Talent Management System

The following research and resources were reviewed and utilized in the creation of MI Systems Support practices and supports for the Talent Management System.

Abbate-Vaughn, J., & Paugh, P. C. (2009). The paraprofessional-to-teacher pipeline: Barriers and accomplishments. Journal of Developmental Education, 33(1), 16.

Akiba, M., & Liang, G. (2016). Effects of teacher professional learning activities on student achievement growth. The journal of educational research, 109(1), 99-110.

Alexander, D., Chant, D., & Cox, B. (1994). What motivates people to become teachers. Australian Journal of Teacher Education, 19(2), 40-49.

Allen, M. (2003). Eight Questions on Teacher Preparation: What Does the Research Say? A Summary of the Findings.

Althauser, K. (2015). Job-embedded professional development: Its impact on teacher self-efficacy and student performance. Teacher Development, 19(2), 210-225.

Anderson, D., Cameron-Standerford, A., Bergh, B., & Bohjanen, S. (2019). Teacher evaluation and its impact on wellbeing: Perceptions of Michigan teachers and administrators. Education, 139(3), 139-150.

Ash, R., Hodge, P., & Connell, P. (2013). The recruitment and selection of principals who increase student learning. Education, 134(1), 94-100.

Ashley, D. M. (2016). It's about Relationships: Creating Positive School Climates. American Educator, 39(4), 13-16.

Baker, R., Hill, J., Portwood, B., Smith-Harrah, E., & Hall Sutherland, D. (2022). One Size Does Not Fit All: How Leadership Strategies Affect Teacher Satisfaction and Retention. Journal of Cases in Educational Leadership, 25(4), 378-393.

Baker-Doyle, K. (2010). Beyond the Labor Market Paradigm: A Social Network Perspective on Teacher Recruitment and Retention. Education Policy Analysis Archives, 18(26), n26.

Barth, P., Dillon, N., Hull, J., & Higgins, B. H. (2016). Fixing the Holes in the Teacher Pipeline: An Overview of Teacher Shortages. Center for Public Education.

Basich, C. W. (2018). Teacher leadership: Effects on job satisfaction and teacher retention. Youngstown State University.

Beaudoin, M. N., & Taylor, M. (2004). Creating a positive school culture: How principals and teachers can solve problems together. Corwin Press.

Becker, J. D., & Grob, L. (2021). The school principal and teacher retention.

Benner, M., & Partelow, L. (2017). Reimagining the School Day: Innovative Schedules for Teaching and Learning. Center for American Progress.

Berry, B., & Shields, P. M. (2017). Solving the teacher shortage: Revisiting the lessons we've learned. Phi Delta Kappan, 98(8), 8-18.

Berger, L. A., & Berger, D. (2017). The talent management handbook: Making culture a competitive advantage by acquiring, identifying, developing, and promoting the best people. McGraw Hill Professional.

Billingsley, B., & Bettini, E. (2019). Special education teacher attrition and retention: A review of the literature. Review of Educational Research, 89(5), 697-744.

Black, G. L. (2008). A correlational analysis of servant leadership and school climate. University of Phoenix.

Bland, P., Church, E., & Luo, M. (2016). Strategies for attracting and retaining teachers. Administrative Issues Journal: Connecting Education, Practice, and Research, 4(1).

Bottoms, G., Egelson, P., Sass, H., & Uhn, J. (2013). Improving the Quality of Career and Technical Alternative Teacher Preparation: An Induction Model of Professional Development and Support. National research center for career and technical education.

Bradley-Levine, J., Romano, G., & Reichart, M. (2017). Teacher Leaders' Influence on Teachers' Perceptions of the Teacher Evaluation Process. International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM)), 45(3).

Bressman, S., Winter, J. S., & Efron, S. E. (2018). Next generation mentoring: Supporting teachers beyond induction. Teaching and teacher education, 73, 162-170.

Callahan, J. (2016). Encouraging retention of new teachers through mentoring strategies. Delta Kappa Gamma Bulletin, 83(1), 6.

Cannata, M., Rubin, M., Goldring, E., Grissom, J. A., Neumerski, C. M., Drake, T. A., & Schuermann, P. (2017). Using teacher effectiveness data for information-rich hiring. Educational Administration Quarterly, 53(2), 180-222.

