Anchor Goal 3 (Teachers) Logic Model Overview as of 5/31/19

This logic model provides a strategic system-wide vision for hiring and talent management.

*Logic Models on pages 2-10 correspond to Activities A1-C3; See page 11 for list of acronyms

Inputs

-Office of Schools (Asst. Supts., Operations, School Organization, Leadership Development)
-Office of Academic Support (CTE, High Schools, Curriculum and Assessment, OTL)
-Office of Talent (Talent Support Services)
-ERA
-Student Supports Services (Climate, FACE)
-Office of Strategic Partnerships (OSP)
-Communications Office
-Office of Operations
-Partners/Vendors
-Teacher preparation programs
-Existing PL curriculum

-Principals
-Teachers
-School Support Staff
-Substitutes
-Consulting Teachers
-Academic Coaches
-Professional Learning Specialists
-School-based "Orientation Chair"
-Teacher Leaders

-Online integrated application and HRIS system
-Online new hire resources and New Teacher Toolkit
-Danielson Framework - Normed and rigorous evaluation system of teacher quality/ effectiveness
-Cornerstone
-90-day checklist
-QlikBAM dashboards
-CBA

Activities

A. Recruit and Place

A1. Conduct targeted and strategic approaches for recruitment

A2. Develop multiple teacher pipelines for a qualified and diverse hiring pool

A3. Implement Streamlined Systems for Hiring and Placement

B. Onboard and Retain

B1. Support new teachers

B2. Implement differentiated retention strategies

B3. Build and reinforce relational trust within the school communities

C. Develop and Improve

C1. Develop and implement a coherent and relevant plan for high quality and differentiated professional learning (PL)

C2. Use standardized tools for measuring implementation and impact of professional learning offerings

C3. Implement a high quality and desirable workforce development strategy for teacher advancement

Outputs

For every 1 vacancy, there are 1.5 eligible candidates

50% of new hires matriculate from student teacher placements in SDP and alternative certification programs

Fill 99% of teacher positions by August 15 each school year

Maintain weekly 98% fill rate across teacher positions

100% of principals receive professional development on talent management

Retain 90% of teachers annually

Teachers report high satisfaction with professional capacity, climate, and leadership on DWS

PL participants report that there was clear communication, clear expectations, and relevant high quality training that was connected to school and district goals, met their needs, and met student needs

3% of teachers participate in teacher leadership development opportunities

Outcomes

Highly qualified diverse set of applicants select – and are selected - to teach in schools that are matched well to their interests, skills, and experience

Schools are trusting and supportive communities that are continuously improving

Principals are effective managers of talent

All teachers demonstrate growth in the four Danielson framework domains (planning and preparation; classroom environment, instruction, and professional responsibility)

Impact

100% of positions are filled by great teachers

A1. Conduct Targeted & Strategic Approaches for Recruitment

Inputs	Activities	Outputs	Outcomes

Inputs

-Office of Talent (Talent Support Services)
-ERA
-Office of Communications
-Teacher preparation programs

-Principals
-Teachers
-School Based Hiring Committee (SBHC)
-Asst. Supts.

-Online integrated application and HRIS system
-Online new hire resources and New Teacher Toolkit
-Integrated data system
-CBA
-QlikBAM

Activities

Talent organizes, plans, and schedules creative and innovative in-person events and online platforms to communicate effectively with potential candidates in a variety of settings with a variety of experiences

Talent and SBHCs develop and distribute recruitment information and materials that articulate clear value propositions about what SDP has to offer and target candidates that meet characteristics of known vacancies

Central office and school based hiring teams use data to guide recruitment, placement, and hiring decisions

OTL and Talent clearly communicate requirements, certification information, timelines, and available supports for all potential candidates

Talent and SBHCs uses competitive hiring strategies to fill positions with high quality candidates (e.g. removing barriers, increasing efficiency, communicating regularly, early hiring options, incentives for hard-to-staff schools, competitive benefits, new teacher toolkit, etc)

