

Recruiting Strategies for Excellence and Equity

2019 Chicago Leadership Development Meeting

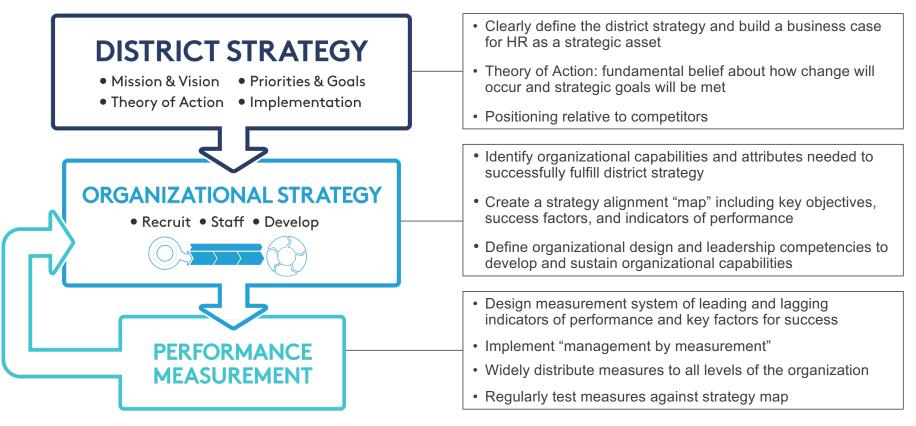
April 25, 2019



District Management Group | Helping Schools and Students Thrive

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An effective organizational strategy includes human capital management and aligns with district strategy.

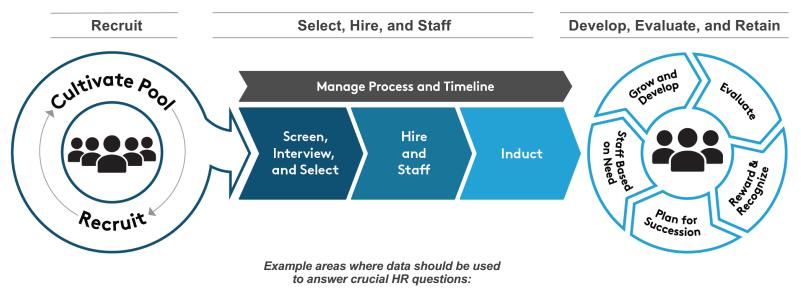


Source: Adapted from Becker, Huselid, Ulrich The HR Scorecard 2001; Boris Groysberg and Amanda Cowen, Developing Leaders, HBS Publishing



Strengthen your district by aligning HR activities around human capital strategy.

DMGroup's Human Capital Framework



- Cultivating a strong candidate pool: What are our largest current sources of candidates and what is the hire rate from each source?
- Screening and selecting: What qualities does our interview process look for, and how well do those qualities predict future success?
- Hiring and staffing: What percent of offers made are accepted?
- Development and retention: What are the most common reasons for undesired departures? When in a teacher's career do they depart?

Hiring great teachers is hard, and just hiring any teacher is getting harder every year.

All 50 states and half of all districts report a teacher shortage



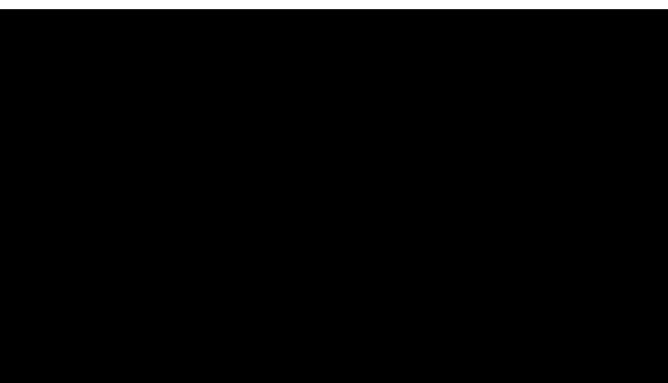
Extreme shortages in:

- Special education
- Math + STEM
- Foreign language
- Schools serving low SES students
- Teachers of color

Image Source: ThoughtCo



The challenge is big, and getting bigger.