Carver-Thomas, D. (2018). Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color. Learning Policy Institute.

Carver-Thomas, D., & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Learning Policy Institute.

Catapano, S. (2006). Teaching in urban schools: Mentoring pre-service teachers to apply advocacy strategies. Mentoring & Tutoring, 14(1), 81-96.

Cieminski, A. B. (2018). Practices That Support Leadership Succession and Principal Retention. Education Leadership Review, 19(1), 21-41.

Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. Teachers college record, 111(1), 180-213.

Collings, D. G., Mellahi, K., & Cascio, W. F. (Eds.). (2017). The Oxford handbook of talent management. Oxford University Press.

Colson, T. L., & Satterfield, C. (2018). The effects of strategic compensation on teacher retention. Power and Education, 10(1), 92-104.

Cooper, J. M., & Alvarado, A. (2006). Preparation, recruitment, and retention of teachers. Brussels: International Institute for Educational Planning.

Croft, A., Coggshall, J. G., Dolan, M., & Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well. Issue Brief. National Comprehensive Center for Teacher Quality.

Cruz-González, C., Rodríguez, C. L., & Segovia, J. D. (2021). A systematic review of principals' leadership identity from 1993 to 2019. Educational Management Administration & Leadership, 49(1), 31-53.

Daniëls, E., Hondeghem, A., & Dochy, F. (2019). A review on leadership and leadership development in educational settings. Educational research review, 27, 110-125.

Darling-Hammond, L. (2015). Getting teacher evaluation right: What really matters for effectiveness and improvement. Teachers College Press.

Darling-Hammond, L., Chung, R., & Frelow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach?. Journal of teacher education, 53(4), 286-302.

Darling-Hammond, L., & Cook-Harvey, C. M. (2018). Educating the Whole Child: Improving School Climate to Support Student Success. Learning Policy Institute.

Davis, J., Anderson, C., & Parker, W. (2019). Identifying and supporting Black male students in advanced mathematics courses throughout the K-12 pipeline. Gifted Child Today, 42(3), 140-149.

Davies, B. J., & Davies, B. (2011). Talent Management in Education: Doing Research for School Improvement. Talent Management in Education, 1-200.

Davies, B., & Davies, B. J. (2010). Talent management in academies. International Journal of Educational Management, 24(5), 418-426.

Desimone, L. M., & Pak, K. (2017). Instructional coaching as high-quality professional development. Theory into practice, 56(1), 3-12.

Donaldson, M. L. (2013). Principals' approaches to cultivating teacher effectiveness: Constraints and opportunities in hiring, assigning, evaluating, and developing teachers. Educational Administration Quarterly, 49(5), 838-882.

Doyle, D., & Locke, G. (2014). Lacking Leaders: The Challenges of Principal Recruitment, Selection, and Placement. Thomas B. Fordham Institute.

Drago-Severson, E. (2012). New opportunities for principal leadership: Shaping school climates for enhanced teacher development. Teachers college record, 114(3), 1-44.

DuFour, R., & Mattos, M. (2013). Improve schools. Educational leadership, 70(7), 34-39.
Firestone, W. A. (2014). Teacher evaluation policy and conflicting theories of motivation. Educational researcher, 43(2), 100-107.

Engel, M. (2013). Problematic preferences? A mixed method examination of principals' preferences for teacher characteristics in Chicago. Educational Administration Quarterly, 49(1), 52-91.

Frahm, M. T., & Cianca, M. (2021). Will they stay or will they go? Leadership behaviors that increase teacher retention in rural schools. The Rural Educator, 42(3), 1.

Flores, M. A., & Derrington, M. L. (2017). School principals' views of teacher evaluation policy: Lessons learned from two empirical studies. International Journal of Leadership in Education, 20(4), 416-431.

Fullan, M. (2007). Change the terms for teacher learning. The Learning Professional, 28(3), 35.

Fullan, M. (2007). Educational reform as continuous improvement. The keys to effective schools: Educational reform as continuous improvement, 1-12.

Fusarelli, B. C., Fusarelli, L. D., & Riddick, F. (2018). Planning for the future: Leadership development and succession planning in education. Journal of Research on Leadership Education, 13(3), 286-313.

