



# HUMAN CAPITAL HANDBOOK

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February 22, 2024

# CONTENTS

Introduction.....	3
<hr/>	
Using Data to Drive Decision-Making.....	8
<hr/>	
Recruitment Strategies.....	18
<hr/>	
Hiring & Selection .....	27
<hr/>	
New Teacher Support/Induction.....	36
<hr/>	
Principal as Human Capital Manager.....	43
<hr/>	

# INTRODUCTION

## Purpose of the Human Capital Handbook

In partnership with the Louisiana State Department of Education, the Urban Schools Human Capital Academy created this Louisiana Human Capital Handbook. The purpose of the Handbook is to provide relevant knowledge that school systems can use to implement a strategic Human Capital (HC) approach to ensure that school systems have a quality workforce, particularly effective teachers and principals. It is clear that how school systems approach the complexities of their human capital work can be a strong lever for school improvement. The information in this handbook is organized around many of the key components of Human Capital (USHCA Teacher Puzzle Pieces, outlined below) that school systems must focus on to support their efforts to improve and sustain a highly effective workforce.

The handbook has several references to Human Capital (HC) and Human Resources (HR). Human Capital (HC) is a broader concept that spans an entire organization where schools, Human Resources (the department), and other central office teams and leaders all play a critical role in the effort to ensure the highest quality educators and staff are in place to drive student achievement and learning. Human Resources (HR) is the department or team that is primarily responsible for key functions and processes around the employee lifecycle.

This handbook is a resource for school systems, school leaders, and those who perform HC functions in the school system. It offers practical guidance to leaders for a comprehensive approach to strategic human capital focusing on recruiting, selecting, and retaining effective teachers. The contents of the handbook are based on the latest research and effective practices. The handbook includes examples of actions, resources, and references.

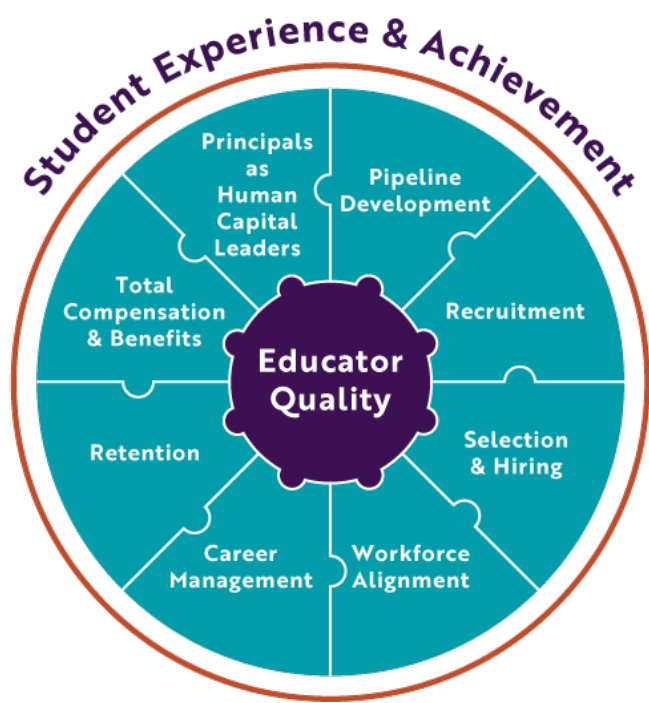
The handbook is organized into chapters: an introductory chapter that provides guidance on how to use the handbook, a chapter on leveraging data to drive decision-making, a chapter on the five-step cycle of improvement from assessment, planning, implementation, monitoring, and adjustment, and additional chapters based on key human capital functions.

In addition to this Human Capital Handbook, the Department in conjunction with USHCA will release one-page reference guides on each of the chapters, and host a webinar each month on one topic. All webinars will be housed in a professional learning platform for access after the live webinar.