Source: NBC WYFF



Video

Teachers want to want to stay.



Source: HBO- Vice News Tonight



A three-pronged approach can transform the recruiting and hiring process.

1. Reduce the need for new teachers

2. Win the competition for top talent

3. Make targeted, small investments



A systematic focus on revising the recruiting process can improve student outcomes and enhance equity.



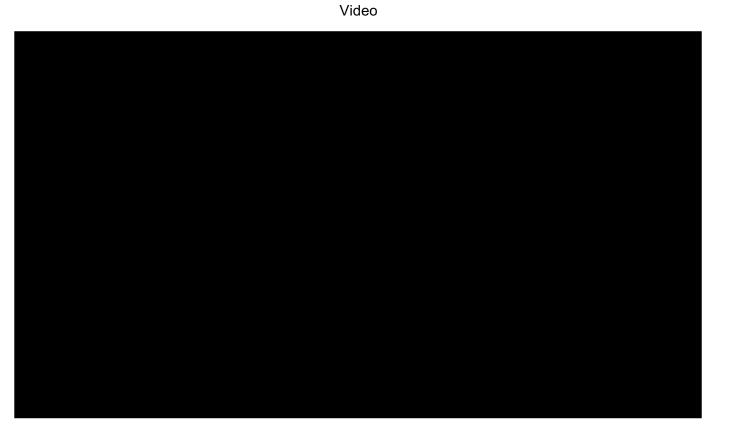
Before improving the recruiting process, reduce the need.



- 1 in 6 teachers leave their current job each year.
- **44%** of all new teachers quit teaching within their first 5 years!



Some staff are very energized.



Source: YouTube



1a

Measuring and managing school climate helps students and teachers.



Possible data points:

- Net promoter score
- Staff surveys
- Staff focus groups
- New teacher, confidential feedback
- Exit interviews

Just asking can identify challenges that can be addressed.

I would recommend to a friend to work in my school: **Exit Interview** 75% School A В 29% *"The principal only came to my* class twice the entire year. 60% С The department head visited me just on the first day." 72% D 58% Е Cutting the data by years of teacher - Former world language teacher experience can add actionable insights

1a

Informal recognition can make a powerful, lasting impact.



Sample Tactics:

- 1. Drop by someone's office unannounced to say thank you or to give praise
- 2. Send a card with a hand-written note
- 3. Send an email, copying key team members or superiors
- 4. Extend an impromptu lunch or coffee invitation
- 5. Offer assistance with a burdensome job to say thank you

Image Source: Virginia Beach Public Schools



Please discuss the following questions with your neighbors.

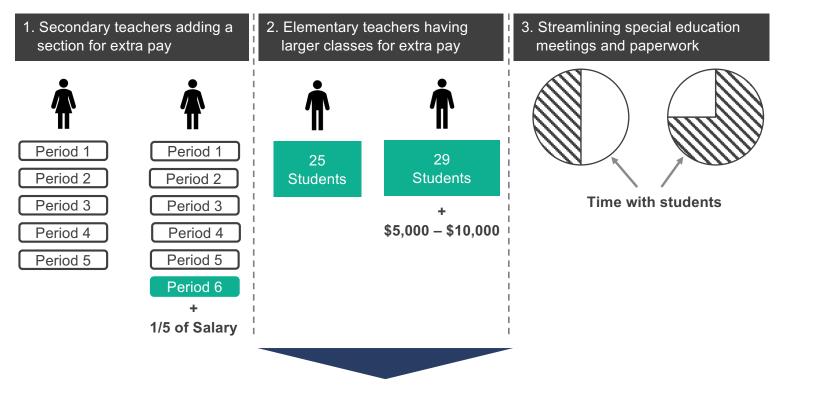
Turn & Talk activity

- 1. What steps have you taken to improve the working experience for teachers?
- 2. What have you done to improve retention of new teachers?