Geeraerts, K., Tynjälä, P., Heikkinen, H. L., Markkanen, I., Pennanen, M., & Gijbels, D. (2015). Peer-group mentoring as a tool for teacher development. European Journal of Teacher Education, 38(3), 358-377.

Geiger, T., & Pivovarova, M. (2018). The effects of working conditions on teacher retention. Teachers and Teaching, 24(6), 604-625.

Genzuk, M., & Baca, R. (1998). The paraeducator-to-teacher pipeline: A 5-year retrospective on an innovative teacher preparation program for Latina (os). Education and Urban Society, 31(1), 73-88.

Goe, L., Holdheide, L., & Miller, T. (2011). A Practical Guide to Designing Comprehensive Teacher Evaluation Systems: A Tool to Assist in the Development of Teacher Evaluation Systems. National Comprehensive Center for Teacher Quality.

Goodwin, B. (1999). Improving Teaching Quality: Issues & Policies. Policy Brief.

Grissom, J. A., & Bartanen, B. (2019). Strategic retention: Principal effectiveness and teacher turnover in multiple-measure teacher evaluation systems. American Educational Research Journal, 56(2), 514-555.

Grissom, J. A., Rubin, M., Neumerski, C. M., Cannata, M., Drake, T. A., Goldring, E., & Schuermann, P. (2017). Central office supports for data-driven talent management decisions: Evidence from the implementation of new systems for measuring teacher effectiveness. Educational Researcher, 46(1), 21-32.

Guha, R., Hyler, M. E., & Darling-Hammond, L. (2017). The teacher residency: A practical path to recruitment and retention. American Educator, 41(1), 31.

Gurr, D., & Drysdale, L. (2018). Leading high needs schools: Findings from the international school leadership development network. International Studies in Educational Administration, 46(1), 147-156.

Hagger, H., & McIntyre, D. (Eds.). (2018). Mentors in Schools (1996): Developing the Profession of Teaching. Routledge.

Hall, A. B., & Trespalacios, J. (2019). Personalized professional learning and teacher self-efficacy for integrating technology in K–12 classrooms. Journal of Digital Learning in Teacher Education, 35(4), 221-235.

Hirsh, S., Killion, J., & Pollard, J. (2013). Professional development. Oxford University Press.

Holcombe, A. A. (2020). Strategic Talent Leadership for Educators: A Practical Toolkit. Routledge.

Holmes, B., Parker, D., & Gibson, J. (2019). Rethinking teacher retention in hard-to-staff schools.

Hudson, P. (2013). Strategies for mentoring pedagogical knowledge. Teachers and teaching, 19(4), 363-381.

Hulme, M. (2022). The supply, recruitment, and retention of teachers. In The Palgrave Handbook of Teacher Education Research (pp. 1-15). Cham: Springer International Publishing.

Ippolito, J., & Bean, R. M. (2019). A Principal's Guide to Supporting Instructional Coaching. Educational Leadership, 77(3), 68-73.

Jekiel, C. M. (2020). Lean human resources: redesigning HR processes for a culture of continuous improvement. CRC Press.

Jensen, B., Sonnemann, J., Roberts-Hull, K., & Hunter, A. (2016). Beyond PD: Teacher Professional Learning in High-Performing Systems. Teacher Quality Systems in Top Performing Countries. National Center on Education and the Economy.

Johnson, K. G. (2016). Instructional coaching implementation: Considerations for K-12 administrators. Journal of School Administration Research and Development, 1(2), 37-40.

Jørgensen, F., Laugen, B. T., & Boer, H. (2007). Human resource management for continuous improvement. Creativity and innovation management, 16(4), 363-375.

Kilinç, A. Ç. (2014). Examining the Relationship between Teacher Leadership and School Climate. Educational Sciences: Theory and Practice, 14(5), 1729-1742.

Klassen, R. M., & Kim, L. E. (2019). Selecting teachers and prospective teachers: A meta-analysis. Educational Research Review, 26, 32-51.

Knight, J. (2021). The definitive guide to instructional coaching: Seven factors for success. ASCD.

Knight, J. (2017). The impact cycle: What instructional coaches should do to foster powerful improvements in teaching. Corwin Press.

Krečič, M. J., & Grmek, M. I. (2008). Cooperative learning and team culture in schools: Conditions for teachers' professional development. Teaching and teacher Education, 24(1), 59-68.