CHAPTER	CONTENT	WEBINAR DATE AND TIME
1	Introduction	
2	Using data to drive decision-making	<a href="#">Nov 14, 2023</a> at 10 a.m.
3	Recruiting strategies	<a href="#">Dec 12, 2023</a> at 10 a.m.
4	Hiring and Selection (includes projection analysis)	<a href="#">Jan 9, 2024</a> at 10 a.m.
5	New Teacher Support and Induction	<a href="#">Feb 6, 2024</a> at 10 a.m.
6	Principal as Human Capital Leader	<a href="#">Mar 5, 2024</a> at 10 a.m.
7	Retention and Career Management Strategies	<a href="#">Apr 9, 2024</a> at 10 a.m.
8	Sustainable Staffing Strategies	<a href="#">May 7, 2024</a> at 10 a.m.
9	Cycle of Driving Improvement	<a href="#">June 11, 2024</a> at 10 a.m.

# The USHCA Puzzle Pieces

School systems need to address the “right” components of human capital work to improve teacher and principal quality. These human capital components interconnect to symbolize how each element of the work impacts and influences all others.



Pipeline Development: Provides the organization with a deeper, more aligned candidate pool via a variety of effective, streamlined/simple/direct, and low/no cost pathways for candidates.	
Key Actions	Key Mindsets
<ul style="list-style-type: none"><li>• Analyze historical data and current trends to build and scale effective pipelines</li><li>• Continue dialogue with Academics and Principals to understand current pipelines and new workforce needs</li><li>• Create/partner to offer multiple pathways into roles, such as Residencies and Grow Your Own</li><li>• Leverage available funding to create quicker and low/no-cost pathways to crucial roles</li><li>• Advocate at the state level to create additional certification flexibilities</li><li>• Prioritize internal candidates and local community members in pipeline programs</li></ul>	<ul style="list-style-type: none"><li>• Active pipeline creation over passive reliance on traditional Schools of Education programs</li><li>• Compensated clinical experiences as the norm rather than the exception</li><li>• Openness to new partners that may not be local</li></ul>

**Recruitment:** Ensures quality candidates for open and upcoming vacancies via a proactive, personalized, data-driven approach.

Key Actions	Key Mindsets
<ul style="list-style-type: none"> <li>• Project annual recruitment needs—by role and location—to understand where to focus your resources</li> <li>• Create the organization’s unique value proposition as a great place to work and grow your career</li> <li>• Source diverse candidates proactively from various pipelines to apply for open vacancies</li> <li>• Design and review the entire recruitment experience to prioritize candidate and hiring manager experience</li> <li>• Leverage technology and data to create a personalized candidate experience</li> <li>• Incentivize referrals and provide tools to non-HR staff to support recruitment efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Valuing potential, regardless of preparation</li> <li>• Everyone is a recruiter</li> <li>• Valuing a candidate’s time and effort; the candidate is a key customer</li> <li>• Active rather than passive recruitment</li> </ul>

**Selection and Hiring:** Secures strong candidates early and quickly by supporting hiring managers in decision-making and onboarding.

Key Actions	Key Mindsets
<ul style="list-style-type: none"> <li>• Design a clear, speedy, simple hiring process—with documented roles, responsibilities, timelines, and criteria</li> <li>• Provide tools and templates for hiring committees</li> <li>• Facilitate early hiring—e.g., creating incentives for early resignations, offering early contracts and creating policies that mitigate late turnover</li> <li>• Ensure no forced placements into high need schools; monitor for disparate impacts</li> <li>• Analyze key hiring metrics—month hired, time to fill, acceptances—to drive improvements</li> </ul>	<ul style="list-style-type: none"> <li>• HR enables effective hiring, rather than a gatekeeper of who can be hired</li> <li>• Overhiring is not an error but a strategy</li> <li>• Mutual consent is overarching goal in hiring</li> </ul>

**Workforce Alignment:** Optimizes the distribution of the workforce to flexibly meet the evolving needs of students, staff, and schools