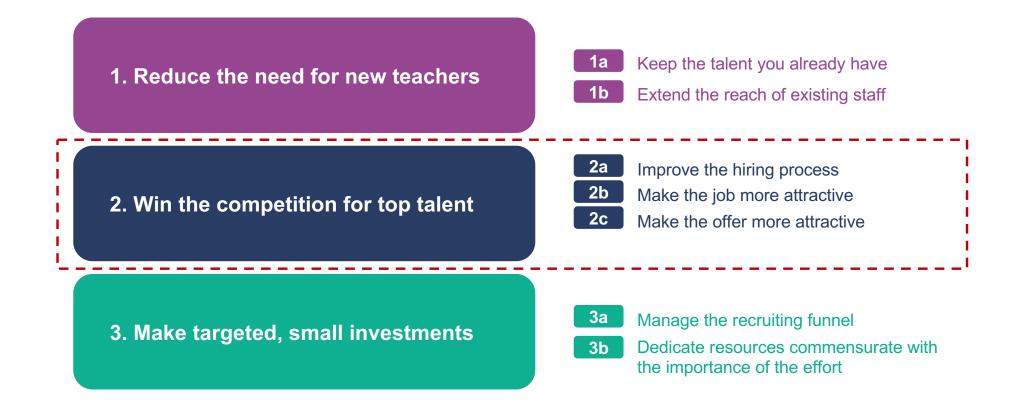
1a

Extending the reach of existing staff reduces the number of FTE required.



If top performing staff expand their reach, achievement also increases





If a great teacher isn't interviewed, they will never be hired, but who will make a great teacher is hard to determine from a resume.