All SDP staff utilize strategies that support continuous referral and recommendation process for potential candidates

Outputs

At least 150 hiring events are held each year

2,500 completed applications are received from diverse applicants with strong background that meet position criteria

For every 1 vacancy, there are 1.5 eligible candidates

Applicants are satisfied with the application process

99% of new hires who sign offer letters by June 30 (pre-hires) complete processing and are retained on the first day of school

100% of referrals are received, processed, and followed-up until resolution

Outcomes

Highly qualified diverse set of applicants select – and are selected - to teach in schools that are matched well to their interests, skills, and experience

A2. Develop Multiple Teacher Pipelines for a Qualified and Diverse Hiring Pool

Inputs

-Office of Schools (Asst. Supts., Operations, School Organization, Leadership Development)
-Office of Talent (Talent Support Services)
-ERA
-Office of Communications
-Teacher preparation programs

-Principals
-Teachers
-School Support Staff
-Substitutes
-School Based Hiring Committee (SBHC)

-Online integrated application and HRIS system
-Integrated data system
-CBA
-QlikBAM

Activities

Talent and Office of Schools develops and implements a diverse and coordinated set of internal and external certification program pipelines

Talent expands and improves partnerships with all types of teacher prep programs, ensuring alignment with district priorities, using data for continuous improvement

Talent works with teacher prep programs and principals to place and support pre-service teachers in schools and classrooms

Talent manages high-quality teacher residency program(s)

Talent implements effective procedures for converting student teachers, residents, subs, and contractors into full time employment, as appropriate

Outputs

Increase in number of certified applicants with skills and experiences aligned to district needs

Regular meetings take place between Talent and teacher prep programs about SDP needs/positions available

SDP has at least 4 partnerships with teacher prep programs that reflect and respond to district priorities and needs

At least 400 student teachers complete their internship in SDP schools

100 residents complete residency experience in SDP schools each year and return as teachers-of-record the following year

Increase in the number of student teachers, residents, substitutes, and contractors converted to full time employment

Outcomes

Highly qualified diverse set of applicants select – and are selected - to teach in schools that are matched well to their interests, skills, and experience

A3. Implement Streamlined Procedures and Systems for Hiring and Placement

Inputs	**Activities**	**Outputs**	**Outcomes**

Inputs

-Office of Talent (Talent Support Services)
-ERA
-Classification & Compensation
-Certification
-Benefits
-Health Services
-Records
-Payroll

-Principals
-Teachers
-School Based Hiring Committee (SBHC)
-Asst. Supts.

-Online integrated application tracking system and HRIS system
-CBA
-QlikBAM

Activities

Talent, ERA, and hiring teams utilize integrated application data system, HRIS, and QlikBAM

Talent reviews all new positions before posting and all positions every 2-3 years to ensure viable pipelines and competitive value proposition, including wages

Talent Partner teams work with SBHCs to engage in selection year-round from the eligibility pool to fill for vacant positions

SBHCs include principals and use standardized processes (interviews, school visits, and demo lessons) to select candidates that best serve the needs of the school.

Talent applies standardized performance-based application criteria to screen candidates swiftly prior their being considered by SBHCs

Talent Support Services offers principals and SBHC members PD and HR support aimed developing talent selection and hiring skills, including data-driven decision making

Outputs

Data is centralized, integrated, aligned, and easily accessible to those who need it

98% of teacher positions are filled on a weekly basis

99% of teacher positions are filled by August 15 each year

90% of SBHCs agree that they have the necessary skills and resources and central office supports to select and hire teachers

Increase in data-driven decision making by central office and school based hiring teams

Outcomes

Highly qualified diverse set of applicants select – and are selected - to teach in schools that are matched well to their interests, skills, and experience

4

B1. Support New Teachers

Inputs	Activities	Outputs	Outcomes

Inputs

-Office of Academic Support (CTE, High Schools, Curriculum and Assessment, OTL)
-Office of Talent (Talent Support Services)
-ERA

