assessed the alignment of its own internal management systems. Overall, a major takeaway from their work with alignment was the importance of identifying competencies, looking for them when hiring, and ensuring that they are developed and supported over educators' careers.

Center for Education Innovation's Partnership for Innovation in Compensation for Charter Schools

The Center for Education Innovation's Partnership for Innovation in Compensation for Charter Schools (PICCS) project includes five independent charter schools in New York City and five in New Jersey. The PICCS project began with a draft dashboard developed by their TIF technical assistance providers. These two predecessors were cross-walked and combined to produce one tool useable for both formative and evaluative purposes, using the same objectives and indicators. The resulting tool was designed to be simple to use by charter school leaders, who often wear many hats and lack support from specialized human resource management staff. The dashboard format encouraged these leaders to both assess the current state of their HCMS and track improvement over the course of the grant. Nine objectives of an HCMS are distinguished, and within each are specific HCM practices that, if well implemented, would contribute to the objective.

School leaders used the tool by reading the objective and its corresponding indicators and choosing one of three levels of implementation. They can note the steps they plan to take to increase implementation on the tool as well. The PICCS project team also reviewed the responses made by school leaders to customize the support provided to the participating schools. While this tool was not designed specifically for an alignment analysis, the indicators provide examples of practices that would be desirable in a coherent HCMS. Exhibit 3 shows the complete tool.

Exhibit 3. Partnership for Innovation in Compensation for Charter Schools (PICCS) Human Capital Management System (HCMS) Dashboard

Name of School:

Purpose: The HCMS Dashboard is a formative tool for school leader reflection and progress monitoring. It is also a method of communicating all the components of a functional HCMS.

Key:

	<p>= Not Implementing/Under Development: We do not have this practice in place. We are planning to implement this practice and are allocating the needed resources.</p>
	<p>= Early Implementation: We are beginning to use this practice, but implementation is inconsistent because we're still learning about it and mastering the logistics. We are beginning to use this practice, but the Board of Trustees has not approved the practice as a board policy. Communication to staff regarding this practice could be improved.</p>
	<p>= Routine Implementation/Refinement: We have this practice in place, and our approach is organized and consistent. We have this practice in place, and we are making efforts to align it to other HCMS components. Staff, administrators, and teachers can speak to this practice as a part of the school infrastructure or culture.</p>

Objective	Indicators	Status	Next Steps
Educator Preparation: Establish a strong recruiting base for teacher positions by providing Aspiring Teachers with clinically-rich training.	1. Aspiring teachers are recruited annually.	  	
	2. Aspiring teachers are provided with a mentoring experience that allows them to practice instructional strategies and work with other teachers.	  	
	3. Aspiring teachers are evaluated using a modified version of the teacher evaluation system.	  	

Objective	Indicators	Status	Next Steps
Recruitment & Hiring: Recruit and hire well-matched and qualified staff for teaching positions.	4. The school uses meaningful data to determine personnel needs and enacts hiring timelines to ensure staff positions are filled.		
	5. The school recruits educators with specific qualifications and performance competencies necessary to produce increased student achievement.		
	6. The school partners with reputable universities and/or talent recruitment organizations.		
	7. The school makes expectations for teaching roles, performance expectations, and performance-based compensation/career lattices clear to new teachers.		
Induction: Provide new teachers with comprehensive support to develop the knowledge and skills for effective teaching.	8. The school has a formal induction program in place for its new teachers.		
	9. Components of the induction program are based on the needs of individual teachers.		
	10. Teachers participate in program for a minimum of three years.		

Objective	Indicators	Status	Next Steps
Teacher Evaluation: Ensure that performance evaluations are rigorous, valid, and equitable and that evaluation data provide meaningful information about instructional practice.	11. Evaluation observers are trained on all aspects of the evaluation systems and are certified and annually retrained to ensure proper implementation and inter-rater reliability.		
	12. A minimum of two formal observations are conducted on each eligible teacher using a research-based rubric.		
	13. The school monitors the implementation of the evaluation system and makes adjustments as needed.		
	14. The school provides training and documentation to ensure that all teachers understand the evaluation system.		
	15. Evaluation provides teachers with actionable feedback on their teaching in a mutually agreeable and timely manner.		
Principal Evaluation: Ensure that principal performance evaluations are rigorous and valid and result in meaningful data about school leader practices.	16. Observer responsible for the evaluation of the principal is trained on all aspects of the evaluation system to ensure proper implementation and inter-rate reliability.		
	17. A minimum of two observations are conducted on each principal using a research-based rubric.		