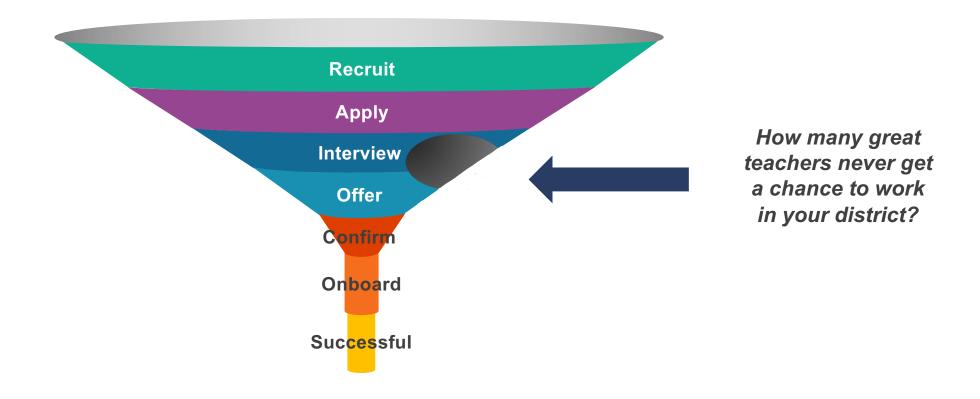
	nda Bloomberg 555-555-5555 • Ib@somedomain.com • Links	dIn URL	
Certified Elemen	ntary School Teacher (Grad	es K·6)	
Sometown PSD). Offer a proven track r	resume full-time teaching career (currently ecord of commended performance teaching ; ng commitment to optimizing student and so	Jesse Kendal	n
	Skills	123 Elm Street, Miami, FL 33183, 305-555-	5, jkendall©notmail.com
 Creative Lesson Pla Curriculum Develop Instructional Best F Classroom Managem 	ment — Learner Assessment Practices — Experiential Learning	Patient, caring, and highly e MIDDLE SCHOOL T	
SOMETOWN PUBLIC SCHOOL DIST. Substitute Teacher (K-12), 6/16 to Pres Elementary Teacher (K-6), 8/12 to 6"		Regarded for the ability to work with students to identify appr participation and support overall teaching goals and objectives, excellence and the ability to work in a team-oriented environment	Focused with an unyielding commitment t
Hired as a full time teacher followin classrooms of up to 28 1 st , 2 ^{ad} and 4 st the 2015 academic year to provide fi a substitute teacher for the current		JANE TAYLOR	20xx to Present
Key Contributions: Earned high marks for the quali	675 Route 537 • Allentown, NJ	08501 • taylor47@aol.com • 609.359.3467 (H) • 609.656.2356 (C)	Motivate disadvantaged students an we communication to get the parent uraging messages and use positiv
in teaching language arts, math Developed innovative approache technology integration across th	Elementary School Teacher Strong practical and theoretical background in developing and selecting appropriate teaching materials.		ificant student progress and school
 Taught general education stude: within a mainstreamed, inclusiv 	 Successful and self-confident in a 	lassroom presentation; establish a positive social environment.	emerica's Teachers, 20xx
 Commended for ability to redi rec service on classroom managemen 	Provide a warm, supportive environment for developing academic, social, and emotional growth. Implement a wide range of learning materials to appeal to student interests, maximizing participation and learning potential. Institution of dences, self-esteem, and an optimistic attitude in each child.		20xx to 20x udents. Guided the eighth-grade boy
 Served on school committees and fundraising and anti-bullying efficiency 			high school track. Previously taugi
 Became a "first-to-call" resource i Personally requested by many ful 	 High level of patience and comm Analytic and versatile thinker, eff 	nd middle school track for 14 and 1	
Primary Caregiver, 6/15 to 6/16	Core competencies include:	ceere w de enoping and imprementing creative tools.	's Track Coach of the Year in 20xx. Coach of the boys' basketball team.
Stepped away from the classroom to assisted with financial affairs and o	 Organizational Skills 	Communication Skills	20xx to 20x
E	 Classroom Managemen Problem Solving Interpersonal Skills 	t Teaching Motivation Skills Volunteer Work	ining on the program and consultin roughout the United States on midd
ABC UNIVERSITY — Sometown, II BA in Elementary Education	PROFESSIONAL EXPERIENCE		grant was extended for two years and tate of Florida.
Indiana Teacher Certification, Grad	THE GODDARD SCHOOL, Marlboro, N	U 20022006	elopment Committee • 20xx - 20xx;
	Head Teacher Supervised a staff of more than 20 employees in addition to teaching a class of 16 children. Wrote daily lesson plans and prepared daily art and creativity lessons. Developed a daily "Circle Time" where students could exchange fresh ideas. Provided a variety of playtime activities that were fun but also geared toward learning, personal growth, and odexation.		onal Middle School Association • 2000
	THE DEIL SCHOOL, Hamilton, NJ 1985-1986		dianti, FL • 20xx risity, Miami, FL • 20xx niversity of XYZ, Miami, FL • 20xx
	Head Teacher Directed the activities of prescho	ate • 20xx : Hands on Miami 20xx - Present	
		artner Collection Software	
	Bachelor of Science in Early Childhood/Elementary Education 1984 TRENTON STATE COLLEGE—Trenton, NJ		
	Computer Skills: Microsoft Word/Excel, Peachtree Accounting, e-mail, and Internet ADDITIONAL WORK HISTORY		
	ASD PETROLEUM, Freehold, NJ 1986 Vice President/Bookkeeper Managed the daily operations of		



- GPA
- Undergraduate major
- Prior experience
- Lives in town
- Friend of a friend
- Worked in district
- Resume font
- Last name

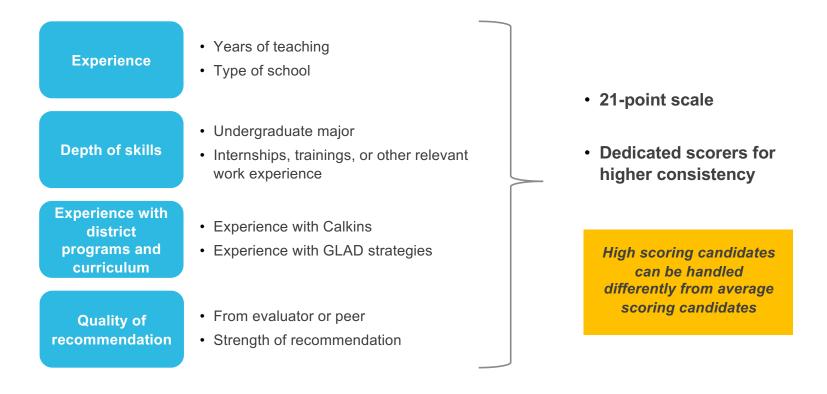


Variation from principal to principal and unconscious bias drive much of the selection process.