-Principals
-Teachers
-Consulting Teachers
-Academic Coaches
-Professional Learning Specialists
-School-based "Orientation Chair"
-Teacher leaders

-Online new hire resources and New Teacher Toolkit
-Cornerstone
-90-day milestone check-list
-New Hire 90-day questionnaire
-CBA
-QlikBAM

Activities

OTL implements in-person Orientation, if offer letter received before March

OTL implements Induction and encourages all teachers new to PA to complete within the first 2 years of start date

OTL develops and implements monthly New Teacher PD sessions

Consulting Teachers work 1:1 with qualifying new teachers for their first year in SDP

School based orientation chair works with new teachers to use 90-day milestone checklist and check-in to track progress, regardless of start date

Schools implement school-based Orientation customized by school-based staff for all new hires with special supports for mid-year hires (includes welcome email, school tour, and meeting principal)

Principals and teacher leaders implement customized supports and opportunities for new teachers prior to, and throughout, the school year

Outputs

100% of new teacher hires complete Orientation in 1st year

100% of new Pennsylvania teacher hires complete Induction within 2 years of start date

At least 16 New Teacher PD sessions are developed and implemented each year

100% of eligible teachers receive 1:1 coaching during 1st year, utilizing standardized procedures

100% of new teachers use administrative and instructional systems and follow procedures effectively (e.g. taking attendance, submitting paperwork, using SchoolNet, Cornerstone)

At least 75% of new hires give highest response for Climate, Professional Capacity, and Leadership constructs on teacher DWS

Outcomes

Schools are trusting and supportive communities that are continuously improving

B2. Implement Differentiated Retention Strategies

Inputs

Activities

Outputs

Outcomes

-Office of Schools (Asst. Supts., Operations, School Organization, Leadership Development)
-Office of Academic Support (CTE, High Schools, Curriculum and Assessment, OTL)
-Office of Talent (Talent Support Services)
-ERA

-Principals
-Teachers
-Consulting Teachers
-Academic Coaches
-Professional Learning Specialists
-School-based "Orientation Chair"
-Teacher leaders

-Online integrated application and HRIS system
-integrated data system
-CBA
-QlikBAM

Talent establishes and maintains streamlined systems (ERP) and processes for processing, tracking, and updating employee records and paperwork

Central office and school-based staff implement strategies to retain a diverse workforce

Talent develops incentive programs for in-school and in-grade retention, particularly for K-3 and 9th grades

Talent and ORE collects qualitative and survey data on why and when teachers leave and uses it for continuous improvement

Office of Schools, Talent, and principals identify retention trends and develop differentiated retention strategies based on teacher effectiveness and exit survey data

Office of Schools, LDE, and Talent provides principals and school leaders with professional learning, training, and data analysis skills aimed at talent management and retention

Office of Schools, Talent, and PFT regularly revisit CBA to ensure policies are best for students and schools

100% of teachers have accurate employee records, know how to access/change them, and are supported in the process

Each June, at least 90% of teachers intend to return to their school/grade the following school year

Talent creates and shares quarterly reports that analyze the number of teachers leaving and the reasons

Talent Partners and principals meet twice monthly to review teacher effectiveness, exit survey, and other data and discuss retention strategies

At least 6 professional learning opportunities on talent management are offered to school leaders each year

Regular meetings occur between Office of Schools, Talent and PFT

Schools are trusting and supportive communities that are continuously improving

B3. Build and Reinforce Relational Trust within the School Communities

Inputs	Activities	Outputs	Outcomes

Inputs

-Office of Schools (Asst. Supts., Operations, School Organization, Leadership Development)
-Office of Academic Support (CTE, High Schools, Curriculum and Assessment, OTL)
-Office of Talent (Talent Support Services)
-ERA
-Office of Communications
-Office of Operations
-Office of Strategic Partnerships (OSP)
-Partners/Vendors
-Teacher preparation programs
-Existing Professional Learning curriculum

