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

### 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**

- 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 use 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

---

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

99% of new hires who sign offer letters by June 30 (pre-hires) complete processing and are retained on the first day of school
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
- 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
**B1. Support New Teachers**

**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 teacher hires complete Orientation in 1st year
- At least 16 New Teacher PD sessions are developed and implemented each year

**Outcomes**

- Schools are trusting and supportive communities that are continuously improving
- 100% of eligible teachers receive 1:1 coaching during 1st year, utilizing standardized procedures
- 100% of new Pennsylvania teacher hires complete Induction within 2 years of start date

**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
B2. Implement Differentiated Retention Strategies

**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
- 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

**Activities**

- 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

**Outputs**

- 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

**Outcomes**

- Schools are trusting and supportive communities that are continuously improving
B3. Build and Reinforce Relational Trust within the School Communities

**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
- 100% of partnerships have a clear theory of action and are non-duplicative
- Schools are trusting and supportive communities that are continuously improving

**Outcomes**
- Teachers say they feel like a valuable and contributing member of their school community
- Teachers say they feel like a valuable and contributing member of their school community
- Teachers say they feel like a valuable and contributing member of their school community
C1. Develop and Implement a Coherent and Relevant Plan for High Quality and Differentiated Professional Learning

**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

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)

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

**Inputs**
- 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

**Activities**
- 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

**Outputs**
- 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)

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

**Inputs**
- 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

**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.)
- Teachers demonstrate growth in leadership competencies including instructional leadership, community and culture, personal leadership, and talent management and development
- 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
- Increase in the number of APs and principals with prior teaching experience in SDP
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