Key Actions	Key Mindsets
<ul style="list-style-type: none"> <li>Analyze staffing patterns, like transfers and forced placements, to understand potential disparities in staff mobility, in addition to substitute fill rates and long-term sub position utilization</li> <li>Examine how HR's own practices may help/hinder equitable access to teachers, leaders, and staff</li> <li>Negotiate labor agreements that provide maximum flexibility in staffing to meet student and school needs</li> <li>Design incentives to attract and retain staff to high-needs schools and positions</li> <li>Build flexible positions that allow employees to work part-time, job share, extend their reach, etc.</li> <li>Redesign employee roles to focus on employee's core strengths and expertise (e.g. Elementary teacher skilled in math teaches it across multiple classes/grades)</li> </ul>	<ul style="list-style-type: none"> <li>HR can influence wanted behaviors with its policies and practices</li> <li>Flexibility is essential</li> </ul>

**Career Management:** Creates meaningful pathways and opportunities for effective employees to grow and advance within the organization.

Key Actions	Key Mindsets
<ul style="list-style-type: none"> <li>Create clear criteria for performance in each role</li> <li>Design and proactively share well-defined opportunities for development and growth with employees</li> <li>Make advancement opportunities and flexibilities available earlier for high performers</li> <li>Survey employees periodically on current and future career management opportunities</li> <li>Provide support to principals to improve or non-renew/ terminate low performers (including attendance issues)</li> </ul>	<ul style="list-style-type: none"> <li>Employees can guide their own career when clear options exist</li> <li>Managing careers requires latitude rather than a one-size-fits-all approach</li> </ul>

**Retention:** Reduces voluntary turnover by intentionally engaging employees to design solutions that will work for them.

Key Actions	Key Mindsets
<ul style="list-style-type: none"> <li>Analyze attrition data annually by employee type/ effectiveness/ characteristics to inform strategies</li> <li>Survey effective employees on what keeps them—or what made them leave—to design customized system and school-level solutions</li> <li>Partner with principals/managers to hold "stay" conversations with strongest employees</li> <li>Examine HR policies that may exacerbate turnover—like late transfer windows</li> <li>Prioritize strategies to retain of employees of color and employees in areas of high need</li> </ul>	<ul style="list-style-type: none"> <li>Retention in the organization is more important than retention in role</li> <li>Some people are more important to retain than others</li> <li>Reset retention expectations to align with shifting longevity of careers</li> </ul>

**Total Compensation and Benefits:** Provides a competitive advantage to attract and retain employees via a comprehensive compensation and benefits package.

Key Actions	Key Mindsets
<ul style="list-style-type: none"> <li>• Conduct compensation assessments periodically to benchmark the school against surrounding systems and other local employers</li> <li>• Expand benefits employees value such as wellness-focused initiatives, professional flexibility, remote work, teaming, and other structures</li> <li>• Provide differentiated compensation and benefits to employees in high need areas and high need schools</li> <li>• Use longevity bonuses at key points linked to turnover for employees in high-need schools/ subject areas</li> </ul>	<ul style="list-style-type: none"> <li>• You're competing against all local employers, not just other school systems</li> <li>• Education is not insulated from broader market and workplace shifts</li> </ul>

**Principals as HC Leaders:** Supports principals in building high-performing teams.

Key Actions	Key Mindsets
<ul style="list-style-type: none"> <li>• Provide key talent data reports (e.g., hiring trends, retention, attendance) and key research to inform principal HC decisions</li> <li>• Define and communicate most critical talent actions for principals monthly</li> <li>• Hold periodic meetings with principals to proactively plan for staffing needs, understand talent priorities and accelerate hiring</li> <li>• Customize HR services based on principal and school needs</li> <li>• Provide tools, templates, and resources to principals to support them in their talent work (e.g., capacity building workshops on recruitment, retention, hiring, new hire support)</li> <li>• Analyze and get feedback from principals on HR policies, practices, and service to make improvements</li> </ul>	<ul style="list-style-type: none"> <li>• HR's role is to enable a principal's instructional vision via talent alignment</li> <li>• Principals are key customers of HR and HR needs to know them and understand their needs</li> </ul>

# USING DATA TO DRIVE DECISION-MAKING

## Summary

Each of the puzzle pieces described in the introduction requires the deliberate, strategic, and constant use of data. Data connects the school system's strategy with the human capital improvement strategy and provides the guideposts by which to determine effectiveness of effort, root causes of challenges, and highlight areas that need additional attention.