Some districts have taken a very stratified, often centralized approach to screening applicants.

Example: Spokane, Washington





2a

Careful screening criteria can backfire, unintentionally.





Resumes and interviews are a poor predictor of teacher quality or likelihood of staying in the district.

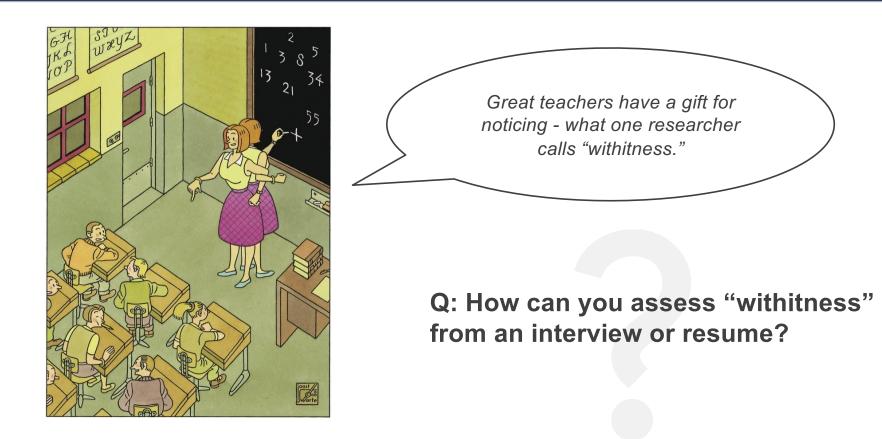
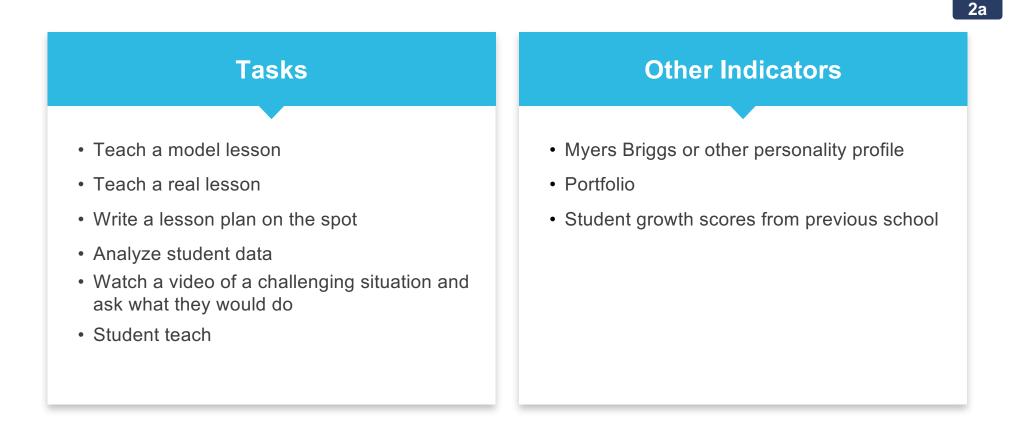


Image Source: The New Yorker



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Real world performance tasks can be a more predictive indicator of success.





Activity

Activity: Screening Criteria

What do you look for when hiring a new teacher?

Before Granting an Interview	Not Important	Nice to Have	Important	Deal Breaker Must Have
Certification				
GPA				
SAT scores				
Undergraduate major				
Masters degree				
Content expertise				
Letters of reference				
Lives in town				
Referral from current employer				
Prior teaching experience				
Prior teaching experience in similar district				
Appearance of resume				
Diversity				
Student growth scores				

Question to Consider:

What do you look for throughout the hiring process to ensure you are selecting high quality candidates?