-Principals
-Teachers
-School Support Staff
-Substitutes
-Teacher Leaders

-Integrated data system
-CBA
-QlikBAM

Activities

Operations ensures all school buildings are clean/safe/healthy

Talent Partners work with principals to align budget and necessary funding for retention and development efforts and address immediate staffing issues

Principals ensure there are clear systems for teachers to articulate needs for supplies and resources

Office of Communications, OTL, and principals create platforms and opportunities for teachers to experience supportive communities both online and in person

Central Office and principals proactively communicate rationale for decision making with teachers

Talent Partners work with principals to develop and implement plans for incorporating authentic opportunities for teacher input into decision making (when appropriate)

Principals set expectation that everyone plays a role in building a positive school culture and articulates the ways in which every school role contributes to teacher retention

Principals work with OSP, OTL, and ERA to select and manage partnerships that align with District goals and school needs

Outputs

100% of schools achieve APPA level 2

100% of vacancies and absences are filled with substitute staff

Teachers say they have the resources, materials, peer support, and school staffing support to fill the essential functions of their job

Teachers report that decision making is transparent, well-communicated, and incorporates teacher voice

Teachers say they feel like a valuable and contributing member of their school community

100% of partnerships have a clear theory of action and are non-duplicative

Outcomes

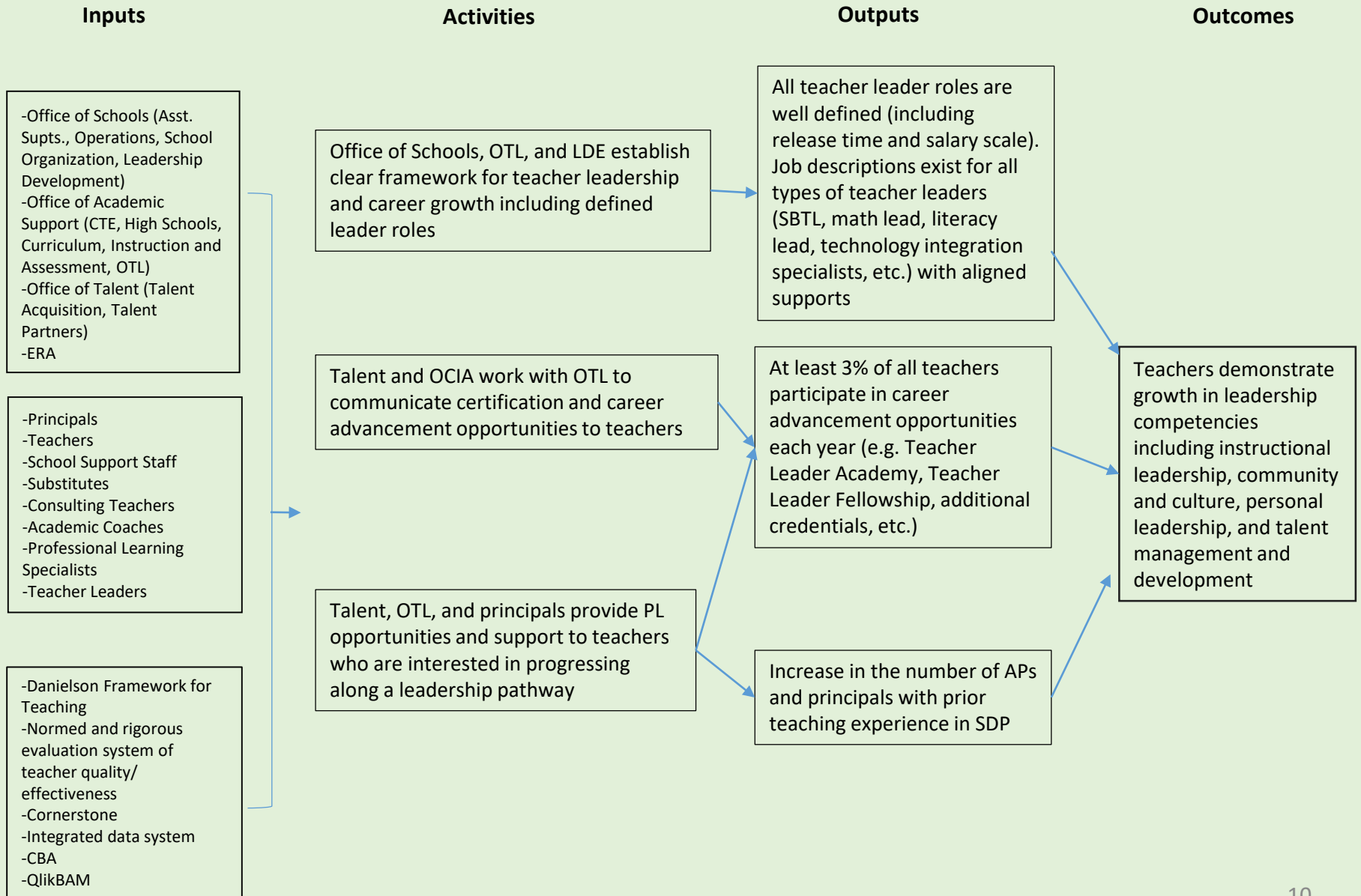Schools are trusting and supportive communities that are continuously improving

