Building Human Capital Pipelines: Examining the Role of the State Education Agency

from The State Role in School Turnaround: Emerging Best Practices

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The national Center on School Turnaround focuses on providing technical assistance to, as well as building the capacity of, states to support districts and schools in turning around their lowest-performing schools. The Center is led by WestEd in partnership with the Academic Development Institute, the National Implementation Research Network, and the Darden/Curry Partnership for Leaders in Education at the University of Virginia.

Focus Areas

- ○ Developing SEA Staff Capacity and SEA Organizational Structures

- ○ Building District Capacity

- ○ Creating Policies, Incentives, and Partnerships to Ensure a Pipeline of Turnaround Leaders

- ○ Promoting Cooperative Labor-Management Relations

- ○ Promoting the Use of Expanded Learning Time

- ○ Creating Systems and Processes to Ensure a Pool of High-Quality Turnaround Partners

- ○ Ensuring the Availability and Use of Data Systems at the SEA Level

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- ○ Improving Capacity of School Boards to Support Turnarounds

- ○ Engaging Families and Communities

- ○ Building Political Will for Dramatic Change

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Two things are true about talent pipeline work: first, it is absolutely imperative to the sustained vitality of any organization; second, it is really hard work. Yet, investments in human capital pipelines save work in the long run, and there are immediate results that will keep the organization healthy and thriving. When the organization is a school district, state education agencies (SEAs) can facilitate this work, leading to vital, higher performing districts. Considering that the single most significant resource in education is its people, it is essential to get *the right people* in *the right jobs*, doing *the right things*.

A talent pipeline is an intentional system designed to train, cultivate, attract, support, and retain exemplary employees who are prepared to meet rigorous performance expectations. A strong talent pipeline can pay dividends quickly and serve to position an organization for success long term. The superintendent and school board must be passionate about talent for efforts to build the pipeline to be effective.

The Need for Effective Talent Pipelines in Education

Historically, the education sector has not adequately invested in talent pipeline management. The standard career progression is for interested students to enroll in a college of education, earn their diploma, teach, and if interested, self-select into the management track by obtaining an administrator credential and advancing to be a school principal and perhaps central office administrator. Furthermore, as a sector, leadership in public education has not been particularly sophisticated about matching skill sets and competencies with positions (e.g., teaching versus leading or managing) or providing a path for teachers to advance

in their career while remaining in the classroom. While the relative balance of teacher and administrator supply and demand has ebbed and flowed over the years, current research indicates that shortages of personnel are based on retirements and challenges retaining qualified personnel as opposed to straight supply (Ingersoll, 2001, 2002, 2003).

While retention is an ongoing concern for districts, so is teacher supply as a large cohort of teachers reach retirement age. The National Commission on Teaching and America's Future (NCTAF, n.d.) documented that: "Between 2004 and 2008, 300,000 veteran teachers left the workforce for retirement.... In 1987–88, the typical teacher had 15 years of experience, but by 2007–08 the typical teacher had just 1 to 2 years of experience" (para. 1). Even as we struggle to retain young teachers, demand associated with retirements is increasing (Darling-Hammond, 2000).

As local districts strive to improve their ability to attract and retain both effective teachers and leaders, the role of the SEA in helping to solve this cannot be overstated. SEAs are positioned to change the dynamics of this challenge by examining policies that shape educator and leader credentialing and finding creative ways to fill teacher and principal positions with people who are clearly talented, can relate to today's students, and reflect the demographics in their state's districts.

Based on a review of the relevant literature and our experience working directly with underperforming schools in 14 states over the last three years striving to be more intentional about their talent management strategies, in this chapter we outline the components of a robust talent pipeline and identify strategies SEAs can implement to help districts develop and sustain effective pipelines. Lastly, we identify specific action principles, resources, and tools that will be valuable to SEAs striving to support a district's turnaround efforts.

