

## SCHOOL LEADERSHIP TRAINING: ARE WE PREPARING FUTURE TALENT MANAGERS?

Olca Yavuz<sup>1</sup>, Peter Madonia<sup>2</sup>, Victoria M. Abolafia<sup>3</sup>

### ABSTRACT

Effective leadership talent management practices are important components of successful organizations. This correlational quantitative study is designed to inform educational leadership training programs in their work to revise their curricula and to utilize the candidates' perception data to ensure successful program delivery and outcomes. Particularly, the findings of this study aim to inform educational leadership preparation practices on developing talent managers who can recruit, hire, retain, and support the most talented and high qualified teachers, as well as support staff available in the education job market. Results indicate that after completing the first year of educational leadership training only around half of the aspiring school leaders felt performance or impact ready to serve as talent managers, in order to select and develop highly qualified educators to increase the success of all students. The findings also suggest the importance of understanding how various factors predict an individual's perception of preparedness to perform talent management leadership activities. Therefore, the study results may serve to enrich conversations of educational leadership training programs, guide program evaluation efforts, and help ensure candidates in educational leadership programs are exposed to talent management and strategies in their coursework. This may help future school leaders clearly and purposefully apply their knowledge and skills.

**Key Words:** *Talent Management, Leadership Training, Aspiring School Leaders*

## OKUL LİDERLİĞİ EĞİTİMİ: GELECEĞİN YETENEK YÖNETİCİLERİNİ HAZIRLIYORMUYUZ?

### ÖZET

Etkili liderlik ve yetenek yönetimi uygulamaları, başarılı organizasyonların ve okulların önemli bileşenleridir. Bu korelasyonel nicel çalışma, eğitim liderliği müfredatlarını revize etmek ve adayların yetenek yönetimi ile alakalı algı verilerini kullanarak başarılı liderlik programları tasarlanmak için hazırlanmıştır. Özellikle, bu çalışmanın bulguları, yetenekli ve nitelikli öğretmenleri işe alabilecek, işe hazırlayabilecek, ve başarılı eğitimcileri okulda tutabilecek ve destekleyebilecek yetenek eğitimcilerini ve liderlerini yetiştirme konusunda okuyucuları bilgilendirmeyi amaçlamaktadır. Sonuçlar, adayların eğitim liderliği programının ilk yılını tamamladıktan sonra, yaklaşık yarısının, tüm öğrencilerin başarısını teşvik etmek için yüksek nitelikli eğitimciler seçmek ve geliştirmek amacıyla, yetenek yöneticileri olarak hizmet vermeye hazır hissettiklerini göstermektedir. Bulgular aynı zamanda, bir okul lideri adayının yetenek yönetimi ve liderlik faaliyetlerini yerine getirmeye hazırlıklı olma konusundaki algısını çeşitli faktörlerin nasıl etkilediğini ortaya koymaktadır. Bu nedenle, çalışma sonuçları, eğitim liderliği programlarının tasarımını zenginleştirmeyi, program değerlendirme çabalarına rehberlik etmeyi ve eğitim liderlik programlarındaki adayların yetenek yönetimine yardımcı olmayı hedeflemektedir. Bulgular, ayrıca gelecekteki okul liderlerinin bilgi ve becerilerini açık ve bilinçli bir şekilde uygulamalarına yardımcı olabilir.

**Anahtar Kelimeler:** Yetenek Yönetimi, Liderlik Eğitimi, Okul Liderleri Geliştirme

<sup>1</sup>Olca Yavuz, Southern Connecticut State University, The Department of Educational Leadership & Policy Studies [yavuzo1@southernct.edu](mailto:yavuzo1@southernct.edu)

<sup>2</sup>Peter Madonia, SCSU, Southern Connecticut State University, The Department of Educational Leadership & Policy Studies, [madoniap1@southernct.edu](mailto:madoniap1@southernct.edu)

<sup>3</sup>Victoria M. Abola, Southern Connecticut State University, [abolafiv1@southernct.edu](mailto:abolafiv1@southernct.edu)

## 1. INTRODUCTION

As previous studies indicated, talent management practices have been considered critical dynamics in the development and success of schools and organizations (Aytac, 2015; Axelroad, Michaels, & Hanfield, 2001). Particularly, talent management reflects an educational leader's ability and commitment to recruit, select, and retain highly qualified educators to promote the success of all students. Talent management can be also defined as demonstrating a commitment to high-quality systems for professional learning (Connecticut State Department of Education, 2015). Since school leaders' capacity to develop and maintain talent management within their school heavily influences students' academic achievement, educational leadership programs are required to create plentiful learning opportunities to ensure candidates are adequately prepared to implement talent management practices when they become school principals (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Davies & Davies, 2011). Therefore, this study is designed to explore aspiring school leaders' perceptions of preparedness to implement effective talent management strategies in K-12 schools.

Regardless of their settings most school leaders today are expected to work with a range of stakeholder groups in pursuit of success in their roles. It can be said that each stakeholder group such as counselors, parents, and community members, among others, are focused building collaborative efforts for the success of all students. Teachers are concerned about a range of student conditions that have the potential to impede or impact the best efforts to meet expectations driven by accountability. School context and the role played by the leaders within the school has a critical relationship when considering the culture and climate of schools today (Leithwood, Louis, Anderson, & Wahlstrom, 2004). As Aytac (2015) indicated, the level of school managers' talent management leadership characteristics could influence stakeholders' organizational commitment both positively and negatively. For instance, if a school leader has a lack of talent management leadership skills, parents may either feel informed or uninformed, left out of the loop in striving to ensure their expectations for their students' success are understood and acted upon by teachers and school leaders.

As a part of talent management, establishing a collaborative partnership with community partners is also important for school success. Particularly, community focus is often centered on the cost of education and personal considerations that tend to shape views likely to impact resources presented as necessary to advancing student success in schools. Even in high performing schools it goes without saying that school leaders must be prepared to exercise talent management skills and competencies that support their critical thinking and problem solving approach (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007).

Conceptually speaking, a frame of reference focusing on personal self-mastery comes to mind in which school leaders utilize experience and training to build a collaborative effort for the achievement of all students, but may feel challenged and unsure of how to best apply metacognitive skills to see the big picture. Parallel with this statement, the traditional coursework in school leader training programs often fail to build a link between leadership theories and practices (Murphy & Vriesenga, 2004). Therefore, educational leadership preparation programs are expected to place more emphasis on talent management practices and collaborate on integrating theory and practice. With emphasis on combining theory and practice, as well as providing scaffolded learning experiences for aspiring school leaders, this research focuses on how various factors impact aspiring school administrators' talent management leadership skills. The findings of this study will also help identify the future school administrators' educational needs. Moreover in order to explore aspiring school leaders' existing talent management skills a comprehensive need assessment questionnaire was completed by school leaders in training who were selected from one state leadership preparation program in the USA.

Talent management is a comprehensive process and it includes critical leadership skills such as effective communication skills, as well as developing motivated talented educators. Moreover, professional development activities, recruitment efforts and an educational leader's ability to evaluate teachers and other school professionals encompasses talent management

(Garrow & Hirsh, 2008; Marzano, Waters, & McNulty, 2005). In this study, the talent management training is designed using three dimensions: (1) Recruitment, Selection, and Retention, (2) Professional Learning, (3) Observation and Performance Evaluation (Connecticut State Department of Education, 2015). These three components of talent management are conceptualized by the Connecticut State Department of Education (2015), but are also supported and aligned with previous educational leadership studies (Blasé and Blasé, 1999; Colins & Halverson, 2009; Crow & Matthews, 1998; Galvin & Shepard, 2003; Garrow & Hirsh; Halverson & Collins, 2006; Marzano, Waters, & McNulty, 2005; Stronge & Tucker, 2003; Tucker & Stronge, 2007). This conceptual framework may also prove beneficial in establishing requirements for and evaluating school leader preparation programs. Since understanding the theory and application of talent management components are essential in the preparation of capable educational leaders, three components of a conceptual model of talent management described below.