**Data doesn't lie – it objectively shows areas of strength and growth.**

**Data shows the results of a team's efforts – and can encourage a change in strategy if needed.**

**Data shows impact—measuring human capital improvement over time helps show the results of your team's efforts.**

## Checking Your Capacity

- Can your systems and processes capture, connect, and report data reliably and efficiently?
- Does your school system's HR department seek, hire, and train individuals with the knowledge, skill, and will to leverage data fully?
- Do individuals and teams hold themselves accountable for improvement through the use of data?
- Does everyone—from leadership to front-line staff—demand data as part of everyday work?

## Steps to Become Data Ready

1. Establish a human capital data strategy and identify the data that matters most.
2. Collect data and develop data reports that allow you to understand this data.
3. Analyze the data and interpret results using a variety of strategies like root cause analyses.
4. Engage stakeholders with data.
5. Build a culture of data.
6. Prepare for challenges around data and don't overcomplicate your use of data.

## Your data should tell you if you...

<b>Consistently Get the Best Talent</b>	Are we able to attract, select, and hire enough candidates? How is the quality of candidates and new hires?
<b>Deliberately Deploy</b>	How equitably are educators assigned at the system and school level?
<b>Strategically Retain and Develop</b>	How are educators evaluated, developed, promoted, and retained?
<b>Effectively Deliver Human Capital Services</b>	How satisfied are principals and other stakeholders with the quality and timeliness of supports and services?



## Why is this work important?

Every puzzle piece described in the introduction—from recruitment to career management—requires the deliberate, strategic, and consistent use of data. Data can drive strategy, connecting the school system's overall goals with its human capital improvement efforts; it can also provide guideposts, revealing critical information about the effectiveness and impact of various initiatives, the underlying root causes of challenges, the additional areas that need attention, and the progress made.

- Data doesn't lie – it objectively shows areas of strength and growth.
- Data shows the results of a team's efforts – and can encourage a change in strategy if needed.
- Data shows impact – measuring human capital improvement over time helps show the results of your team's efforts.

Deliberate and strategic use of data can help you adjust your strategy. For example:

- You notice that a school that had previously been stable is suddenly having increased teacher absenteeism. You might want to explore what is happening there.
- You find that teachers from one of your university partners tend to struggle more in their first year than teachers from a different partner. You might want to work with the university partner to figure out what is happening.
- You thought teachers were leaving due to compensation, but when looking closely at the data, you realize that the retention issues are concentrated in a couple of schools. You were about to work on a compensation reform initiative, but maybe you need to change tactics to understand the climate and environment challenges at these schools.
- You are losing candidates to nearby school systems. On average, principals are identifying a candidate for hire within 2 weeks, but it is taking longer than 6 weeks to complete the hiring process, which is causing candidates to take jobs elsewhere.

Data use can be challenging though, because as a school system, you have access to so much data that it can be overwhelming.

For data to drive decision-making, a school system must be data-ready.

- The school system has identified what data matters most and it has the systems and processes to capture, connect, and report that data reliably and efficiently.
- People in the school system have the tools to capture the data and analyze it fully.
- The school system has built systems for sharing the data with key stakeholders in meaningful and understandable ways.
- Teams are held accountable based on the data.
- The school system has built regular, routine times to discuss data and has built a culture of data to make small and large decisions.