In writing this chapter, we reflected on our direct observations and experience consulting with school districts with underperforming schools actively engaged in turnaround efforts. In addition, we interviewed a small but purposeful sample of 14 district leaders, focusing on those who are working effectively for change on behalf of students. Lastly, we bring the perspective of decades of experience consulting in the area of talent management and leadership research with a broad array of organizations, including healthcare, nonprofits, and global corporations. Lessons culled from turnarounds in private enterprise continue to inform our work in public education.
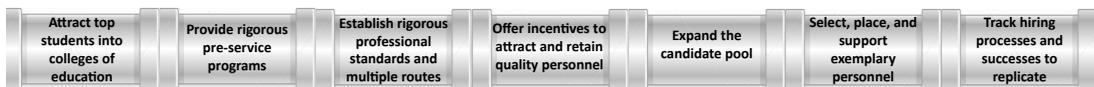
What is a "Talent Pipeline"?

"Talent pipeline" and "leadership pipeline" are terms describing a new area of focus in public education circles nationwide. For instance, they are part of the federal Elementary and Secondary Education Act flexibility waiver application guidance and are the subject of a growing research and policy discussion.

We need to train, recruit, and retain highly skilled leaders and teachers who will have an impact on all of us for generations to come. Framing the potential impact of robust talent pipelines, Secretary of Education Arne Duncan has said, "if our 95,000 schools each had a great principal, this thing would take care of itself" (2009). The practical reality is that each of our 95,000 schools does not have a great principal. Education is people intensive, yet, when we examine education as a sector, we see little substantive work being done on the people side of the equation.

The need for excellent talent management is particularly acute in situations involving chronically underperforming schools. Frequently, employees believe that they are working hard in the midst of extreme challenges, and their boss has reinforced this perception. They are not having an honest discussion about performance. For instance, we know that many teachers in underperforming schools have received "satisfactory" ratings even though students were not learning; unacceptably low levels of performance are tolerated year after year in many schools (New Teacher Project, 2008). Among organizations in decline and needing to be turned around, Kanter (2003) points to the common organizational pathologies such as "secrecy, blame, isolation, avoidance, passivity, and feelings of helplessness… (that) …reinforce one another in such a way that the organization enters a kind of death spiral" (p. 4). The supply of leaders in public education that are effective in these situations is quite low, and the stakes are quite high. The earning power of young adults, age 25–34, who do not have a high school diploma is half that of their peers with a college degree (Aud et al., 2011). This is indeed an urgent challenge.

The term "pipeline" comes from talent management practice outside of education. These practices come from the disciplines of organizational behavior and leadership development, having been refined in the business sector. As applied to education, the pipeline includes the elements shown in the diagram below.

| Attract top students into colleges of education | Provide rigorous pre-service programs | Establish rigorous professional standards and multiple routes | Offer incentives to attract and retain quality personnel | Expand the candidate pool | Select, place, and support exemplary personnel | Track hiring processes and successes to replicate |

Done well, talent pipeline management is an ongoing process, where leadership is continually thinking about how to grow and develop talent at all levels of the organization, both for their current role and their next role. Leadership pays close attention to the current reality of the organization and what will likely unfold in the next five years. They have a clear notion of the sort of leaders needed presently and in the future. There are frequent, candid discussions of performance and potential at all levels. Leaders actively network among sources of talent, keep a pulse on who might be a good fit for their needs, and when they might become available. The organization monitors how many of their critical roles have clear and ready successors and take measures to ensure that the absolute best are retained, and others are allowed to move on.

In a school district, two critical roles need to drive the building of the talent pipeline. One role is the superintendent, who as the leader of the district sets the tone. The second role is the district administrator in charge of human resources (HR), or talent management. The person in this role must be a strong leader and change agent who can shape and mold the culture and behaviors of the human resources function and can challenge their peers in the district to make talent management the top priority for everyone. Reminder: Schools cannot provide a quality education with mediocre teachers or poor leadership, thus talent management IS the top priority.