### **1.1. Recruitment, Selection, and Retention**

Since the early 2000s teacher attrition has been a growing concern (Kelly, Tejada-Delgado, & Slate, 2008). It means there are severe teacher shortages in many areas. For instance, in the beginning of the 2000s, teacher turnover represented approximately 16% of the workforce, equal to roughly 55,000 teachers (Provasnik & Dorfman, 2005). These numbers are striking, as they suggest a substantial number of teachers resign each year (Ingersoll, 2003). This point is further solidified by national reports and database analyses that the United States is on the brink of a severe teacher shortage (Ingersoll, 2002; SUTcher, Darling-Hammond, & Carver-Thomas, 2016). Previous researchers have pointed towards various factors that may contribute to a teacher's decision to leave their position, including low salaries, testing requirements, and state and federal requirements (Kelly, Tejada-Delgado, & Slate, 2008). Further, as National Teacher Recruitment Clearinghouse (2001) indicated, the selection of high quality teachers diminishes as more people choose to leave the field of teaching, forcing districts to keep less-qualified candidates. Since a growing body of evidence indicates that attrition is unusually high for those who lack preparation there is a growing need to examine how we can prepare educational leaders to recruit, select and retain high-quality teachers and so they can also prevent teacher attrition.

To date, several incentive programs have been offered through various schools to recruit, select, and retain teachers, such as signing bonuses, housing assistance, loan forgiveness, tuition reimbursement and alternative teacher certification programs (David, 2008; Hirsch, Koppich, and Knapp, 2001). However, there is evidence actually suggests that monetary incentives have mixed success in attracting teachers to high-poverty schools, and even less success in helping schools retain them (David, 2008). Further, budget constraints must also be considered. Since there is a significant gap in the literature, regarding non-financially driven steps educational leaders can take to select, recruit, and retain teachers, Kelly, Tejada-Delgado, and Slate (2008) investigated the perceived relationship between financial and non-financial incentives on teacher recruitment in the State of Texas. The findings of the study identified several impedances to teacher recruitment such as lack of administrative support, low salary, and excessive paperwork. Lack of administrative support is of particular concern, as it is the hope that the educational leadership programs are preparing graduates poised to implement procedures to support and retain effective educators, who are needed to implement the school's vision, mission and goals.

Although previous studies have pointed towards increased salaries and benefit packages as the missing key to retaining teachers (Blair, 2001), teacher working conditions and innovative teacher-driven staff development have also been posited as a possible way to tackle the issue of teacher retention (Guha, Hyler, & Darling-Hammond, 2017; Reichardt, 2001). As David (2008) indicated, bonuses succeeded in drawing teachers to the poorest schools, however, such incentives could not compensate for the lack of support they encountered in the schools. Moreover, instead of monetary bonuses, the evidence of an educational leader's ability to apply adequate recruitment, selection, and retention practices may relate to the following key factors: (a) data-driven faculty

and personnel decisions, (b) cultivation of positive teacher and staff relationships, and (c) supporting novice teachers (Connecticut State Department of Education, 2015).

Particularly, evidence-based personnel decisions refers to making recruitment, selection and retention decisions based on the multiple sources of effective teaching, learning and service delivery (Kirst, Haertel, & Williams, 2005). Aligned with the talent management expectations, identifying the needs of students and staff is the primary factor in making personnel related decisions. Furthermore, it is also crucial to train future school leaders to engage staff in using multiple forms of evidence to make collaborative recruitment, selection and retention decisions (CT State Department of Education, 2015). In addition to utilizing evidence-based personnel decisions, aspiring school leaders are recommended to receive proper training for developing and maintaining healthy relationships with all faculty members staff as well as key external partners to support highly competent and diverse staff (Sparks & Hirsch, 2000).

Finally, supporting early career teachers is another component of recruitment, selection and retention efforts (Johnson, Down, Le Cornu, Peters, Sullivan, Pearce, & Hunter, 2015). With that said school leaders need to be prepared to work with key stakeholders to collaboratively identify and respond to the individual needs of novice teachers based on personal observations and interactions with these teachers and staff. Since teacher attrition in teachers' initial career years, it is important to build the capacity of staff and school leaders to provide high-quality, differentiated support for new teachers (Marsh & Farrell, 2015). Such solutions may be in the hands of the educational leaders, however, large gaps in the literature exist on how to best prepare educational leaders for talent management tasks. Additionally, gaps in the literature exist regarding how current educational leadership candidates perceive their level of preparedness to recruit, select, support and retain effective educators needed to improve all students' learning.

## **1.2. Professional Learning System**

The second dimension of the talent management is professional learning, which refers to a collaborative learning system based on a shared vision of high-quality education and the desire for continued improvement through the use of data (Connecticut State Department of Education, 2015; Muli, Díaz, & Montoro, 2017).). Some key factors related to professional learning include reflective practices, professional learning systems, and professional growth. Professional learning systems can be defined as establishing, implementing, and monitoring the impact of professional development activities to improve student learning and advance the school's measurable goals. Being resourceful for high-quality professional learning is also an important characteristic of school leaders and necessary to the provision of a coordinated effort for effective instruction and continuous improvement (Davies & Davies, 2011).

Besides providing the conditions, including support, time, and resources for professional learning, the Connecticut State Department of Education (2015) suggests school leaders model reflective practices by using various evidence and source to determine professional development needs. Literature examining the value of reflective practice is of increasing attention, as researchers are interested in examining and identifying factors that may inform an understanding of actions leaders can take to successfully address challenges related to teacher recruitment, retention, and talent management.

At the heart of leadership expectations is the ability to identify and understand needs related to building coherence in schools with a clear focus to encourage and support the development of a collaborative culture, deepen professional interest, and provide for conditions that maximize internal accountability (Fullan & Quinn 2016). Leaders must also be able to contextually understand and communicate the vision and mission of their school, grounded in core beliefs about value of their work with students.

Receiving ongoing and systemic feedback, as well as creating individual and collaborative practices, exhibits school leaders' commitment to lifelong learning. In other words, while school leaders offer resources for a comprehensive professional learning plan, they are also expected to help others reflect on and analyze rich data sources to identify and develop

individualized professional learning goals (Yang, 2014). It may be argued that practices such as these are more likely to be successfully executed by leaders who manifest characteristics such as a strong sense of self-efficacy, thoughtful interactions with stakeholders, and focused attention to the tasks at hand. The literature points to increased interest in exploring relationships that may grow from self-regulation behaviors to engender commitment to the organization's strategic direction and learning (Hughes & Beatty, 2005).

Over the past several years, with the implementation of the Common Core State Standards Initiative, more standard-based learning outcomes have placed high demands on both K-12 students and educators. In order to ensure that teachers are able to fulfill these high teaching and assessment demands, more emphasis has been placed on the professional learning of teachers (Vanblaere, & Devos, 2016). In other words, professional development activities have become key parts of systemic reform initiatives (Garet et al., 2001; Guskey, 2014).

Related to improving the capacity of school leaders to design a professional learning system, a study by Garet and colleagues (2001) examined what makes professional development effective based on survey sample of 1,027 math and science teachers across the United States. Results suggested that teachers feel they learn best when professional development is sustained and intensive, compared to short term. Additionally, professional learning that focuses on academic subject matter, is "hands-on" and contextualized, and is integrated into daily school life is more likely to bolster knowledge and skills (Garet, Porter, Desimone, Birman, & Yoon, 2001). However, in order to provide this comprehensive model of professional learning, adequate funds must be available.

