Talent Mapping Framework

Strengthening the Teacher Pipeline Through Internal Talent Development

Purpose

This Talent Mapping Framework document is designed to help Tennessee school district leaders systematically identify, assess, and support individuals within their schools and communities who show promise to become effective, fully-licensed teachers. This document is meant to serve as a strategic tool that district leaders can utilize to help strengthen local pipelines, reduce vacancies, and improve retention, with an emphasis on helping districts to find employer-driven solutions that account for their own local context.

1. Identify: Who has the potential to teach?

The first step in the talent mapping process is to identify potential teacher candidates. This process should include considering non-traditional candidates, including those interested in a career switch or individuals already working within a school or district setting.

Action	Examples
Consider your existing roles with proximity to students, tapping into the talent pool of individuals who are already employed in the school system in supporting roles.	Paraprofessionals, substitute teachers, tutors, instructional aides, classified staff, bus drivers, coaches, and other afterschool leaders could all be potential candidates that districts may

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Action	Examples
This process should also involve a high-level consideration of what prior credentials most of these individuals possess (e.g., high-school diploma, some college credit, bachelor's degree).	consider encouraging to enter into the teaching profession.
For existing employees already working in a school or district: Review performance and engagement data to determine if those candidates have instructional potential and an adequate work ethic and temperament that is required of effective teachers.	Attendance, initiative, instructional skill, and rapport with students should be considered when evaluating internal candidates' potential to be effective future teachers-of-record.
Tap into community partners to assist in the recruitment process.	Local colleges, families, churches, and youth organizations may be useful in helping to locate talent.
Use referral surveys to devise a list of potential teacher candidates in your school district.	Ask teachers and principals to recommend current support staff members with teaching potential, considering their current set of skills and their potential to be effective teachers.
Explore opportunities to recruit from other local talent pools.	Other potential talent pools to consider tapping into are career changers from other local industries, particularly when trying to fill career & technical education (CTE), secondary science, and secondary mathematics roles. Districts may also consider what it would look like to more intentionally recruit former students and current college students studying subjects other than

Action	Examples
	education, but who may be interested in returning to their home district, county, or region in Tennessee to teach.
Consider what existing pathways into teaching already exist that candidates from your potential talent pool(s) could pursue.	*Consider the following*: What existing low-cost pathways to an associate's degree, a bachelor's degree, and/or teacher licensure already exist that candidates could take advantage of? Are these pathways high-quality and built to accommodate the unique needs of working professionals? What existing partnerships already exist between your district and educator preparation provider(s) (EPPs) in Tennessee, including any state-sponsored Registered Teacher Apprenticeship Programs (RTAPs). How can you leverage or expand those partnerships to provide low-cost pathways into teaching for your prioritized talent pools?

2. Assess: Who is ready for growth?

The next step in the talent mapping process is to determine which candidates may be ready to pursue earning a degree (if needed) and working toward teacher licensure. During this stage, it is important to consider candidates' willingness to take on this additional workload and continue until they have completed a teacher preparation program in Tennessee, particularly if that program requires attainment of a bachelor's degree or higher.

Action	Examples
Conduct interest surveys or info sessions for potential candidates.	Gauge each candidate's motivation, commitment, understanding of existing teaching

Action	Examples
	roles, as well as their willingness to teach in traditionally hard-to-staff schools or subject areas (e.g., special education, English as a second language, or STEM).
Evaluate candidates' backgrounds, readiness for licensure pathways, and a commitment to completing an approved teacher preparation program in Tennessee.	Building off of prior talent mapping steps completed by more closely reviewing candidates' education level, prior credentials, work schedule, and academic support needed for success. This will determine the types of teacher preparation programs and pathways that candidates can pursue. Districts are encouraged to collect transcript data and other information via interest surveys that can inform the type, length, and cost of preparation pathways that candidates could complete. Having this data is crucial to assist with the process of establishing or expanding teacher preparation pathways that align with your local talent pools.
Develop clear criteria for candidate selection and placement in chosen preparation pathways.	Identify and develop minimum qualifications, screening and selection criteria, and relevant materials (i.e., applications, selection rubrics, interview questions) that will be used in order to select candidates for enrollment in any district-driven preparation pathways, most notably any state-sponsored RTAPs that the district will operate in partnership with a Tennessee EPP.
Use observation tools and feedback to determine if candidates have teaching potential.	Identify candidates' strengths and coaching needs in classroom-aligned settings, either prior

Action	Examples
	to selection or as part of a formal selection process.
Connect with EPPs for screening support to determine viable candidates.	Partner with candidates and EPPs to co-design entry plans and tailor support that will encourage candidate success.

3. Support: How will you invest in your identified talent pools?

Determine the types of support, resources, and sustainable funding that the school district will be able to provide in order to support teacher candidates, keeping in mind the goal of achieving both a high return on investment as well as preparing and placing effective teacher candidates who will be more likely to be retained within your district.

Action	Examples
Assist selected candidates with enrollment in low-cost preparation pathways—including state-sponsored RTAPs— that will allow them to earn the necessary credentials to serve as a fully-licensed teacher in a Tennessee school.	Offer paid, mentored on-the-job learning experiences while helping candidates to enter into and complete low-cost or no-cost degree completion in an "earn and learn" model. This *may* look like enrollment in a state-sponsored RTAP that is built in partnership with an approved Tennessee EPP, but is fundamentally driven by your district's needs and goals as the employer.
Pair candidates with trained mentor teachers or coaches as they complete their preparation, coursework, and requirement clinical experiences.	Provide on-the-job support and feedback for candidates via a strong mentorship or coaching program.

Action	Examples
Offer financial assistance and flexible scheduling to employees pursuing a degree and licensure.	Consider using district funds to offset the cost of candidates pursuing degrees.
Build a community of practice for candidates to give and receive additional support.	Hold regular cohort meetings, check-ins, and peer support groups to encourage candidate success.

Next Steps for Districts

The next step for districts interested in internal talent development is to create a plan of progression that incorporates the following procedures:

- Create a talent inventory to assess the talent available in the local district.
- Partner with EPPs and workforce boards to create pathways that are sustainable and will result in a productive return on investment.
- Host an interest meeting or info session for possible candidates in a district-driven preparation program, answering any questions candidates may have.
- Consider establishing or expanding innovative pathways, such as state-sponsored RTAPs, to help further develop your local talent pipeline.

Explore More Resources on Recruitment

For access to additional tools, guidance, and implementation support on educator recruitment and other human capital priorities, please contact teachready@tn.gov or visit the TeachReadyTN webpage.

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