The SEA can assess the extent to which district leadership has invested in developing a talent pipeline by looking to see if leaders:

- develop personnel at all levels, for their current role and their next role;
- articulate the direction and expectations for personnel that are needed now and for at least the next three years; in effect, they know and discuss their talent strategy;
- engage in frequent, candid discussions of performance and potential at all levels;
- network actively among sources of potential talent;
- know which critical roles have clear successors, ready to take over immediately as needed; and
- know who is at risk of leaving, taking measures to ensure that the absolute best are retained.

The leader sets the direction and the tone through his or her actions. This is not the work of "personnel," but the priority of every leader in the district. For organizations that are managing the pipeline well, a sudden vacancy does not cause panic.

The challenge for the SEA, however, is that the SEA does not directly "manage" school and district operations, except in the most extreme (e.g., takeover) cases. Many educators get involved at the state level to drive large-scale change, only to find that the levers for implementing meaningful change in districts is limited, slow, and blunt. Substantive change that impacts student outcomes needs to become a reality at the district level, as that is where the decisions are made about what happens in the school buildings and the classrooms. This calls for the state to leverage its official authority, as well as its ability to influence beyond its authority, in order for productive changes to be enacted with a sense of urgency.

The SEA and District Talent Pipelines

Multiple states and districts we have worked with have developed unique approaches to developing effective talent management strategies to catalyze turnaround efforts. Some of these have worked well, but some have not worked well. In documenting these approaches, our hope is to highlight promising

strategies and identify potential pitfalls in order to accelerate adoption of intentional talent management practices in districts embarking upon turnaround and in the broader system of public education.

The prerequisite for all of these observations and recommendations is that the SEA has invested in building relationships with district leaders. Most of the district leaders that we have worked with welcome the involvement of the SEA in helping them consider options, deal with tough issues, find funding, research various approaches, and even design systems and processes that will drive fidelity in their talent management practice. They welcome the presence and support of a "trusted advisor."

While some interactions between the SEA and LEA by necessity must focus on monitoring and compliance, the SEA should aim to intentionally foster meaningful dialogue with district leaders actively engaged in school turnaround efforts. Difficult discussions have far more impact if they take place in the context of an established, strong working relationship. In such a relationship, one's technical expertise is less important than one's ability to be a great thought partner (Maister, Green, & Galford, 2000). The trusted advisor listens carefully, observes, and seeks to understand the unique needs of the client. This provides the platform for honest and open dialogue that is both critical and supportive. The indicator of success is this: How often and on what topics do district leaders initiate discussions with the SEA?

The District Leader Perspective: What Has Worked, What Has Not

The approaches that SEAs have taken that work especially well for district leaders fall into three broad categories: (1) align state resources to support credentialing and standards including influencing higher education, (2) leverage state resources to benefit all districts, and (3) provide a viewpoint that is strategic. The overarching theme of these is ensuring that all policies, programs, mandates, and efforts contribute to the quality of education for the students that presently reside in the districts and are anticipated to reside there in the future.

State-Level Standards and Credentials

SEAs add unique value to the system in the area of standards. There are two areas in particular where they have direct impact on the talent pipeline for districts: credentialing and overseeing public institutions of higher education (IHEs).

Credentialing Standards

SEAs are responsible for establishing standards (e.g., credentialing requirements) for school leaders and teachers who plan to work in the state. In turn, districts see demonstration of meeting these credentialing standards as a proxy for individuals who have the skills required to be successful.

Establishing rigorous credentialing standards is critical. A district leader we spoke with was most adamant about this, stating "I interview numerous teacher and principal candidates that have been accredited by our state who have no business being in education at all, at any level." Principals and district leaders who are hiring often fall prey to the trap of "I need a teacher in that classroom" and take the best of who is available rather than work for the best for our students.

SEAs can create standards that are challenging to all, yet attainable by the best. These standards need to be meaningful in the way that they drive excellence in the central office and the classroom. This may mean that there is a further shortfall in the supply of personnel for a period of time. The uptick in quality will come as the best job seekers and the best university students get the word that this is a challenging and rewarding profession for bright, high achievers. The incredible competition for acceptance into New Leaders and Teach for America is a clear example of how building a reputation can lead to a greater supply of candidates. We have personally seen this happen at the district level; when the word gets out that there is high-quality implementation in an organization, the best talent flocks to it.

