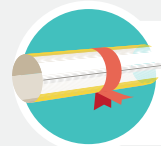# THE CONTEXT

8 States and 14 District teams say their **top talent challenge** is:

KEEPING OUR BEST TEACHERS

Many T4TLA districts lose **50**% or more of their teachers in their first **2-3** years in the classroom.

Reasons Why Teachers Leave

- Graduates of teacher preparation programs are under-prepared to teach
- New teachers lack needed supports to teach in high-need schools
- Principals lack quality professional learning opportunities needed to support teachers
- Poor teaching and learning conditions lead to burnout
- Districts struggle to attract quality candidates

THE PROJECT

Talent for Turnaround Leadership Academy (T4TLA)

The federally funded Comprehensive Center Network supports T4TLA teams through a four-step cycle:

Data Review & Root Causes

First national meeting focused on:

- Reviewing talent data
- Understanding root causes
- Examining existing and new strategies

Stakeholders & Strategies

Regional supports and virtual networking focused on:

- Consulting with stakeholders
- Selecting strategies for implementation

Implementation and Launch

Regional supports and virtual networking focused on:

- Planning for implementation
- Launching new programs and policies

Sharing and Design

Second national meeting focused on:

- Cross-state learning
- Evidence-based strategy design
- Consultation with experts

THE WORK IN PROGRESS

Better Start: Mentoring and Induction in Indiana

- Kokomo school district designed and launched a mentoring and induction program in four schools.
- Indiana is using what they are learning to scale up similar programs in more districts.
- T4TLA is expanding the work to a larger collaboration with 6 districts in 5 states.

To date, Kokomo has trained:

Instructional Coaches	4
Mentors	8
Teachers	8
Serving: Students	380

Leadership Support for Principals in Arizona

Chinle Unified School District, located in the heart of the Navajo Nation, created a comprehensive leadership coaching program that promises to build the turnaround leadership capacity of their principals.

Data Systems for Better Talent Strategies in Mississippi

Holmes and Yazoo County school districts completed a comprehensive audit of educator talent data, resulting in:

- Better data collection and sharing to inform Mississippi's ESSA planning
- New district talent strategies that the state aims to scale statewide, including:

"Grow Your Own" teacher preparation academies	Partnerships with local teacher preparation programs	Strengthened recruitment of paraprofessionals and classified staff

Playbook for Finding Great Educators in Colorado

Adams 12 school district developed a "Recruitment and Hiring Playbook" outlining key strategies for supporting their highest need schools in attracting and hiring the most qualified teacher and leader candidates.

THE THEORY

Data Driven Decision-Making
T4TLA teams analyze educator data to identify and understand key talent challenges

Evidence-based Strategy Design
Centers support teams in designing and launching evidence-based strategies to improve educator retention

Integrating School Improvement
Districts integrate best practices in school improvement to ensure strategies succeed in the highest need schools

Improved Sustainability
Better educator supports make the job more sustainable for teachers and leaders

Increased Student Achievement
More experienced educators drive increased student achievement

Expanded Reach
States leverage lessons learned to scale strategies to other districts