## Important Data Points–Self-Assessments

How do you know if you are using data to drive decision-making? Use this tool to help you score yourself on a scale of 1 (strongly disagree) to 4 (strongly agree) based on each enabling condition. After you have completed this self-assessment, review the evidence examples to consider ways to strengthen those particular areas. Prioritize systems and processes first.

ENABLING CONDITION	EXAMPLE EVIDENCE	SCORE
<b>SYSTEMS AND PROCESSES</b> My school system’s HR/HC systems and processes can capture, connect, and report data reliably and efficiently.	<ul style="list-style-type: none"> <li>• Data are readily available, clean, and trusted</li> <li>• Data systems are linked</li> <li>• Common definitions for data elements exist</li> <li>• Standard and ad hoc reports can be generated within hours/days—not weeks—of request</li> </ul>	
<b>PEOPLE CAPACITY</b> My school system’s HR/HC department seeks, hires, and trains individuals with the knowledge, skill, and will to leverage data fully.	<ul style="list-style-type: none"> <li>• Team and job descriptions include specific analytical and data management skills</li> <li>• Screening and hiring practices assess the ability to produce, analyze, and use data</li> <li>• Staff at all levels of the team are comfortable with using and analyzing data</li> <li>• Data leads/experts build team capacity</li> </ul>	
<b>ACCOUNTABILITY FOR USE</b> Individuals and teams hold themselves accountable for improvement through the use of data.	<ul style="list-style-type: none"> <li>• Teams and individuals know what data they are responsible and accountable for</li> <li>• Team and individual objectives are set and monitored using data</li> <li>• Measurable improvements and effective data use are recognized and celebrated</li> </ul>	
<b>CULTURE OF USE</b> Everyone—from leadership to front-line staff—habitually demands data as part of their everyday work.	<ul style="list-style-type: none"> <li>• Leaders model the everyday use of data in conversations, meetings, and presentations</li> <li>• Key data-driven meetings are scheduled on calendars, timelines, and plans</li> <li>• Teams adopt data use protocols</li> </ul>	

## Key Steps to Take

It can take time to create the conditions and systems to become fully data-driven. Below are specific recommendations to help you along the path of developing a data-driven culture. Remember that you can start simple—pick a few data points to analyze regularly and make decisions based on them.

### 1. Establish a Human Capital Data Strategy and identify the data that matters most

The first step in using data to make human capital decisions is to set up an overarching strategy. Start by identifying the key human capital decisions and questions at each stage of the teacher and principal lifespan that happen on an annual basis; example questions include:

- **Recruitment:** *How large of a teacher pipeline will we need to meet our hiring needs? Which subjects should we focus on based on hiring challenges in the past? Where and how do we get most of our candidates?*
- **Hiring:** *How many teachers do we anticipate we will need to hire next year? Which schools or subjects are more challenging to hire for? How long does it take to onboard a new employee? When do we do most of our teacher hiring? Is it when our teacher pipelines have the most candidates? Do our interviewing, screening, and hiring efforts identify the best candidates from the pipeline?*
- **Career Management and Retention:** *How many teachers leave our school system each year? Do we know the reasons? How are we supporting our educators to grow professionally? How are new teachers supported? Are we keeping our best educators?*

Also, consider long-term analytical questions that may influence school system policy over time. This analysis may take years of data collection to detect patterns but should provide a more accurate picture of the strengths and opportunities over time.

#### Examples include:

- **Recruitment:** *Which recruitment source and/or program has the greatest three to five-year teacher retention?*
- **Hiring:** *How is a cohort of teachers from a specific preparation program performing over a three- to five-year span? Which pre-hiring competencies and/or professional development programs are most predictive of effective teaching of English learners?*
- **Retention:** *Which factors over the past several years have had the greatest impact on retention and turnover?*
- Consider other one-time decisions that need to be made using data.

Your key data may change throughout the year. Some data is collected daily (e.g. teacher absenteeism), some is weekly (e.g. vacancy fill rates) and some is monthly or quarterly. Depending on the time of year, such as hiring or contract signing season—the key data points may change. For this reason, many school systems keep a data calendar to help them track which data to prioritize during that season.