Objective	Indicators	Status	Next Steps
Professional Development: Identify and provide resources and supports to teachers in achieving goals as identified in individual professional growth plans.	18. Professional development content is designed and delivered according to identified needs based on educator evaluation results and student performance.	  	
	19. All teachers participate in ongoing, job-embedded professional learning opportunities.	  	
	20. Teacher leaders have opportunities to provide professional learning opportunities (e.g., coaching and induction support to novice staff or to facilitate Professional Learning Communities.	  	
	21. The school collects feedback from teachers to ensure that professional development activities are relevant, high quality, and useful.	  	
Performance Management & Retention: Retain qualified teachers.	22. Teacher evaluation performance is aligned to retention.	  	
	23. Teachers can earn increases in their base salary as a result of demonstrated effectiveness.	  	
	24. Teachers have opportunities to earn performance-based pay for additional roles and responsibilities.	  	
	25. There are clear expectation for teachers who take on additional roles and responsibilities.	  	
Career Lattices: Provide teachers with multiple pathways to career advancement.	26. The school has differentiated levels of teaching position (e.g., aspiring, novice, associate, etc.).	  	
	27. Differentiated teaching positions have annual performance-based increases within each level.	  	

Objective	Indicators	Status	Next Steps
<p>HCMS Sustainability: Foster a culture and infrastructure that supports a HCMS geared towards recruiting, training and rewarding top quality educators.</p>	<p>28. The school has board-approved policies that address the critical components of an HCMS, including but not limited to teacher and principal evaluation, performance-based compensation, and professional learning opportunities.</p>		
	<p>29. The school has a clear vision for how their HCMS aligns with their charter mission and the school is able to communicate that vision and alignment.</p>		
	<p>30. The school has established an infrastructure (e.g., data systems or access to a data warehouse) that enable it to accurately track and link student, teacher, leader, and school-wide indicators.</p>		

Maricopa County Educational Service Agency

The Maricopa County Educational Service Agency (MCESA) is the lead partner for a TIF 4 project that includes six small- to medium-sized local education agencies collectively, plus 43 high-need schools in and around Phoenix, Arizona. MCESA is also working with 25 additional schools in five districts under TIF 5. As did NEFEC and PICCS, MCESA began with TIF technical assistance presentations and products but developed their own tool using the concept of an innovation configuration map (Exhibit 4).

An innovation configuration map describes the desired ideal state of an innovation across program components. Its original use in program evaluation was to describe what an observer would be expected to see, and how people would be expected to behave as a program component was being implemented. Such a map resembles a rubric, in that it describes stages or degrees of implementation for specific aspects of programs, much as a rubric describes levels of performance on a set of dimensions. However, the purpose of the map is not to evaluate but to describe an implementation process.

As developed by MCESA, the implementation configuration map shows four stages of implementing an aligned HCMS for eight HCM practice areas. The farthest level column in Exhibit 4 describes the ideal situation, while the two rightmost columns (right of the solid line) represent unacceptable levels of implementation.

During TIF 4, the tool was used within MCESA and across partner districts to develop a common language around HCM and alignment. Initially, MCESA field specialists (grant-supported staff who provide liaison with and support on TIF to partner districts) used the tool to provide information on districts' implementation that guided the support provided to the partners. Some districts then worked with field specialists to rate their progress at regular intervals. For TIF 5, the tool became part of the program evaluation plan, and in year 2 of that project, MCESA will be identifying specific strategies to support districts in moving to higher levels of alignment.

Exhibit 4. Maricopa County Educational Service Agency (MCESA) Innovation Configuration Map for Human Resource Alignment

 Innovation Configuration Map Human Resource Alignment Maricopa County Education Service Agency				
	High fidelity 1	2	3	Non-Use 4
THE LEA...				
STRATEGIC STAFFING				
Recruitment	<ul style="list-style-type: none"> Provides enough information about competencies necessary to earn performance-based compensation (PBC) in order to allow candidates to self-select out of the hiring process if they believe they will not be able to perform at that level. Provides applicants with information on the additional compensation they can earn by meeting the performance goals in the performance-based compensation system (PCBS). 	<ul style="list-style-type: none"> Informs potential applicants about the performance competencies they are expected to have (e.g., information on district website, recruitment advertising). Targets recruitment to sources where potential candidates with the competencies are most likely to be found. Communicates the expected competencies of new educators to the major training programs in the area. Attracts high-potential candidates via an Human Resources Branding plan that defines and develops an awareness of key values, beliefs, and commitments. 	<ul style="list-style-type: none"> Informs potential applicants about general job expectations. Recruits potential applicants from sources that may or may not generate candidates with identified competencies. 	<ul style="list-style-type: none"> Informs potential applicants of general information about the district/school(s). Recruits potential applicants in order to get enough applicants to create a candidate pool.