Improving the standards used for hiring and promotion can have a tremendous impact on the talent pool and thus on student outcomes. For example, one new superintendent with whom we worked brought in just two or three key people from other districts to help with the initial "heavy lifting" to put the district in a position to thrive. They immediately began utilizing clear criteria to manage all hiring, promotion, and contract renewal decisions. Within 18 months of assuming the superintendency of the district, he was getting calls from talented teachers and administrators from near and far who wanted to come and work in this district. They had "heard there were great things going on there." As an added bonus, a pool of strong candidates saves districts money, time, and energy because they do not have to contend with a continual churn of unsuccessful hiring.

With standards that are clear and sensible (i.e., they actually drive organizational capacity and positive student outcomes), other possibilities, such as licensing reciprocity among states and alternative paths to licensure. The requirement of full certification or licensure by the state in which the leader or teacher wishes to work can be a significant barrier for many school districts. More specifically, the lack of licensure reciprocity among states limits the opportunity to readily hire personnel who may be highly capable. This is a situation for which remedies should be relatively straightforward to develop and apply where there is a willingness on the part of the SEA to explore new models. Doing so will improve districts' ability to recruit both leaders and teachers. For example, this portability

could increase the pool of teachers as trailing military and corporate spouses/partners could more easily become a part of applicant pools.

While it might be a Herculean task for the 50 states to agree on uniform principal and teacher licensure standards, it seems a manageable task for states to create protocols and monitor their usage. One approach for doing this borrows from the legal profession. Twenty-five states participate in some form of licensure reciprocity. Of these 25, some have reciprocity for all states, while others have it only for nearby states. For example, Idaho offers reciprocity to lawyers licensed in Oregon, Washington, Utah, and Wyoming, while Maine limits reciprocity to attorneys from New Hampshire and Vermont (LaCrosse, 2012).

With the right standards of excellence in place, the above outlined approach can work in public education as follows. When a professional with a certification from another state applies to a school district, the SEA of the state in which the leader or teacher is applying can confirm the licensure and employment record from the peer state agency. SEAs can also include specific texts that document baseline content area skills (e.g., the Praxis series). The district can then confirm the on-the-job competence of the individual through a series of practical activities. When hiring a teacher, these activities may include:

- creation of a lesson plan
- observation of a lesson
- structured interviews with clearly defined rating scales
- manipulation and derivation of conclusions from a mock data set
- written and oral responses to a case study

SEAs can aid districts by conducting the initial screening for baseline content requirements, creating a repository of materials that can be drawn from depending on the district's needs, and providing technical assistance in choosing the right instruments and administering them. SEAs can also lead in setting up the process and standards for reciprocity, with the goal of keeping the standards high and not slipping to the lowest common denominator.

In addition to ensuring greater licensure portability, SEAs can make alternative teacher certification programs available and provide tools to assist districts in screening leaders attracted from other fields. The pool of candidates with specific skills needed for the future may not have enough depth if only candidates with education degrees are considered.

Public education has the potential to be attractive to large segments of qualified people who could add value to the sector. For instance, professionals who retire with 20-30 years of service in a particular industry are frequently still interested in working and can bring tremendous depth of experience. Still others seek career changes at the midpoint. Education represents a very rewarding possibility for professionals who want to make a difference. Classroom teaching, obviously, and other positions, such as human resources leader or finance leader

in the district, would benefit from a professional from that field in the role, not simply the veteran principal who needs a job.

Supervising Institutions of Higher Education

The second area related to talent management where an SEA can effectively leverage its responsibilities is schools of education. The SEA must utilize its authority and influence to ensure that the institutions of higher education (IHEs) are indeed that—institutions of higher learning. Following functional high credentialing standards, this is a critical point in leveraging the talent pipeline to improve the quality of education in the state. Do not take this for granted. One private foundation focused on education improvement analyzed data from their state university school of education and discovered it was accepting students that were predominantly from the bottom third of their high school graduating classes. Four years later, a disproportionate number of those students were graduating from the school of education with highest honors. Reflecting the research, we have frequently heard the complaint that new teachers are not arriving equipped for the work required in today's classrooms (Auguste, Kihn, & Miller, 2010). Working with state universities and colleges to ensure that the curriculum and faculty are up to date and the courses are rigorous is leveraging one of the greatest opportunities for children in the state.