Although factors that contribute to effective professional learning have been investigated, there is still limited research available regarding the role of educational leaders on implementation of professional learning strategies. This is problematic, as it is difficult to establish if educational leadership programs are effectively preparing school leaders to implement professional learning systems to improve all students' success. Therefore, this study is worthwhile because it examines aspiring school leaders' perceived preparedness to conduct talent management practices. The findings will offer practical strategies on how educational leadership programs can develop future school leaders to establish a collaborative professional learning system for effective teaching and learning through the use of data. Since more research studies need be conducted to identify the educational leadership programs' role in increasing the capacity of school leader for professional learning development and planning, this research is valuable to developing high-quality school leaders and talent managers who can promote continuous improvement.

### **1.3. Observation and Performance Evaluation**

In this study, the final dimension of the school leaders' talent management behaviors is defined as an effective observation and performance evaluation (Connecticut State Department of Education, 2015). In others words, school leaders are required to conduct effective observation and performance evaluations to provide high-quality and standards-based instruction for all students. Within this context, K-12 school leaders strive to apply effective observation and performance evaluation systems to build the capacity of educators and to improve teaching and learning (Brezicha, Bergmark, Mitra, 2015). Therefore, educational leaders should focus on utilizing evidence-based evaluation strategies and to provide high-quality feedback to the educators. Particularly, in this study, observation and performance evaluation is defined by effective feedback and evidence-based evaluation strategies. Understanding the indicators of talent management is important in ensuring that educational leadership programs adequately prepare future school principals to serve as effective instructional leaders.

While evidence-based evaluation strategies refer to evaluating teachers and staff using multiple sources of evidence, giving effective feedback is defined as regularly providing clear, timely and actionable inputs based on evidence (Connecticut State Department of Education, 2015). Since the school principal is a key player in determining the performance of schools, their feedback and support are important for educators so they can improve teaching and learning (Fullan, 2004).

Particularly, as Garrett & Steinber (2015) indicated the observations are geared to provide instructional support to teachers and serve as a measure of teacher performance. Educational leaders observe and work with teachers several times throughout the year to encourage an ongoing dialogue. Moreover, the evaluation of a teacher quality is also important given its relationship to student achievement (Aaronson, Barrow, & Sander, 2007; Goldhaber & Hansen, 2010; Rothstein, 2009; Rockoff, 2004). Therefore, there is an urgent need to further explore the role of the school educational leadership program to build the capacity of future schools leaders so they can establish evidence-based evaluation strategies to strengthen instruction and enhance student learning. It is also important that future school educational leaders receive proper training to incorporate multiple measures of teacher performance into their evaluations (Kane & Staiger, 2012). Even though there are many talent management initiatives in play and all are intended to build the capacity of aspiring school leaders, the evidence of success in this regard remains questionable when taken with documented outcomes in terms of student success, particularly as related to closing the achievement gap for large segments of school populations.

#### **1.4. Summary of Talent Management Conceptual Framework**

A review of literature was provided to describe the major components of school leadership activities for talent management. Furthermore, professional organizations and associations, such as the National Association of Secondary School Principals (NASSP), National Policy Board for Educational Administration (NPBEA), Council for the Accreditation of Educator Preparation (CAEP), and the National Education Association (NEA), provide standards and a set of common expectations for the knowledge, skills, and dispositions of school leaders that are grounded in principles of effective leadership, teaching and learning. Aligned with these standards and the Connecticut State Department of Education's comprehensive leadership evaluation and support system, this study posits tasks targeting the following talent management components are essential to leadership training: (1) Recruitment, Selection and Retention, (2) professional learning and, (3) Observation and Performance Evaluation (see Figure 1).

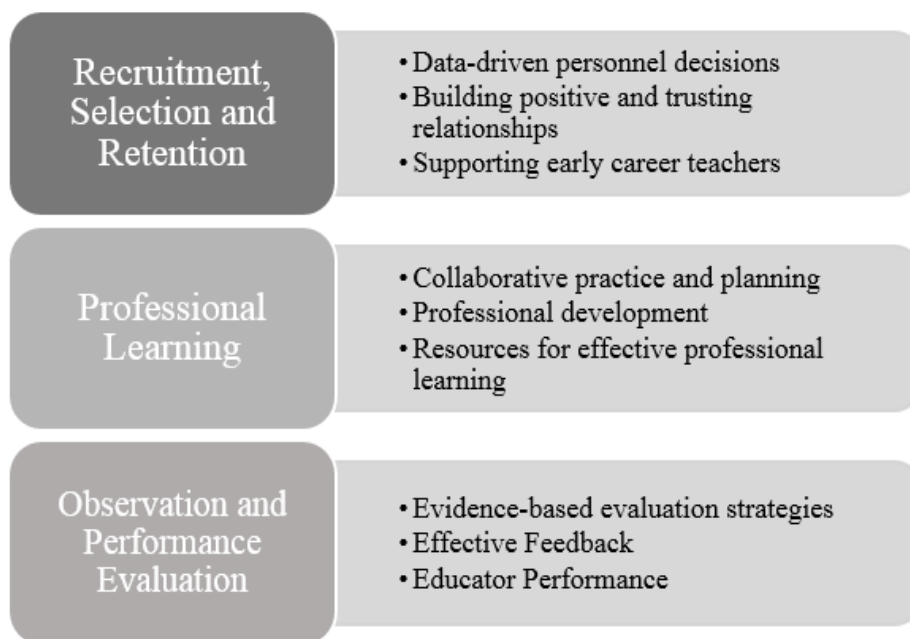
The purpose of the present study is to explore the readiness level of pre-service school leaders for performing talent management tasks. Currently, there is a gap in the literature regarding which aspects of education school leaders feel they are lacking or could be bolstered when considering talent management leadership activities. Analysis of the survey results from aspiring school leaders revealed valuable information, which can aid educational leadership programs nationwide to further increase candidates' preparation as instructional leaders and talent managers. Three research questions guided the investigation:

*Research Question 1:* What are the self-reported low and high rated leadership activities that focus on managing organizational systems and resources to ensure student success?

*Research Question 2:* Does the candidates' performance ability to conduct three different talent management leadership activities differ significantly from each other.

*Research Question 3:* How does a participants' gender, years of teaching experience, age, race, previous leadership experience, future leadership plan, and future school size predict perceived readiness to perform talent management leadership activities?

The article proceeds as follows. We first describe methodological approach and data. We then present the results and conclude with a discussion of the implication of the findings.



*Figure 1. Components and Indicators of Talent Management*

## 2. METHOD

### 2.1 Research Setting

In this study, data was collected from pre-service school leaders who successfully completed their first year of course work in an educational leadership certification program in the United States. In their first year at this leadership program, the candidates complete the following foundational courses: Leadership Perspectives, Leadership Development, Learning Theory, Curriculum Development. In their second year, the aspiring school leaders are required to take Organizational Development, Supervision and Staff Development, School Law and School Finance. In addition to the eight courses, each candidate is also required to complete a two-part, field-based 200-hour internship that focused on theory and provided a more realistic understanding of leadership practices.

A faculty member and a certified site mentor provide hands on guidance and direction throughout the internship process. In addition to working closely with the faculty member and the mentor, interns complete learning goals and submit their reflections on various field experience activities. Participants selected to participate in the study successfully completed the first four foundational courses. Thus, when the educational leadership students' participated in this study, they had not yet completed the fieldwork portion of the leadership preparation program. Moreover, after completing the program requirements, participants were required to pass the state administrator test. Once these obligations were met, participants were awarded a certificate that made them eligible to serve as an assistant superintendent, building principal, assistant principal and coordinator of programs in a public school system.