	High fidelity 1	2	3	Non-Use 4
THE LEA...				
Selection	<ul style="list-style-type: none"> Utilizes a selection process focused on performance competencies needed to meet the PBCS performance goals. Utilizes a PBCS that attracts educators who have the competencies to help meet student achievement goals. 	<ul style="list-style-type: none"> Utilizes a multiple data point hiring system that aligns to performance competencies. Assesses candidates on the desired performance competencies (e.g., screening process, interview process, portfolio review, reference checks). Strategically chooses selection teams and holds team members accountable for ensuring the success of the final candidate once hired. Trains selection team members on hiring and selection processes and procedures, and ensures they have a thorough understanding of the performance competencies. Uses the selection process as a professional development opportunity for participating selection team members. Selects candidates with the highest level of competencies or the highest potential to develop them 	<ul style="list-style-type: none"> Strategically chooses selection teams to be as inclusive as possible and requires a commitment from team members to participate in all processes. Trains selection team members on hiring and selection processes and procedures, and includes information on the performance competencies. Assesses candidates (partially) based on performance competencies (e.g., initial screening, central office or school interviews, reference checks). Aligns interview questions to competencies. Uses a multiple data-point hiring system but may not give equal "weight" to all data points. 	<ul style="list-style-type: none"> Utilizes selection teams to identify qualified applicants and make recommendations for hire. Utilizes hiring process focused heavily on face-to-face interviews.

	High fidelity 1	2	3	Non-Use 4
THE LEA...				
Placement	<ul style="list-style-type: none"> Places educators with specific performance competencies in the highest-need schools and strategically compensates them via PBC. 	<ul style="list-style-type: none"> Tracks the distribution of educators by overall effectiveness rating and related performance competencies and takes action to match hiring to school needs. Eliminates/revises policies/practices that compromise the strategic placement of educators. Changes school leadership to ensure low-performing schools are attracting the quality of teachers they need. Tracks teacher distribution to ensure students with the greatest needs do not have disproportionate numbers of ineffective and developing teachers. 	<ul style="list-style-type: none"> Places educators into specific schools/classrooms based on overall effectiveness rating (mastery of performance competencies articulated in evaluation rubrics). Ensures ineffective and developing educators are not concentrated in the highest-need schools. Begins minimizing structures, such as seniority transfer provisions and forced placements of excess teachers. 	<ul style="list-style-type: none"> Places educators into schools/classrooms based on qualifications that do not include mastery of performance competencies articulated in evaluation rubrics.

	High fidelity 1	2	3	Non-Use 4
THE LEA...				
TALENT MANAGEMENT & DEVELOPMENT				
Performance Management	<ul style="list-style-type: none"> Ensures evaluators set goals for educators that are compatible with the performance standards or targets in the PBCS. Ensures the competencies the district evaluates in the performance evaluation process are the same ones that will help educators meet the goals needed to receive PBC. 	<ul style="list-style-type: none"> Promotes the evaluation process as a vehicle for providing feedback and coaching to all educator groups (e.g., teachers, coaches, building-level administrators) related to the competencies. <ul style="list-style-type: none"> Establishes a remediation program for struggling educators and ensures evaluators focus on helping participants develop and demonstrate the competencies. 	<ul style="list-style-type: none"> Establishes and implements an educator evaluation system that utilizes frequent observation cycles, and assesses the competencies. Utilizes evaluators to provide feedback and coaching related to some of the competencies. Establishes a remediation program for struggling educators; and some evaluators focus on helping them develop and demonstrate the competencies. 	<ul style="list-style-type: none"> Establishes and implements an educator evaluation system for some or all educator groups. Utilizes evaluators to provide feedback and coaching that may not be tied to competencies.
Educator Goal Plans	<ul style="list-style-type: none"> Utilizes individual educator goal plans focused on performance competencies and student academic progress, and ensures action steps will assist educators in increasing the overall effectiveness rating that is aligned to the PBCS. 	<ul style="list-style-type: none"> Utilizes individual educator goal plans, focused on performance competencies, which include objectives and action steps. 	<ul style="list-style-type: none"> Utilizes educator goal plans for subgroups of educators. 	<ul style="list-style-type: none"> Utilizes improvement plans for ineffective educators.
Induction/ Mentoring	<ul style="list-style-type: none"> Ensures induction programs orient new educators to the PBCS and its performance requirements and helps educators learn how to meet them. Ensures mentors help educators understand the PBCS and help them develop the skills to succeed in earning PBC. Ensures the PBCS offers sufficient incentives to encourage those with the ability to help educators 	<ul style="list-style-type: none"> Distributes/communicates educator competencies and expectations for having/achieving them to new hires before hiring, or early after hiring. Includes induction activities focused heavily on developing the competencies. Selects mentors through a rigorous process based on how well they have mastered the competencies. Ensures mentor teachers and leaders assess teaching practice and provide feedback using a tool based on the competencies. 	<ul style="list-style-type: none"> Includes year-long induction activities that are sometimes focused on educator competencies. Selects mentors (sometimes) based on how well they have mastered the competencies. 	