Landers, R. N., & Schmidt, G. B. (2016). Social media in employee selection and recruitment. Theory, Practice, and Current Challenges. Cham: Springer International Publishing AG.

Langdon, F., & Ward, L. (2015). Educative mentoring: A way forward. International journal of mentoring and coaching in education, 4(4), 240-254.

McCarley, T. A., Peters, M. L., & Decman, J. M. (2016). Transformational leadership related to school climate: A multi-level analysis. Educational Management Administration & Leadership, 44(2), 322-342.

Meirink, J., Van Der Want, A., Louws, M., Meijer, P., Oolbekkink-Marchand, H., & Schaap, H. (2020). Beginning teachers' opportunities for enacting informal teacher leadership: Perceptions of teachers and school management staff members. European journal of teacher education, 43(2), 243-257.

Mette, I. M., & Scribner, J. P. (2014). Turnaround, transformational, or transactional leadership: An ethical dilemma in school reform. Journal of Cases in Educational Leadership, 17(4), 3-18.

Minarik, M. M., Thornton, B., & Perreault, G. (2003). Systems thinking can improve teacher retention. The Clearing House, 76(5), 230-234.

Morettini, B. (2016). Mentoring to support teacher retention in urban schools: Reenvisioning the mentoring services offered to new teachers. Teacher education and Practice, 29(2), 259-275.

Nixon, A., Packard, A., & Douvanis, B. (2010). Non-Renewal of Probationary Teachers: Negative Retention. Education, 131(1).

Nuñez, M., & Fernandez, M. R. (2006). Collaborative Recruitment of Diverse Teachers for the Long Haul--TEAMS: Teacher Education for the Advancement of a Multicultural Society. Multicultural Education, 14(2), 50-56.

Odell, S. J. (1990). Mentor Teacher Programs. What Resarch Says to the Teacher.

Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. Review of educational research, 81(3), 376-407.

Osman, A. A. (2012). School climate-the key to excellence. Journal of Emerging Trends in Educational Research and Policy Studies, 3(6), 950-954.

Owens, M. A., Pogodzinski, B., & Hill, W. E. (2016). Job-embedded professional development policy in Michigan: can it be successful?. Professional development in education, 42(2), 201-217.

Pick, S., & Uhles, N. (2012). Use a competency library to build a talent management system. The Public Manager, 41(3), 29-34.

Pham, L. D., Nguyen, T. D., & Springer, M. G. (2021). Teacher merit pay: A meta-analysis. American Educational Research Journal, 58(3), 527-566.

Podolsky, A., Kini, T., Darling-Hammond, L., & Bishop, J. (2019). Strategies for attracting and retaining educators: What does the evidence say?. Education Policy Analysis Archives, 27, 38-38.

Portner, H. (2008). Mentoring new teachers. Corwin Press.

Range, B. G., Duncan, H. E., Scherz, S. D., & Haines, C. A. (2012). School leaders' perceptions about incompetent teachers: Implications for supervision and evaluation. NASSP Bulletin, 96(4), 302-322.

Reddy, L. A., Dudek, C. M., & Lekwa, A. (2017). Classroom strategies coaching model: Integration of formative assessment and instructional coaching. Theory Into Practice, 56(1), 46-55.

Rhode, J., Richter, S., & Miller, T. (2017). Designing personalized online teaching professional development through self-assessment. TechTrends, 61, 444-451.

Rodman, A. (2019). Personalized professional learning: A job-embedded pathway for elevating teacher voice. ASCD.

Ronfeldt, M., & McQueen, K. (2017). Does new teacher induction really improve retention?. Journal of teacher education, 68(4), 394-410.

Rowan, B., & Raudenbush, S. W. (2016). Teacher evaluation in American schools. Handbook of research on teaching, 1159-1216.

Rudasill, K. M., Snyder, K. E., Levinson, H., & L Adelson, J. (2018). Systems view of school climate: A theoretical framework for research. Educational psychology review, 30, 35-60.

Runhaar, P. (2017). How can schools and teachers benefit from human resources management? Educational Management Administration & Leadership, 45(4), 639-656.

Sanchez, L., & Blanco, B. (2014). Three decades of continuous improvement. Total Quality Management & Business Excellence, 25(9-10), 986-1001.