## 2.2 Participants

Participants were comprised of 164 educational leader candidates who had successfully completed their first year at an educational leadership program in the United States. Table 1 provides demographic information on the participants.

Table 1

*Participants' Demographic Information*

Categories	Frequency (N)	Percent (%)
Gender		
Female	122	74.4
Male	42	25.6
School Size		
1-500	72	43.9
501-1500	92	56.1
Race		
White	141	86.0
Hispanic or African American	23	14.0
Age		
Lowest age-38	93	56.7
39-61	71	43.3
Teaching experience		
1 - 9 Year Teaching Experience	57	34.8
10 - 14 Year Teaching Experience	40	24.4
14 - 29 Year Teaching Experience	67	40.8
Previous Leadership Experience		
Yes	65	39.6
No	99	60.4
Future Leadership Experience		
Yes	122	25.6
No	42	74.4

## 2.3 Instrumentation and data collection

The study used an exploratory correlational research design to analyze the first year pre-service school leaders' responses regarding talent management readiness to determine readiness levels, and yield information regarding competencies future school leader candidates would need to ensure the success and achievement of all students. In alignment with the Connecticut Leader Evaluation and Support Rubric (2015) developed by the Connecticut Department of Education, a comprehensive leadership readiness self-assessment was designed to help educational leader candidates explore their perceived readiness for performing selected talent management leadership activities. The survey also included demographic information from participants who participated in the study.

Fifteen items were developed to explore the pre-school leaders' readiness in an effort to determine if they could strategically align human resources to support student achievement and school improvement. In addition to high content validity that focuses on organizational system leadership, the high Cronbach alpha value (.95) per all fifteen items indicates a reliable and stable factor structure that could be used in future research studies.



Table 2

*Talent Management Items in the Questionnaire*

<b>Talent Management Leadership Activities</b>	$\alpha=.85$
1. Apply coherent recruitment, selection and retention strategies	
2. Engage staff in using multiple forms of evidence based personnel decisions	
3. Develop and maintain healthy relationships with staff and external partners to recruit and retain highly qualified and diverse staff	
4. Provide high-quality, differentiated support for early career teachers	
5. Develop high-quality, differentiated support for experienced senior teachers to enhance high-quality instruction and student learning	
<b>Indicator 2 Professional Learning</b>	$\alpha=.92$
1. Understand and apply a professional development activities for ongoing improvement	
2. Implement and monitor the impact of an effective professional learning system that supports teacher growth	
3. Lead all faculty and staff to reflect on and analyze multiple sources of data to develop their own professional learning	
4. Provide the conditions, including support, time or resources for professional learning that lead to improved practice	
5. Collaboratively develops the conditions and foster leadership opportunities that promotes continuous improvement	
<b>Indicator 3 Observation &amp; Performance Evaluation</b>	$\alpha=.91$
1. Provide clear, timely and actionable feedback based on evidence to support teachers' professional learning	
2. Proactively lead difficult conversations about performance or growth to strengthen teaching and enhance student learning	
3. Evaluates staff using multiple sources of evidence such as observation, artifact review, collegial dialogue and student-learning data	
4. Foster peer-to-peer evaluation which results in improved teaching and learning	
5. Establish teacher mentorship or peer support program to strengthen teaching and enhance student learning	

An online survey system was utilized to collect data. Each item listed in the survey described an activity or behavior that an instructional leader might perform to improve a school's organizational system. Moreover, each item was measured on a 4-point rating scale. This scale was adapted from Diffley's Four Levels of Readiness Framework (2006). A representation of the preparedness ratings is presented below:

"1" represented: *Not Ready at All*

The candidate has no awareness and knowledge regarding performing the necessary leadership practice.

"2" represented: *Awareness and Knowledge-Ready*

The candidate can acquire concepts, information, definitions, and procedures. Candidate can also interpret and integrate the leadership practice, but have little or no readiness to apply knowledge or measure its impacts without coaching or guidance.

"3" Represented: *Performance Ready*

Candidate can apply knowledge and skills, but the candidate is not ready to create innovative solutions and/or evaluate the impacts of leadership practices.

"4" Represented: *Impact and Accountable Ready*

Candidate has the ability to apply knowledge and skills to solve large complex problems and make systemic changes, which includes innovative solutions and the associated impact.

## 2.4 Variables and Coding

This section provides the readers with information on dependent and independent variables along with the coding system for each variable. Seven independent variables were used to explore if there were relationships between the variables and measured outcomes. The seven independent variables were: Gender (female, male), School Size (small, medium, large), Race (Hispanic, African American, White, and others), Teaching experience (novice, experienced), Leadership Experience (yes, no), Future Leadership Plan (yes, no) and Age

Dependent variables were aligned with the research question and obtained from the survey results on the pre-service school leaders' perceived readiness for talent management leadership activities. The objective was to determine if the seven independent variable causes change in the dependent variables. Scores obtained from 15 items measured on a 4-point rating scale helped to indicate the level of preparedness. Each item was measured on a 4-point rating scale; the highest dependent variable score that could be obtained from the survey was 60, the lowest score that could be obtained was 15. Talent management leadership was measured based on the total of 15 1-to-4 rating items (where a higher score meant higher perceived readiness for the talent management). The coding for independent and dependent variables is shown in Table 3.

Table 3  
*Coding of Independent and Dependent Variables*

Factors	Variable Type	Categories	Coding
School size	Independent	Small	1
		Large	2
Race	Independent	White	1
		African American and Hispanic	2
Age	Independent	Lowest to 38	1
		39 - 61	2
Gender	Independent	Male	2
		Female	1
Teaching Experience	Independent	Novice	1
		Experienced	2
Leadership Experience	Independent	No	0
		Yes	1
Future Leadership Plan	Independent	No	0
		Yes	1

## 3. RESULTS

This section addresses each research question in detail.

Research Question 1: *What are the self-reported low and high scored leadership activities that focus on managing organizational systems and resources to ensure student success?*

As shown in the Table 4, based on the descriptive statistics results, the 51% of school candidates indicated that they are only awareness (7%) or knowledge ready (44%) about the expected talent management leadership activities or behaviors. On the other hand, 49% of aspiring school leaders reported that they are impact ready to successfully perform identified talent management leadership activities (see Table 1). Perhaps one of the most staggering outcomes from the comprehensive leadership readiness assessment was a very small percentage (12%) of educational leadership graduates were impact ready to systemically monitor teaching and learning progress and evaluate the impacts of school reforms.