Bringing together the accountability of IHEs with the previously mentioned licensing reciprocity and finding ways to make hiring high-quality leaders and teachers from out of the state more accessible (revisit and revise reciprocity policies) will elevate the competition for local colleges and universities to produce better graduates. It breaks their perceived monopoly on the talent pool.

Leverage State Resources to the Benefit of All Districts

The SEA can minimize districts' workloads by finding ways to leverage resources for all of districts, statewide. Specifically, the SEA can leverage economies of scale by (1) identifying approaches or products that the state is willing to support, and (2) coordinating the design/build of systems or processes that benefit all districts in the state.

Identifying approaches or products that the state will support is essentially "prequalifying" key resources for the districts, such as curricula, professional development offerings, and various consulting services. Many benefits accrue from applying this approach: the districts save time, money, and energy as the state brings other resources to the opportunity; the students benefit, as the possibility for securing the highest quality approach improves; and the SEA strengthens credibility by bringing together experts, vendors, state resources, and district leaders for a broader and more inclusive approach to the decision. The link to talent pipeline is that the SEA can help identify consulting services, especially talent management consulting and leadership development, that are effective and generate improved outcomes. The SEA can also investigate

alternatives and products that support talent pipeline development, such as interviewing processes (e.g., Behavioral Event Interviews) or hiring criteria that aid in objectively identifying the best candidate for positions in the districts. We have observed that most districts are doing the best they can, but feel as though they are "winging it" when it comes to interviewing and selection practices. One such opportunity for improvement that we see frequently would be to more explicitly define clear criteria for hiring or promoting someone to be the head of human resources, given that it is the second most critical role in developing robust talent pipelines in any district.

Coordinating the design and build of systems or processes has tremendous potential to support talent pipeline development. The SEA can devote energy, expertise, and relationships to coordinate the many parties involved to develop something that is then offered to the districts for their use. For instance, Ohio has successfully taken this approach with its performance appraisal system for teachers and administrators. The Ohio Department of Education devoted significant resources to developing the systems that districts are then able to adopt, rather than each district creating their own systems. No one district would have been able to fund this system, and the support in implementing it has been well-received. The state coordinated the design with district input, invested in building of the actual system, and also supported the roll out by providing training on the use of the new system. This system has a direct impact on pipeline development as it prioritizes appraising the strengths and opportunities for critical resources: teachers and their leadership.

Leveraging a Broad Perspective

Unlike most districts, the SEA has the benefit of broad perspective. Seeing the bigger picture, knowing how things operate at the state level, gathering information trends and developments that impact public education—these are all invaluable aspects of being a strong thought partner with district leaders. Giving district leaders the "excuse" to have time in the calendar to look up and look forward by meeting with their trusted SEA can be helpful to the district leader mired in the day-to-day operation of their district. Particular to building talent pipelines, there may be any number of places that the SEA can allocate their resources in this regard: providing technical assistance for recruiting and selecting; providing forums for functional areas necessary to support high-quality education; and providing districts insight and perspective on data and information pertinent to their mandate.

Provide Technical Assistance for Recruitment and Selection

Based on our experience working with dozens of highly successful organizations, the education community at all levels draws from too narrow a talent pool. For instance, with a very traditional educator training approach and few professional-level, work-related experiences outside of the realm of education,

everyone hails from very similar educational and professional backgrounds (Hess & Kelly, 2007). The SEA can provide innovation and insight in this realm that may provide the needed breakthrough to staffing key positions.