7

C1. Develop and Implement a Coherent and Relevant Plan for High Quality and Differentiated Professional Learning

Inputs	Activities	Outputs	Outcomes

Inputs

-Office of Schools (Asst. Supts., Operations, School Organization, Leadership Development)
-Office of Academic Support (CTE, High Schools, Curriculum and Assessment, OTL)
-ERA
-Student Support Services (Climate, FACE)
-OSP
-Partners/Vendors
-Existing PL curriculum

-Principals
-Teachers
-School Support Staff
-Substitutes
-Consulting teachers
-Academic Coaches
-Professional Learning Specialists
-Teacher Leaders

-Danielson Framework
-Normed and rigorous evaluation system of teacher quality effectiveness
-Cornerstone
-Integrated data system
-CBA
-QlikBAM

Activities

OTL works to develop and communicate a common definition, understanding, and vision for Professional Learning (PL) in the District

Principals work with OSP, ORE, and OTL to select and manage high-quality PL partnerships that align with District goals and school needs

OTL develops and implements a process for coordinating and a system to link PL across Program Offices

Central office differentiates supports provided to schools and teachers based on grade level, subject area, experience, performance, feedback, and other data

OTL and Office of Schools ensure that dedicated time is set aside and protected for PL and teacher collaboration, both at the District and school level

OTL and Schools allow for flexibility and build capacity of principals and school-based staff responsible for customizing and delivering PL content to meet school needs and context

Outputs

Stakeholders agree that there are clear definitions, schedules, and expectations about District-led and partner-led PL offerings

Teachers report that District-offered and partner-offered PL is well-communicated, well-coordinated, coherent, sequential, aligned to District priorities and school goals, contains consistent messaging regardless of the Program Offices offering the PL, and is differentiated to meet their needs

Teachers' schedules allow for grade-level and subject-area collaboration

Principals and school-based staff clearly prioritize needs and offer at least 10 hours of customized professional learning opportunities each year

Outcomes

PL is high quality and valued as essential to continuous improvement

All teachers demonstrate growth in the four Danielson framework domains (planning and preparation; classroom environment, instruction, and professional responsibility)

C2. Use Standardized Tools for Measuring Implementation and Impact of Professional Learning Offerings

Inputs	**Activities**	**Outputs**	**Outcomes**

-Office of Schools (Asst. Supts., Operations, School Organization, Leadership Development)
-Office of Academic Support (CTE, High Schools, Curriculum and Assessment, OTL)
-ERA
-SSO (Climate, FACE)
-OSP
-Partners/Vendors
-Existing Professional Learning curriculum

-Principals
-Teachers
-School Support Staff
-Substitutes
-Consulting teachers
-Academic Coaches
-Professional Learning Specialists
-Teacher Leaders