Table 4  
*Descriptive Statistics of Talent Management Leadership Activities*

Talent Management Leadership Activities	<i>M</i>	<i>SD</i>	Not Ready	Infor Ready	Perform Ready	Impact Ready
<i>Indicator 1 Recruitment, Selection and Retention</i>						
1. Develop and implement a coherent recruitment, selection and retention strategies	2.59	.92	12%	34%	36%	18%
2. Engage staff in using multiple forms of evidence based personnel decisions	2.42	.78	9%	48%	34%	9%
3. Develop and maintain positive and trusting relationships with staff and external partners to recruit and retain highly qualified and diverse staff	2.72	.79	4%	36%	43%	17%
4. Provide high-quality, differentiated support for early career teachers	2.74	.78	6%	31%	49%	15%
5. Develop high-quality, differentiated support for experienced senior teachers to enhance high-quality instruction and student learning	2.54	.83	8%	44%	34%	14%
<i>Recruitment, Selection and Retention Total</i>	2.60	.82	8%	39%	39%	15%
<i>Indicator 2 Professional Learning</i>						
1. Understand and apply a professional learning system that promotes continuous improvement	2.65	.76	5%	38%	45%	12%
2. Implement and monitor the impact of a high-quality professional learning system that supports teacher growth	2.45	.74	7%	50%	35%	8%
3. Lead all faculty and staff to reflect on and analyze multiple sources of data to develop their own professional learning	2.54	.73	4%	48%	38%	10%
4. Provide the conditions, including support, time or resources for professional learning that lead to improved practice	2.55	.75	3%	51%	33%	13%
5. Collaboratively develops the conditions and foster leadership opportunities that promotes continuous improvement	2.54	.77	6%	47%	36%	12%
<i>Professional Learning Total</i>	2.54	.75	5%	47%	37%	11%
<i>Indicator 3 Observation &amp; Performance Evaluation</i>						
1. Provide clear, timely and actionable feedback based on evidence to support teachers' professional learning	2.49	.80	7%	48%	33%	12%
2. Proactively lead difficult conversations about performance or growth to strengthen teaching and enhance student learning	2.50	.87	10%	44%	31%	15%
3. Evaluates staff using multiple sources of evidence such as observation, artifact review, collegial dialogue and student-learning data	2.48	.83	10%	45%	34%	12%

4. Foster peer-to-peer evaluation which results in improved teaching and learning	2.46	.82	9%	47%	32%	12%
5. Establish teacher mentorship or peer support program to strengthen teaching and enhance student learning	2.62	.75	4%	42%	41%	12%
<i>Observation &amp; Performance Evaluation</i>						
<i>Total</i>	2.51	.82	8%	45%	34%	13%
<i>All Talent Management Activities Total</i>	2.55	.79	7%	44%	37%	12%

Based on the mean score results, pre-service school leaders demonstrated the three lowest readiness levels for the following three items (1) “Engaging staff in using multiple forms of evidence based personnel decisions” ( $M=2.42, SD=.78$ ), (2) “Implementing, sustaining and monitoring the impact of a high-quality professional learning system that supports teacher growth” ( $M=2.45, SD=.75$ ), and (3) “Fostering peer-to-peer evaluation which results in improved teaching and learning” ( $M=2.46, SD=.74$ ),

On the other hand, based on the mean score results, pre-service school leaders demonstrated three highest readiness levels for the following items (1) “Provide high-quality, differentiated support for early career teachers” ( $M=2.74, SD=.78$ ), (2) “Developing and maintaining positive and trusting relationships with staff and external partners to recruit and retain highly qualified and diverse staff” ( $M=2.72, SD=.79$ ), and (3) “Understanding and applying a professional learning system that promotes continuous improvement” ( $M=2.65, SD=.76$ ).

*Research Question 2:* Whether the candidates’ performance to conduct three different talent management leadership domains were significantly different from each other.

A repeated Multivariate Analysis of Variance (MANOVA) was conducted to explore whether a significant relationship existed among the three factors of talent management leadership activities: (1) Recruitment, Selection & Retention, (2) Professional Learning, and (3) Observation and Performance Evaluation. The results of the repeated multivariate test showed that the candidates’ readiness to implement talent management leadership activities was significant, Wilk’s  $\lambda = .96, F(3, 164) = 3.98, p < .05, \eta^2 = .04$ .

Table 5

*Descriptive Statistics of Talent Management Domains (N=164)*

Variable	<i>M</i>	<i>SD</i>
Recruitment, Selection and Retention	13.01	3.24
Professional Learning	12.71	3.26
Observation and Performance Evaluation	12.55	3.48

Since the repeated MANOVA test results were significant, the researchers also investigated descriptive statistics to compare the candidates’ talent management leadership performance in each factor (see Table 5). Descriptive results suggest that compared to (1) professional learning and (2) recruitment, selection and retention, the candidates indicated low readiness levels in terms of conducting observation and performance evaluation activities. Particularly, the paired sample t-test results suggest that there was a significant difference in the candidates’ recruitment, selection and retention score ( $M=13.01, SD=3.24$ ) and observation and performance evaluation score ( $M=12.55, SD=3.48$ ) conditions;  $t(163) = 2.47, p < .05$ . In other words, the findings indicated that compared to recruitment and retention activities, the aspiring school leaders’ perception of preparedness for conducting observation and performance evaluation activities was significantly lower.

*Research Question 3. How well do participants’ gender, age, race, previous leadership experience, teaching experience, future leadership experience and school size predict perceived readiness to perform talent management leadership activities?*

In order to investigate how well participants’ gender, years of teaching experience, age, race, previous leadership experience, future leadership plan, school level, school type, and school

size predict perceived readiness to perform talent management leadership activities, the researchers used a multiple linear regression model that involved multiple explanatory variables. The dependent variable was the total talent management leadership score of all fifteen items (Minimum score=15 and Maximum score=60). In order to meet the multiple linear regression model requirements, as indicated in Table 6, all independent factors were coded as a scale variable or a nominal scale with two variables. Moreover, the total talent management leadership score was used as the dependent variable with an interval scale.

The purpose of this analysis was to assess which of the seven scales explained the greatest amount of variance in the participants' total climate and culture leadership score. The multiple linear regression model, including all seven predictors, was statistically significant,  $F(7, 156) = 2.17, p < .05$  with  $R^2 = .09$ . The total talent management leadership score could be predicted rather well from this set of seven variables, with approximately 10% of the variance in the total leadership readiness score accounted for by the regression.

When all predictor variables were included in the model it was noted that only two variables, school size and leadership experience, were significantly correlated with the participants' total organizational system leadership score. Regarding the contribution of each predictor to the equation one by one, the *leadership experience* variable explained 19% of the variance, and it had a strong relationship with the outcome variable. The results suggest that the leadership experience is positively correlated with the participants' total talent management leadership score. In other words, the candidates who have higher numbers of leadership experience are more likely to feel prepared to perform talent management leadership activities. The regression model also suggests that the *school size* variable explained around 20% of the variance. It is noted that based on the descriptive statistics, the school leaders candidates who work in large schools with 1500-2000 students ( $M=42.40, SD=8.53$ ) have relatively higher readiness level compared to the candidates who were employed in school schools with 500 or less students ( $M=35.40, SD=8.34$ )

Table 6  
*Regression Analysis Summary for Variables Predicting Readiness for Talent Management Leadership*

Variables	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>t</i>	<i>Sr<sup>2</sup></i>
Race	.375	2.06	.01	.18	.01
School Size	2.03	.87	.18	2.32	.17*
Gender	-.67	1.72	-.03	-.39	-.03
Age	.38	.76	.05	.50	.03
Teaching Experience	.24	.87	.03	.28	.02
Leadership Experience	3.65	1.49	.19	2.43	.18*
Future Leadership Plan	.50	1.64	.02	.30	.02

Note.  $R=.09$  ( $N=164, *p < .05$ )

#### 4. DISCUSSION

Talent management is very important to motivating talented personnel, developing them and maintaining their commitment to school success (Garrow & Hirsh, 2008). Since the talent management concept is very crucial for student learning and school improvement, many policy decisions and strategic practices should be considered to improve the talent management skills of aspiring school leaders. If school leaders are hired having been fully prepared to ensuring the success and achievement of all students through implementing practices to recruit, select, support and retain highly qualified staff, student achievement in K-12 schools is more likely to increase.

To prepare and develop future instructional leaders and talent managers for our schools based on the results of the present study, following implications for policy and practice are suggested.