Recruitment

One significant change that is absolutely essential in education is to enact more proactive and creative ways to recruit new teachers and leaders. The most proactive organizations get tremendous clarity on what their needs will be in the short, mid, and long term, and they actively seek talent to help meet those needs. Districts have relied for too long on a reactive stance, placing ads and participating in job fairs, hoping to create a decent applicant pool. A more aggressive approach to recruiting is necessary to create a healthier, high-quality applicant pool. The SEA can provide districts with technical assistance focusing on the following priorities:

1. Forge relationships with national/regional organizations to meet particular staffing needs. For example, districts may need more Native American teachers. SEAs can create ongoing relationships with Native American colleges and universities and Native American lobbying groups such as the National Congress of American Indians.

2. Help districts find teachers with broad cultural competence. SEAs can network and develop relationships with the military, the Peace Corps, U.S. State Department alumni and their immediate families, AmeriCorps, and other groups. Trailing military spouses, retired U.S. State Department employees, the adult children of U.S. State Department employees, former Peace Corps and AmeriCorps volunteers are all great sources of people who meet the needs of the districts, especially those needs that are most difficult to "train." Seek out people who are accustomed to interacting with people of different cultures and living under challenging circumstances.

3. Develop workshops and tools for districts to help them manage turnover. In today's talent marketplace, the expectation that educators will remain educators or with a single district for many years is unrealistic, and policies based on this assumption hinder districts' talent pipeline efforts. Districts must seek out and hire the most qualified candidates and prepare for turnover. SEAs can help districts factor this into their standard operating procedures and their expectations.

Selection

Teacher and administrator selection is another area in which the SEA can be helpful. Many of the same tools and techniques that can be used for confirming competence for state licensure can be offered for selection. Many districts, especially smaller districts, do not have human resources professionals in their human resources departments. Instead, administrators have been asked to take

on a role for which they have limited, if any, practical experience. Their ability to create valid selection instruments, including rating scales, is certainly limited. Where districts are unable to have professional staff working in these areas, states can provide needed technical assistance.

Providing Forums for Function Areas

An SEA typically develop standards and credentialing requirements for district and school leaders and instructional personnel. However, it does not typically develop standards for other key function areas (e.g., human resources or business managers). While we are not advocating that states usurp local decision making, an SEA can leverage its collective expertise to provide guidance regarding skills and competencies in these function areas that can help guide and inform district hiring procedures.

For instance, a district we worked with in Ohio had the opportunity to hire a new leader for human resources/talent management. They knew at the state level there were groups and support mechanisms for curriculum and instruction, professional learning communities, budgeting and finance, school board training, nutrition, and even transportation. There was absolutely nothing in the way of guidance and support for human resource and talent management issues. There was not even a "best practices" meeting, conference, webinar, or white paper. There was no resource in place to guide a major urban district in finding and selecting their new human resources leader and no group to support and guide whomever they decided to hire.

Education leaders across the country will readily say that "we are only as good as our people," yet talent management is the one item that tends to be forgotten. An SEA can ensure that there are such resources, particularly at the state level, for human resources/talent management professionals in public education.

Providing Data and Information: Making Connections for District Leaders

Utilizing readily available electronic data, an SEA can reduce districts' administrative burden or provide information that smaller districts would never have the manpower to access. One such data source is the Institute of Education Sciences (IES) census comparator tool with which districts can compare their demographic makeup with that of other districts in other states. Such data allows for networking and sharing of resources and best practices. For example, if the SEA can determine a reasonable pool of comparator districts, their district clients can conduct more targeted, focused, rapid benchmarking research. Once a district has a valid comparator group, they can share successful strategies in talent management, for example.

Of course, the foundation for this type of action is to begin to think and act beyond the "typical" boundaries of the SEA. Another possibility, mentioned earlier in this chapter, is to look at the data regarding where the most effective teachers are coming from and share that data with districts and IHEs.

Conclusion

The SEA is uniquely positioned to influence credentialing policies, invest resources that individual districts cannot, and leverage a broader, more strategic perspective in order to encourage and support development of robust talent pipelines. Any of these areas that we have highlighted in this discussion is a serious challenge in most states. Each of these presupposes that the state and the districts have a clear direction or strategy that informs all decisions. Utilizing that direction or strategic plan to prioritize goals and focus resources is the critical step as the SEA embarks on any identified initiative, but doing one thing well is better for students than doing four things poorly.