Schoen, L. T., & Teddlie, C. (2008). A new model of school culture: A response to a call for conceptual clarity. School effectiveness and school improvement, 19(2), 129-153.

Schumacher, G., Grigsby, B., & Vesey, W. (2015). Determining effective teaching behaviors through the hiring process. International Journal of Educational Management, 29(1), 139-155.

See, B. H., Morris, R., Gorard, S., & El Soufi, N. (2020). What works in attracting and retaining teachers in challenging schools and areas?. Oxford Review of Education, 46(6), 678-697.

Seelig, J. L., & McCabe, K. M. (2021). Why teachers stay: Shaping a new narrative on rural teacher retention. Journal of Research in Rural Education, 37(8).

Shuls, J. V., & Flores, J. M. (2020). Improving teacher retention through support and development. Journal of Educational Leadership and Policy Studies, 4(1), n1.

Spradley, M. V., & Harris, M. (2011). The use of growth plans with ineffective teachers. Unpublished manuscript, College of Education, University of North Texas, Denton, Texas.

Stahl, G., Björkman, I., Farndale, E., Morris, S. S., Paauwe, J., Stiles, P., ... & Wright, P. (2012). Six principles of effective global talent management. Sloan Management Review, 53(2), 25-42.

Stolp, S. W. (1994). Leadership for school culture.

Sulit, A. (2020). Leadership Can't Stand Alone: Why School Districts Need Policy to Increase Teacher Retention. eJEP: eJournal of Education Policy, 21(2), n2.

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. Education policy analysis archives, 27(35)

Swanson, R. A. (2022). Foundations of human resource development. Berrett-Koehler Publishers.

Taylor, E. S., & Tyler, J. H. (2012). Can teacher evaluation improve teaching? Education Next, 12(4), 78-84.

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. Review of educational research, 83(3), 357-385.

Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2008). Teacher professional learning and development (Vol. 18). International Adacemy of Education.

Tingle, E., Corrales, A., & Peters, M. L. (2019). Leadership development programs: Investing in school principals. Educational Studies, 45(1), 1-16.

Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. Educational review, 73(1), 71-97.

Tran, H., & Smith, D. A. (2020). Designing an employee experience approach to teacher retention in hard-to-staff schools. NASSP bulletin, 104(2), 85-109.

Tuytens, M., & Devos, G. (2017). The role of feedback from the school leader during teacher evaluation for teacher and school improvement. Teachers and Teaching, 23(1), 6-24.

Vittek, J. E. (2015). Promoting special educator teacher retention: A critical review of the literature. Sage Open, 5(2), 2158244015589994.

Whitford, D. K., Zhang, D., & Katsiyannis, A. (2018). Traditional vs. alternative teacher preparation programs: A meta-analysis. Journal of Child and Family Studies, 27, 671-685.

Wiliam, D. (2014). Teacher expertise: why it matters and how to get more of it. Ten essays on improving teacher quality, 27.

Williams III, J. A., Hill-Jackson, V., Caldwell, C., & Craig, C. J. (2022). Teacher recruitment and retention: Local strategies, global inspiration. Journal of Teacher Education, 73(4), 333-337.

Williams, P., Sullivan, S., & Kohn, L. (2012). Out of the Mouths of Babes: What do Secondary Students Believe About Outstanding Teachers?. American Secondary Education, 104-119.

Wilson, S. M. (2016). Measuring the quantity and quality of the K-12 STEM teacher pipeline. education, 1, 859-2000.

Wixom, M. A. (2016). Mitigating teacher shortages: Teacher leadership. Education Commission of the States, 1-8.

Woulfin, S. L. (2018). Mediating instructional reform: An examination of the relationship between district policy and instructional coaching. Aera Open, 4(3), 2332858418792278.

Wynn, S. R., Carboni, L. W., & Patall, E. A. (2007). Beginning teachers' perceptions of mentoring, climate, and leadership: Promoting retention through a learning communities perspective. Leadership and Policy in Schools, 6(3), 209-229.

Zembytska, M. (2016). Mentoring as the core element of new teacher induction in the USA: Policies and practices.

Zhang, G., & Zeller, N. (2016). A longitudinal investigation of the relationship between teacher preparation and teacher retention. Teacher Education Quarterly, 43(2), 73-92.