#### **4.1 Closing the Knowing and Doing Gap**

Since the findings indicated that only the 50% of graduates leave their educational leadership program performance and impact ready, the researchers looked more closely at the statewide data on leader preparation. All prospective administrators enrolled in this state administrator preparation program must pass the state leadership test to be certified as a school leader. Based on the first time passing rate of the state licensure examination, around 50% of pre-service school leaders fail to meet the state's expectations.

Aligned with our findings, suggested that principal preparation programs are falling short of the work needed to prepare performance and impact ready leaders to address a wide range of complex tasks and responsibilities in schools. Both the state level administrator tests and our leadership readiness assessment results show that pre-service school leaders are typically at the awareness-ready or knowledge-ready level, but they were not at a level to put knowledge into practice because they were not "performance-ready." These findings confirm Diffley's (2006) findings that there is a "knowing and doing" gap. As such, implementation of effective leadership practices will be flawed and ultimately fail to improve student learning and school success. Moreover, when morale suffers, school leaders tend to devote less time toward making a systemic change, and ultimately an opportunity for whole school improvement may be lost. Therefore, one of the root causes of such a circumstance is in the design and delivery of the educational leadership preparation programs and a failure to substantively effect the preparation of knowledgeable leaders who are ready to enter the field and impact outcomes for students in terms of closing the achievement gap. The authors characterize this shortfall in preparation efforts as the gap between knowledge and doing.

In terms of closing the knowing and doing gap, the candidates' decision to enter the leadership preparation programs should also be considered an important factor. Often pre-service school leaders report their decision to enter preparation programs came at the urging of a school leader, a mentor, or close friend. The authors report in other instances student motivation for beginning the course work is a result of a personal sense of professional timing. The authors have calculated that this point tends to range from 8-10 years of teaching. Above all the reasons cited by the candidates, however, emerges economics. Many, if not the majority of candidates entering the leadership program also cited a desire to take advantage of salary incentives in their respective school districts attached to the completion of additional graduate study beyond the master's degree. Thus, it is important to note that the educational leadership candidates' perception of preparedness can be influenced by the candidates' decision to enter a leadership preparation program. The aspiring school leaders are knowledgeable, but seem not to possess the sense of self that crosses the uncertainty of readiness to enter practice and to employ their knowledge by translating their learning into practice.

Moreover, during the course of the candidates' leadership training, the candidates are taught leadership theory and connections are made to problems of practice. The leaders in training become well versed in examining factors that influence and shape how work gets done in their respective settings. This creates a sense of self-efficacy that speaks to how the candidates translate leadership functions, such as decision making, engagement of stakeholders, instructional practices and the like are well explored. In the end we can conclude that the candidates leave programs well informed and loaded with perspectives that serve to help them make sense of the complexity of leadership practice in schools. However, there is a concerning discrepancy in the level of achievement and the degree to which those same students leave training with a high degree of confidence and desire to pursue opportunities to put into practice what they have learned. This hesitancy begs the question, what is holding the candidates back and leaving them feeling not prepared or ready to advance, even while articulating high praise about their program experiences?

The school leader candidates leave leadership programs knowing much of the knowledge associated with leadership practice. They have also been exposed to important criteria for improving schools, such as vision and the need to build internal accountability by connecting with all stakeholders and engaging them in the work of school improvement. While knowledge may help aspiring leaders analyze and synthesize complex topics like culture and climate, the depth and breadth of their understanding is arrived at over time and with a commitment to continued self-reflection. Leadership skills are arrived at in cultivation and application of ideas one is exposed to in coursework. Increasing the capacity of future school leaders to come to terms with what is needed to transform what they have learned into successful practice is the work of closing the knowing and doing gap. Complicating the process of translating their learning into practice is the array of typical and common problems of practice that have impacted their own work as teachers. These include the ongoing work of teaching in a setting where endless initiatives have been explored and put in place. A systemic change doesn't happen overnight. It will take time for school leaders and educators to make progress and institutionalize it.

In collecting the insights of aspiring leaders about the issues impacting teaching and learning in their settings over the past years, related themes emerge with little variance. Culture, staff morale, collaboration, student truancy, evaluations, underperforming students, student behavior and parental involvement are only a few of the challenges immediately noted. Often, these same students will point out leadership in their experience has negatively impacted teaching and learning. When pushed to explain their observations, students do not dismiss their leaders but they are quick to paint a picture of their leaders overwhelmed by the challenge of day to day management of schools, striving to make sense of schools as complex, ambiguous and amorphous settings. In many instances the obvious is that they see their leaders as reactive and not proactive, as managers and not leaders. This is the reality shaping personal perspectives of many aspiring leaders. The big ideas that shape these perspectives ultimately lead to the essential questions centered on closing the knowing and doing gap by developing a personal framework to help examine the context of any school today and being able to frame personal beliefs that emerge from thinking about leading to acting, doing, and influencing. This is the work of strategic leadership, as it bridges the gap of knowing and having in place the self-efficacy that will ground a leader's efforts and personal beliefs, as well as his or her vision for the work of schools today (Hughes & Beatty, 2005).

Moreover, successful leadership practice is grounded in relationships. In order to translate personal understanding and understanding of others into successful leadership outcomes, leaders need to utilize people skills to forge relationships that enable leaders to clarify what we value and believe about the work we do with the candidates. If we accept that preparing impact ready leaders requires these factors, one must ask how we gauge our work with aspiring leaders in this regard. In order to close the knowing and doing gap, it is necessary to encourage pre-service school leaders to learn things and moreover, to actually implement what they have learned (Bronfman, 2007).

#### **4.2. Increasing the capacity of future school leaders for conducting observation and performance evaluations**

Descriptive results suggest that compared to the professional learning and recruitment, selection and retention related leadership tasks, the candidates indicated low readiness levels in terms of conducting teacher observation and performance evaluation activities. Assuming candidate preparation programs are comparable across many if not all states with those included in the sample, we can conclude that candidates receive considerable training and exposure to theory and practice governing evaluation. In fact, the state administrator test has been a requirement for leadership certification for decades. Candidates sitting for the test must show proficiency for each of two video observations of teachers delivering instruction and respond to a series of questions that leaders must be familiar with when conducting evaluations under an approved classroom observation plan approved as meeting the requirements of the state system for educator evaluation and development. In order to become certified, candidates must pass both modules with results of

their response evaluated by a pool of trained scorers. Therefore, candidates demonstrated the knowledge needed to construct and appropriate response and pass the test, but then lack personal belief in ones readiness to execute the practices of evaluation. This leads us question whether failure is more so a statement of the candidate's acceptance and faith in the process.

Candidates demonstrate knowledge of a process for monitoring teaching and learning, but lack the self-belief in their ability to apply this knowledge to school improvement. This highlights an important discrepancy centered on the application of knowledge versus implementation of a process that may lack candidate commitment. Further, examination would need to look closely at the candidate's personal experience with teacher evaluations, as well as that of peers in the candidate's employment setting. If execution of a process for teacher observation supersedes the product, professional growth and capacity building, it is possible that the aspiring leader may struggle to see or attach real value to the approach.

In this particular state, the educator evaluator development model is comprised of five significant teacher evaluation design principles that bridge performance, professional judgment, student learning, teacher professional development and growth, and implementation grounded by high expectation. These principles used by administrators for the purpose of evaluation reflect complicated expectations for school leaders and their role in the process of collecting performance data on their teachers. The complex nature of how the design principles are applied by the respective parties in the evaluation process are particularly challenging depending on how one understands the principles that ground the successful application of the model to achieve a desired outcome. There is the expectation that both teachers and leaders think deeply and critically about practice and in the context of their respective roles land in a place where potentially artificial outcomes take precedence over the obvious ideals of any well intentioned evaluation instrument. The process is still relatively new in its implementation and therefore, evolving and maturing. This research did not gather data on the perceived quality of evaluation experiences over time. Experiences, viewed successfully or not so successfully, may have some direct bearing on the data that emerged with respect to the first research question.