1. Individually assess the criteria in the activity. Add important criteria that are missing.

2. Discuss the 2 most impactful criteria for each phase of the hiring process.

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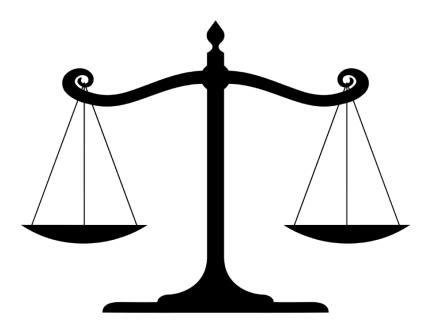


Carefully fine tuning the hiring experience to woo candidates can increase how many teachers ultimately accept an offer.

_	District First	Candidate First	
Schedule	• Staff availability	Multiple choicesRemoteAsynchronous video	
Interview	• What we want to know	Explain the appeal of the districtProbe + address their concerns	
Timing	 Offers when budget is certain 	Offers ASAP	
Application	 Everything required for hiring 	Just the basics for screening	



Candidates with choices consider many factors when deciding where to work.



- Job design
- The full package "perks"
- Compensation



Other districts aren't the only competition.



Source: HBO- Vice News Tonight



2b

The job of a teacher can be crafted to be more appealing.



Key levers for more "attractive" job design:

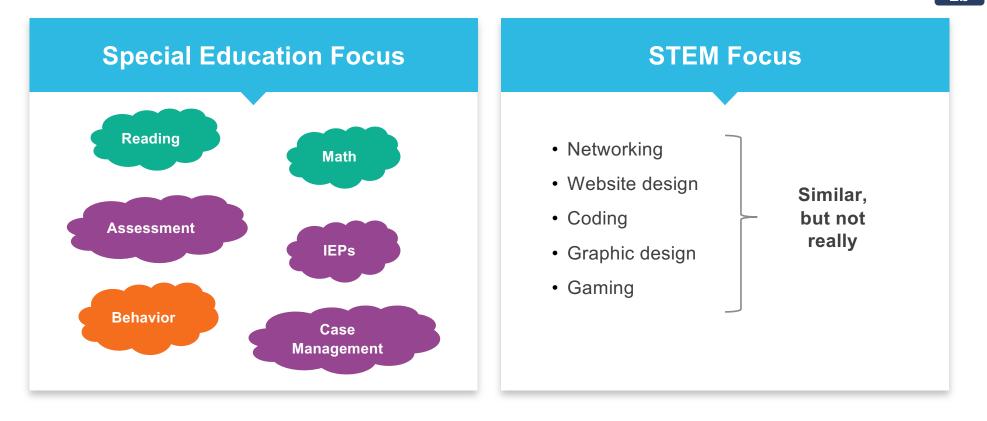
- ✓ Guaranteed coaching
- ✓ Guaranteed face time with principal
- ✓ Guaranteed new teacher support group
- ✓ Part time
- ✓ Remote teaching
- ✓ Reduce workload in year 1 (sheltering)
- ✓ Allow special educators to play to strengths

Image Source: Food and Wine



Narrowing the focus to what candidates want to do can help kids and attract and retain staff.

2b





Today's workforce expects more freedom and accommodation than in the past.



Image Source: Grad School

District Management Group

Some very talented teachers can't / won't work a traditional schedule:

- Part time
- Remote
- Work at home
- Vacation during school days



It takes more than just shortening work hours to make alternative schedules successful.

Onsite daycare is highly desired and can be cost neutral or better.



1 in 3 teachers asks about the availability of childcare during the hiring process



In one district, a full 20% of teachers utilized in-district childcare



- ✓ School hours
- School schedule \checkmark
- Cover all costs \checkmark
- ✓ Charge rent

Schools can offer childcare at much lower costs than other providers

(180 days vs. 260 days)

Image Source: Mother Nature Network



Please discuss the following questions with your neighbors.