-Online new hire resources and New Teacher Toolkit
-Danielson Framework - Normed and rigorous evaluation system of teacher quality effectiveness
-Cornerstone
-Integrated data system
-CBA
-QlikBAM

OTL and LDE develop objective, system-wide criteria used for determining whether or not to invest in and implement any new professional learning (PL) initiatives or activities

OTL, LDE and ORE develop objective, system-wide criteria used for determining the impact of all PL (including satisfaction, teacher behavior change, and student outcomes)

All program offices and partners/vendors delivering content-specific PL use system-wide criteria for measuring impact and satisfaction, and incorporate feedback into future offerings

Agreed-upon system-wide criteria is applied quarterly by a cross-program office working group to review, rate, and recommend PL initiatives and activities before implementation

Supporting data/evidence, implementation approach, and evaluation plan for all PL activities are finalized at least 3 months prior to roll-out (and potentially longer if Board approval required)

PL is high quality and valued as essential to continuous improvement

All teachers demonstrate growth in the four Danielson framework domains (planning and preparation; classroom environment, instruction, and professional responsibility)

C3. Implement a High Quality and Desirable Workforce Development Strategy for Teacher Advancement

Inputs	Activities	Outputs	Outcomes

-Office of Schools (Asst. Supts., Operations, School Organization, Leadership Development)
-Office of Academic Support (CTE, High Schools, Curriculum, Instruction and Assessment, OTL)
-Office of Talent (Talent Acquisition, Talent Partners)
-ERA

-Principals
-Teachers
-School Support Staff
-Substitutes
-Consulting Teachers
-Academic Coaches
-Professional Learning Specialists
-Teacher Leaders

-Danielson Framework for Teaching
-Normed and rigorous evaluation system of teacher quality/ effectiveness
-Cornerstone
-Integrated data system
-CBA
-QlikBAM

Activities:

Office of Schools, OTL, and LDE establish clear framework for teacher leadership and career growth including defined leader roles

Talent and OCIA work with OTL to communicate certification and career advancement opportunities to teachers

Talent, OTL, and principals provide PL opportunities and support to teachers who are interested in progressing along a leadership pathway

Outputs:

All teacher leader roles are well defined (including release time and salary scale). Job descriptions exist for all types of teacher leaders (SBTL, math lead, literacy lead, technology integration specialists, etc.) with aligned supports

At least 3% of all teachers participate in career advancement opportunities each year (e.g. Teacher Leader Academy, Teacher Leader Fellowship, additional credentials, etc.)

Increase in the number of APs and principals with prior teaching experience in SDP

Outcomes:

Teachers demonstrate growth in leadership competencies including instructional leadership, community and culture, personal leadership, and talent management and development

List of Acronyms and Abbreviations

AP -   Assistant Principal

APPA - *refers to the APPA Cleaning Standards. The standards are graded by a sliding scale from Level 1 to 5 where Level 1 is the highest standards of cleaning service and Level 5 is the lowest.*

Asst. Supts. - Assistant Superintendents

CBA - Collective Bargaining Agreement

CTE - Career & Technical Education

DWS - District-wide Survey

ERA - Office of Evaluation, Research & Accountability

ERP - Enterprise Resource Planning system

FACE - Office of Family & Community Engagement

HR -   Human Resources

HRIS - Human Resource Information System

LDE - Office of Leadership Development & Evaluation

OCIA - Office of Curriculum, Instruction & Assessment

ORE - Office of Research & Evaluation

OSP - Office of School Partnerships

OTL - Office of Teaching & Learning

PD -   Professional Development

PFT - Philadelphia Federation of Teachers

PL -   Professional Learning

PLS – Professional Learning Specialist

QlikBAM - *This is the performance management dashboard system used by SDP. Qlik is a business intelligence platform that allows for interactive data visualization and analytics.*

SBHC - School-Based Hiring Committee

SBTL - School-Based Teacher Leader

SDP - School District of Philadelphia