#### **4.3. Improving Novice School Leader Candidates' Competencies in Large Schools**

The regression model also suggests that the school size variable explained the highest amount of the variance on aspiring school leaders' perception of preparedness. It is noted that based on the findings, the school leaders candidates who work in large schools with 1500-2000 students ( $M=42.40$ ,  $SD=8.53$ ) have relatively higher readiness levels compared to the candidates who are employed in schools with 500 students or less ( $M=35.40$ ,  $SD=8.34$ ). The authors recognize that the data suggests differences for school leader candidates in large versus small schools in terms of readiness. Without a deeper dive into this data and a concerted effort to explore fully factors that may influence this finding, we can only speculate that something in the nature of the student's experiences helps shape their self-reported data. While the authors can look at data for their students we cannot be sure it is comparable for other populations. However, an explanation of the local data may emerge in consideration of the following.

The largest schools are often in urban centers where there is an ever present urgency to act to address the challenges of settings that are far more heterogeneous in population and diversity. The needs of the students are often more complex and teacher turnover is likely to be higher in these settings than smaller and more synonymous smaller schools with homogenous student populations. In small-size schools, the focused needs of students are not as varied or perhaps challenging, additional resources are available to staff, and parent involvement is often said to be higher. In larger settings a greater burden falls on teachers to mae a difference in the lives of students. In many instances, there is a larger degree of resources made available through professional development and external experts contracted to work with teachers. The culture of the two settings can be very different, with larger schools placing a higher burden on teachers to problem solve and address student needs. This is not to suggest that teachers in larger schools have



it easier, rather the conditions and culture may bring teachers together in ways that impact their support of one another and the use of resources, no matter how.

There may be factors of importance here in some hidden ways that would be worth identifying and promoting if it can be shown to connect to program outcomes for certain candidates that others may come into program having not experienced or having little or no knowledge. This information could be valuable in constructing and implementing learning settings and tasks to focus on augmenting the personal experiences of candidates coming into programs. At the end, this is a surprising outcome and warrants further study. While self-reported data suggests that candidates of larger schools are more impact ready, the question follows regarding how many actually enter the field. This has ramifications for the earlier considerations in this work.

#### **4.4. Leadership development and preparation activities for novice leaders**

The results suggest that leadership experience is positively correlated with the participants' total talent management leadership score. In other words, the candidates who have more leadership experience are more likely to feel prepared to perform talent management leadership activities. While this finding seems like a no brainer, it is an important consideration in light of the outcomes suggested in the data. What is not surprising is that so few candidates entering the program have limited experiences of either a formal or informal leadership nature prior to entering program. Those students who have leadership experience are better positioned to understand impact readiness, as their experiences help to shape their perspective, thinking, and decision-making approaches.

Anyone who has been involved in leadership activities is positioned to reflect on the experience in ways that promote cultivation of self-regulation skills associated with exploring factors that shape the individuals thinking and exploration of problem solving strategies. The quality and number of experiences has the potential to address many of the areas of need for program success noted earlier in this work on closing the gap between knowledge and doing. Talent management leadership activities are task oriented, but it is the experience of leading such efforts that positions ones growing capacity to lead under a range of circumstances that we sometimes like to think of as experience. In fact, the number of experiences or even the length of experience does not in itself ensure successful impact readiness, rather it is what the leader or aspiring leader takes away from his or her learning that enriches their capacity to move ahead and tackle new challenges with energy and a high degree of self-efficacy.

Another factor that comes to mind to underscore the importance of this finding goes to the heart of program, practicum, or clinical field-based experiences. The form and substance of clinical field based experiences and their requirement by accreditation agencies supports the documented importance of preparation. The leadership experiences are likely to be as comparable as those that candidates gauge as important to feeling self-confident and ready to impact outcomes in their setting or others.

#### **4.5. Framework for Teaching Talent Management in Educational Leadership Programs**

The Educational Leadership Constituent Council (2011) recommends that leadership preparation programs contain the following three dimensions: (1) Awareness, (2) Understanding, and (3) Application. Awareness refers to bolstering the students understanding of relevant course content. Understanding builds upon the knowledge gained by increased awareness by further interpreting the course content to develop increased awareness of relevant skills. Finally, application combines a student's awareness and understanding to focus on the utilization of skills to tackle unfamiliar, real life problems.

In a traditional university setting, oral lectures are often the most common mode of instruction. However, in order for candidates to present as adequately prepared to uphold high standards they are required to be supplied with experiences to bridge the gap between course content and life in the school (ELCC, 2011). Therefore placing continuous emphasis on connection

to real or stimulated school experiences will help school leader candidates be well prepared to serve as talent managers and effective leaders (Leithwood & Jantzi, 2005; Marzano et al., 2005).

In examining the leadership readiness data, it is clear that building the knowledge gap is relatively easy by exposing students of leadership to content. The challenge is to recognize and accept the premise that successful leaders must be ready to act, impact school improvement, and drive students' success. Project and problem-based educational leadership curricula plays a crucial role in preparing performance and impact ready leaders. Active learning instruction strategies have the potential to build pre-service leaders' capacity to develop and apply their own leadership perspectives. This is the "baggage" that students of leadership bring into the leadership program as they begin their work. Leadership programs have the responsibility to confirm, shape, and in some instances, reshape the perspectives of future leaders through integrating the actual leadership practices. It is critical that principal training programs provide conditions that encourage candidates to learn by applying different leadership perspectives and strategies. In addition, leadership readiness should not be thought of solely as an academic task or exercise. Students of leadership come with broad and diverse backgrounds and experiences that shape not only their understanding of leadership theory, but also the attitudes and dispositions that translate into leader behaviors.

Evidence in examining candidates' leadership readiness data calls on us to recognize and pay more attention to how we design our curriculum and instruction. Since pre-service school leaders do not feel performance ready, educational leadership faculty are encouraged to utilize active learning strategies, so candidates fully reflect on the depth and breadth of major leadership practices. In other words, if candidates in leadership programs sit passively in classrooms, just read leadership theories and listen to power point presentations and lectures, they will not be able to gain the leadership skills that our schools need and our students deserve. Therefore, as education and society continues to transform, school principal preparation programs are encouraged to change the focus of their curriculum. Otherwise, instead of performance or impact ready leaders, we may continue to graduate knowledge ready leaders who have an in-depth knowledge of leadership practices, but have little experience applying them in the school.

Besides completing hands-on leadership projects, during the educational leadership program, building a systemic coaching and mentoring program is crucial to providing new leaders with essential support for success to transform them from the knowledge ready mindset to the performance or impact ready mindset. Particularly, it is important that pre-service school leaders have the opportunity to work with experienced leaders to gain effective leadership practices and identify available resources to deal with the challenges they face in their settings. Embedded internship programs should focus on developing the reflective practice skills of novice leaders through systemic feedback to support their application of leadership learning, in-practice, under real time circumstances. The approach to coaching is clearly more than mentoring or "being there." While the experienced site mentor shares insights about effective leadership, provides ongoing guidance and assistance to the intern in completing the internship learning goals, offers advice and encouragement, suggests resources and professional development opportunities, and facilitates completion of internship requirements.

#### **4.6. Conclusion**

Overall, this study has established that talent management is an important aspect of educational leaders and posed some ideas regarding how to teach these talent management skills to educational leadership candidates. As Darling-Hammond and colleagues (2007) indicated preparing effective school leaders for a changing world is the responsibility of educational leadership programs nationwide. Hence, national and state governments are required to describe how the educational leadership programs may change their curriculum, instructional, and assessment practices to prepare and develop impact ready future leaders who are capable of making a positive systemic change on the schools they serve.