	High fidelity 1	2	3	Non-Use 4
THE LEA...				
Professional Development	<ul style="list-style-type: none"> Ensures professional development opportunities are specifically targeted to help educators improve performance in the areas rewarded by the PBCS. Rewards development of the competencies needed to improve student achievement through the PBCS. Rewards development of the competencies PD programs focus on through the performance- 	<ul style="list-style-type: none"> Ensures professional development opportunities are available to help educators develop <i>most</i> of the competencies. Plans professional development utilizing an assessment of the competencies and the findings from this assessment result in directing efforts toward improving weak competencies. Conducts program evaluation of its professional development to gauge its relevance to the competencies. 	<ul style="list-style-type: none"> Includes some professional development opportunities to help educators develop <i>many</i> of the educator competencies. Plans professional development utilizing an assessment of the competencies. 	<ul style="list-style-type: none"> Implements professional development opportunities that are unaligned to educator competencies.
STRATEGIC COMPENSATION				
Performance-Based Compensation	<ul style="list-style-type: none"> Compensates educators in alignment with an overall reform plan. 	<ul style="list-style-type: none"> Manages base pay progression based on the overall effectiveness rating, using a frontloaded salary schedule. Ensures there is flexibility to provide higher starting salaries for educators who have especially high levels of the competencies. Ensures salary schedule is step-less and results in diversified pay based on effectiveness. 	<ul style="list-style-type: none"> Moves away from base pay progression based solely on experience and education. Utilizes the compensation system to reward differential compensation for developing the competencies. Manages base salary and base pay progression in a way that is significant enough to attract 	<ul style="list-style-type: none"> Compensates all educators alike, based on experience and/or education.

Glossary of Terms

Recruitment: Attracting high-potential candidates to the organization.

Selection: Identifying specific competencies and tools to narrow candidate pool to qualified candidates; repeatedly selecting high-quality candidates by using multiple data points.

Placement: The strategic placement of educators into classrooms and schools.

Performance Management: Systematically measuring educator performance and planning for district-wide improvement.

Educator Goal Plans: Individualized professional growth plans to support educator development of performance competencies in order to improve student learning.

Induction/Mentoring: Specialized professional development support for new educators that focuses on onboarding (socializing new employees into the culture of the organization); establishment and follow-through of orientation activities; feedback; and coaching.

Professional Development: Supporting the growth of educator knowledge, skills, and practices through training, modeling, and coaching.

Strategic Compensation: Aligning organizational goals and strategies to overall rewards.

Performance-Based Compensation: Differential compensation that is earned based on educator effectiveness.

Conclusion

This brief presented tools that districts and schools could use to examine the alignment of their educator HCMS. The tools represent three different approaches, any of which could be modified to help begin an examination of alignment. An approach like that exemplified in the NEFEC tool would likely be most useful to introduce the idea of an alignment analysis and get a quick reading on the HCM areas where change is most needed. Adapting the PICCS tool could help identify specific practices that contribute to an aligned HCMS and track their implementation. A version of the MCESA tool would apply well when users understand the basic concept of alignment but need specific guidance on how to implement it. This tool also provides concrete descriptions of what stages of implementation would look like.

A number of other resources are available for those who want more information.

- The TIF brief, *Strengthening the Educator Workforce through Human Resource Alignment* (Heneman and Milanowski, 2011a), contains a tool that focuses on alignment of other HCM practices with performance-based compensation.
- *Aligning Evaluation Results and Professional Development: Driving Systemic Human Capital Management Reform* (Behrstock-Sherratt and Jacques, 2012) provides a more in-depth tool for aligning professional development.
- The brief, *Aligning the Human Capital Management System to Support STEM Master Teachers* (Milanowski, 2014), provides a list of guiding questions for aligning HCM practices for teacher leaders.
- *Assessing Human Resource Practices Alignment: A Case Study* by Heneman and Milanowski (2011b) describes an in-depth process one district used to examine alignment.
- Moving farther afield, *The Workforce Scorecard: Managing Human Capital to Execute Strategy* provides an in-depth look at alignment from a private-sector perspective.

The tools and other resources cited here should provide readers with ideas for developing their own HCMS alignment assessment process. One point to emphasize is the need to begin by reaching some agreement on the competencies (what educators should know and be able to do) needed to realize the vision for instructional improvement and thus achieve district or school goals for student learning. These competencies are the foundation for alignment analysis. They should be reflected in educator evaluation rubrics and measures, making these a good place to start discussions about competencies.

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