Turn & Talk activity

2d

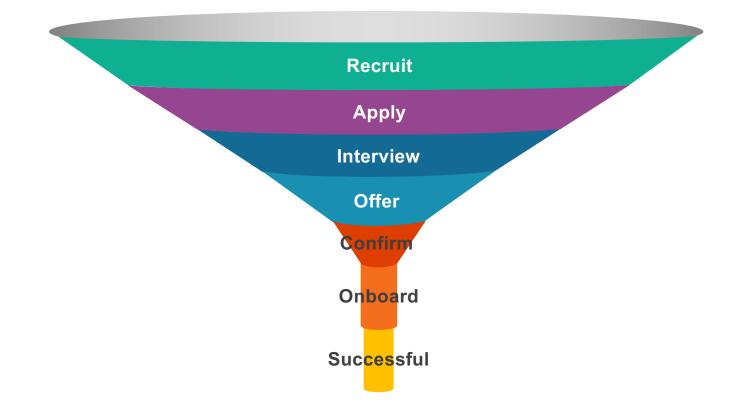
1. What non-compensation based elements can you utilize to win the competition for top talent?





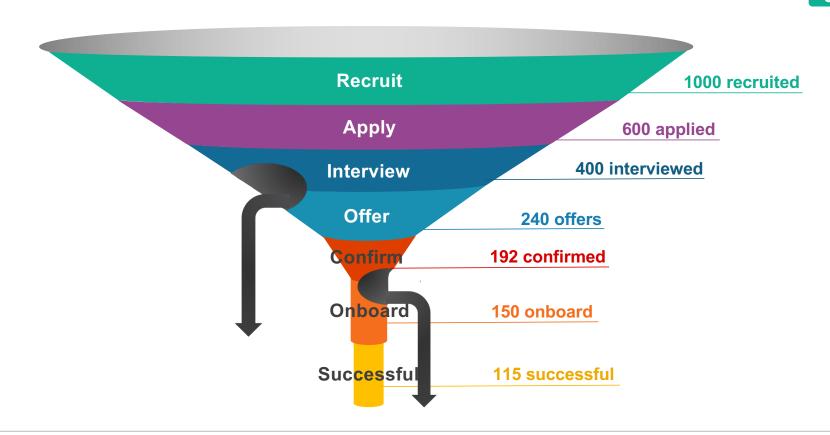
A targeted approach is best.

3a





Holes in the funnel can happen at any spot.



Small investments in improving the recruiting process can have a big impact.

Teach DC (Washington D.C. Example) **Centralized Screening** Not traditional HR department staff GPA + Written 30-Minute Undergraduate Assignment Screening Interview College Talent management staff Identify top performers: 1st year teachers at 3rd year results • \$500 per hire Principals select from pre-screened pool

3b

Nothing matters more than great teachers.





Strategically managing recruiting and hiring can greatly enhance excellence and equity.

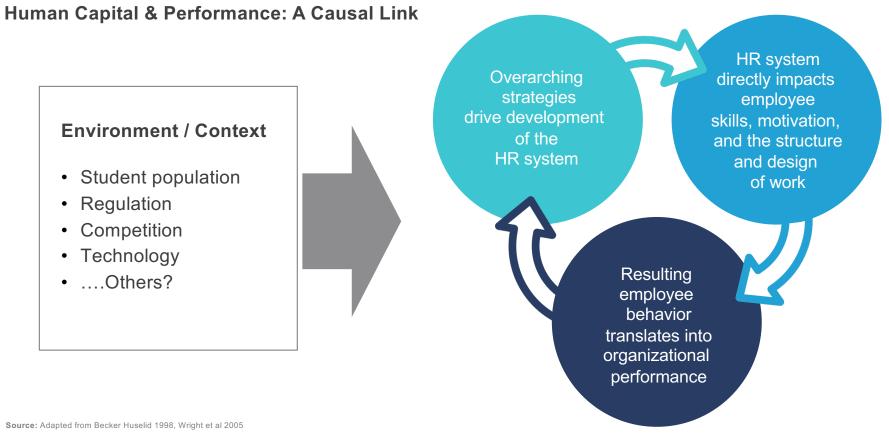
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Changing environment and context necessitates (re)evaluating human capital strategy.





Helping Schools and Students Thrive If you have any comments or questions about the contents of this document, please contact District Management Group:

Tel: (877) 362-3500 Email: info@dmgroupK12.com Fax: (617) 491-5266 Web: www.dmgroupK12.com Mail: 133 Federal Street, Boston, MA 02110