The results of this study revealed that while the more rigorous national and state leadership standards encourage leaders to gain the knowledge, skills, and dispositions necessary in

key areas of leadership practice, almost half of the recently graduated pre-service leaders are not ready to impact and lead our nation's public schools, especially those serving students, families, and communities in high poverty areas. In order to help future leaders see the big picture and engage in systems-level thinking, leadership development and training programs may better support candidates by offering job-embedded professional development and project based learning. In a nutshell, this is what it takes to develop and support outstanding leaders. Effective university and school district partnership projects and building the capacity of school leader educators perhaps are the most critical components of the production of higher quality school leaders, and therefore, greater student achievement.

Finally programs preparing a new generation of leaders for impact readiness would benefit from consideration of how classroom experience is coupled with out-of-class considerations and activities. Awareness of knowledge, understanding of content and, application assume to integrate that how we work to enrich those talent management components for each individual candidate. Exploring the necessity to better address motivation for candidates to pursue a career in educational leadership is also an important outcome of the efforts invested in this work. Salary, status, job advancement as motivators for entering leadership programs are limited impact readiness factors, while achievement and the job itself are far more substantive.

#### References

- Aaronson, D., Barrow, L., & Sander, W. (2007). Teachers and student achievement in the Chicago public high schools. *Journal of Labor Economics*, 25, 95–135.
- Aytaç, T. (2015). The relationship between teachers' perception about school managers' talent management leadership and the level of organizational commitment. *Eurasian Journal of Educational Research*, 59, 165-180 <http://dx.doi.org/10.14689/ejer.2015.59.10>
- Blair, J. (2001). Districts wooing teachers with bonuses, incentives. Education Week on the WEB. Retrieved September 20, 2001 from <http://www.ers.org/>
- Brezicha, K., Bergmark, U., & Mitra, D. L. (2015). One size does not fit all: Differentiating leadership to support teachers in school reform. *Educational Administration Quarterly*, 51(1), 96-132
- Bronfman, S. V. (2007). Bridging the Knowing Gap. In *The Challenges of Educating People to Lead in a Challenging World* (pp. 515-531). Springer, Dordrecht.
- Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. Teachers College Press.
- Council, E. L. C. (2011). Educational leadership program standards, 2011 ELCC Building-Level.
- Crow, G. M., & Matthews, L. J. (1998). *Finding one's way: How mentoring can lead to dynamic leadership*. Corwin Press, 2455 Teller Road, Thousand Oaks, CA 91320-2218.
- Darling-Hammond, L., & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi delta kappan*, 76(8), 597.
- Darling-Hammond, L., LaPointe, M., Meyerson, D., & Orr, M. T. (2007). Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs. School Leadership Study. Executive Summary. *Stanford Educational Leadership Institute*.
- Kane, T. J., & Staiger, D. (2012). *Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains*. Retrieved from MET Project website: [http://www.metproject.org/downloads/MET\\_Gathering\\_Feedback\\_Research\\_Paper.pdf](http://www.metproject.org/downloads/MET_Gathering_Feedback_Research_Paper.pdf)
- Leithwood, K., Seashore, K., Anderson, S., & Wahlstrom, K. (2004). Executive Summary: Review of Research: How Leadership Influences Student Learning.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American educational research journal*, 38(4), 915-945.
- Garrett, R., & Steinberg, M. P. (2015). Examining teacher effectiveness using classroom observation scores: Evidence from the randomization of teachers to students. *Educational Evaluation and Policy Analysis*, 37(2), 224-242.
- Goldhaber, D. D., & Hansen, M. (2010). *Is it just a bad class? Assessing the stability of measured teacher performance* (CEDR Working Paper #2010-3). Seattle: University of Washington.
- Goleman, D. (2006). *Emotional intelligence*. Bantam.
- Guha, R., Hyler, M. E., & Darling-Hammond, L. (2017). The teacher residency: A practical path to recruitment and retention. *American Educator*, 41(1), 31.
- Guskey, T. R. (2014). Planning professional learning. *Educational Leadership*, 71(8), 10.
- Halverson, R., & Collins, A. (2006). Information technologies and the future of schooling in the United States. *Research and Practice in Technology Enhanced Learning*, 1(02), 145-155.
- Hirsh, E., Koppich, J. E., & Knapp, M. S. (2001). Revisiting what states are doing to improve the quality of teaching. (Working Paper). Center for the Study of Teaching and Policy. University of Washington.
- Ingersoll, R. M. (2003). Is there really a teacher shortage? A Research Report. Center for the Study of Teaching and Policy and Consortium for Policy Research in Education. Washington, DC.
- Johnson, B., Down, B., Le Cornu, R., Peters, J., Sullivan, A., Pearce, J., & Hunter, J. (2015). *Early career teachers: Stories of resilience*. Springer.

- Kelly, P., Tejada-Delgado, C., & Slate, J. R. (2008). Superintendents' Views on Financial and Non-Financial Incentives on Teacher Recruitment and Retention. *International Journal of Educational Leadership Preparation*, 3(1), n1.
- Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996–2005. *Leadership and policy in schools*, 4(3), 177-199.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. ASCD.
- Marsh, J. A., & Farrell, C. C. (2015). How leaders can support teachers with data-driven decision making: A framework for understanding capacity building. *Educational Management Administration & Leadership*, 43(2), 269-289.
- Muli, J. V. M., Díaz, I. A., & Montoro, M. A. (2017). Leadership in Pedagogical Management: a vision of Secondary School Principals. *Journal for Educators, Teachers and Trainers*, 8(1).
- National Teacher Recruitment Clearinghouse. (n.d). How to find and keep teachers. Retrieved July 26, 2002 from <http://www.recruitingteachers.org/>
- Provasnik, S., & Dorfman, S. (2005). Mobility in the teacher workforce (NCES 2005-114). U.S. Department of Education, National Center for Educational Statistics. Washington, DC: U.S. Government Printing Office.
- Reichardt, R. (2001). Toward a comprehensive approach to teacher quality. Policy brief. Aurora, CO: Mid-Continent Research for Education and Learning. (ERIC Document Reproduction Service No. ED459172).
- Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94, 247–252.
- Rothstein, J. (2009). Student sorting and bias in value-added estimation: Selection on observables and unobservables. *Education Finance and Policy*, 4, 537–571.
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the US. *Learning Policy Institute*. Retrieved from <https://learningpolicyinstitute.org/product/coming-crisis-teaching>.
- Stronge, J. H., Ward, T. J., Tucker, P. D., & Hindman, J. L. (2007). What is the relationship between teacher quality and student achievement? An exploratory study. *Journal of Personnel Evaluation in Education*, 20(3-4), 165-184.
- Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools*. John Wiley & Sons.
- Tucker, P. D., Stronge, J. H., Gareis, C. R., & Beers, C. S. (2003). The efficacy of portfolios for teacher evaluation and professional development: Do they make a difference?. *Educational administration quarterly*, 39(5), 572-602.
- Yang, Y. (2014). Principals' transformational leadership in school improvement. *International Journal of Educational Management*, 28(3), 279-288.
- Vanblaere, B., & Devos, G. (2016). Relating school leadership to perceived professional learning community characteristics: A multilevel analysis. *Teaching and Teacher Education*, 57, 26-38.
- Williams, T., Kirst, M., & Haertel, E. (2005). Similar Students, Different Results: Why Do Some Schools Do Better? A Large-Scale Survey of California Elementary Schools Serving Low-Income Students. Initial Report of Findings. *EdSource*.