In a system where each jurisdiction, no matter how small, has been vested with the awesome responsibility of setting the foundation for the life's course of every child, few things should be more powerful than a talent management partnership with a larger entity with greater resources. Identifying, recruiting, and selecting the right leaders and instructional personnel for a given place and situation and ensuring that the right skills and talent are brought to bear on each situation are efforts requiring proactive methods and real expertise in talent management.

The leader at the top of the district must be passionate about talent. In turn, the human resources leader must be skilled as a human resources professional, not simply as an administrator. An SEA must first build relationships that go beyond compliance and monitoring with district leaders so they can serve as trusted advisors and support, reinforce, and enable district leadership to develop and sustain effective talent pipelines for both school leaders and instructional personnel. Given that the power of the SEA is less direct and authority stems from how effectively the SEA builds relationships that empower others to do their jobs most effectively, relationships are critical to SEA's being able to effectively assist LEAs.

The SEA knows that this is happening when there is clear evidence that district leadership:

- develops personnel at all levels, for their current role and their next role;
- articulates the direction and expectations for personnel that are needed now and for at least the next three years;
- engages in frequent, candid discussions of performance and potential at all levels;
- networks actively among sources of potential talent;
- knows which critical roles have clear successors, ready to take over immediately as needed; and
- knows who is at risk of leaving, taking measures to ensure that the absolute best are retained.

SEAs are in a strong position to allocate key resources and provide districts with expertise and advocacy to get the right people in the right roles and doing the right things for students.

Action Principles

Talent pipeline management is an ongoing process and essential to sustainable school turnaround efforts. Key actions SEAs can take to support the development of robust talent pipelines include:

Review relevant policies
- Revisit and revise, if necessary, credentialing standards and processes and ensure they reflect what teachers and leaders need to know to be successful.
- Examine reciprocity policies to address barriers to teachers crossing state lines to work.

Allocate resources to support development of systems essential to talent pipelines
- Develop and disseminate practical talent management tools and procedures.
- Drive economies of scale through SEA-level research, identification, and coordination around talent pipeline management processes, systems, and tools that will be helpful for districts with limited capability to develop them individually.

Provide focused technical assistance
- Provide recruitment and selection support building on best practices from outside of public education.
- Provide forums for talent management discussions and support across districts.

Be an objective partner
- Help district leaders look at the direction for their district.
- Supply districts with data and information pertinent to their mandate, including insights from similar districts in your state and other states.

Talent Pipeline Resources

Block, P. (2000). *Flawless consulting: A guide to getting your expertise used* (2nd ed.). San Francisco, CA: Jossey-Bass/Pfeiffer.

A very pragmatic look at the helping relationship, including the phases and pitfalls of making that work well.

Charan, R., & Conaty, B. (2010). *The talent masters: Why smart leaders put people before numbers*. New York, NY: Crown Publishing.

An in-depth and very readable look at four organizations that work hard at their talent pipelines for significant results.

Cooperider, D. L., & Whitney, D. (2005). *Appreciative inquiry: A positive revolution in change*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Cooperider puts forward a strategy for organization and community involvement, including examples and approaches.

Liedtka, J., & Ogilvie, T. (2011). *Designing for growth: A design thinking tool kit for managers*. New York, NY: Columbia University Press.

Liedtka provides practical insight on how to go about designing systems and processes and how to involve the ultimate user of those systems and processes.

Maister, D. H., Green, C. H., & Galford, R. M. (2000). *The trusted advisor*. New York, NY: The Free Press.

This book emphasizes the importance of earning the trust and confidence of one's clients. It discusses that technical mastery, while fundamental, is not what allows for truly fruitful interactions.

Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). San Francisco, CA: Jossey-Bass.

If you want to go deep on how organizations work and how culture is formed and changed, this is a great place to start.

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