### 2. Collect data and develop data reports that allow you to understand this data

The first step is to identify the key data that you want to track and measure to best understand the implementation and results of your human capital work. At a minimum, educator data should provide school systems with insight into how well talent is being managed. Below is a set of Power Metrics to consider to understand the quality of your educator workforce. These metrics can help school systems decide which data to prioritize to collect and analyze regularly, especially for small school systems with limited central office capacity.

## Teacher Power Metrics

CORE PURPOSE	TEACHERS
<b>Get the Best</b> <i>Have we recruited the best?</i>	<ul style="list-style-type: none"> <li>Percentage of new teachers—by educator preparation provider—with effective or higher ratings at the end of years 1, 2, and 3</li> <li>Percentage of new teachers—by educator preparation provider—by performance on multiple measures of student achievement and the classroom observations and practice model</li> <li>Applicants per vacancy by subject and educator preparation provider</li> <li>Number and percentage of vacancies filled by May 1, July 1, August 1, and after the opening of school</li> <li>Number and percentage of diverse candidates meeting the screening criteria by educator preparation provider</li> <li>Percentage of principals satisfied with quality of applicant pool, and/or support received to help match candidates to vacancies</li> </ul>
<b>Deploy Them</b> <i>Have we deployed them deliberately?</i>	<ul style="list-style-type: none"> <li>Distribution of teachers by performance rating and school need type</li> <li>Percentage of incoming and outgoing transfers by performance rating and school need type</li> <li>Percentage of new teachers in high-need schools</li> </ul>
<b>Retain Them</b> <i>Have we retained them strategically?</i>	<ul style="list-style-type: none"> <li>Percentage of effective and highly effective teachers retained by high/low need schools and by subject area</li> <li>Number and percentage of teachers who either improved to effective ratings or were exited</li> <li>Percentage of new teachers non-renewed for low performance</li> <li>Percentage of teachers excessively absent that are improved or exited</li> </ul>
<b>Deliver Effective HR Services</b> <i>Have we delivered HR services effectively?</i>	<ul style="list-style-type: none"> <li>Percentage of principals satisfied with human capital supports and services</li> <li>Percentage of principals satisfied with data support and insights for HC management</li> </ul>

## Principal Power Metrics

CORE PURPOSE	PRINCIPALS
<b>Get the Best</b> <i>Have we recruited the best?</i>	<ul style="list-style-type: none"> <li>Percent of new principals with effective or higher ratings at the end of 1st, 2nd, and 3rd years, by preparation program</li> <li>Percentage of new principals by performance on multiple measures of student performance and on the leadership/observation/practice model</li> <li>Applicants per vacancy</li> <li>Percentage of vacancies filled by April 1</li> <li>Principal supervisor satisfaction with applicant pool</li> </ul>
<b>Deploy Them</b> <i>Have we deployed them deliberately?</i>	<ul style="list-style-type: none"> <li>Distribution of principal effectiveness ratings across high and low-need schools</li> </ul>
<b>Retain Them</b> <i>Have we retained them strategically?</i>	<p>The retention rate of highly effective principals, by high and low-need schools</p> <ul style="list-style-type: none"> <li>Percent of low performers exited</li> <li>Percent of high performers promoted/retained</li> </ul>
<b>Deliver Effective HR Services</b> <i>Have we delivered HR services effectively?</i>	<ul style="list-style-type: none"> <li>Principal supervisor satisfaction with data and support provided for HC management</li> </ul>

These foundational questions can help you determine which of these metrics to collect and prioritize:

- Which of your schools have the greatest needs from a human capital perspective? (e.g., high teacher turnover, high absenteeism)
- How satisfied are principals and principal supervisors with human capital processes?
- How often should this data be reviewed and with whom (e.g., central office stakeholders, school-based leadership)?

As you consider what data to collect, think about the essential question you are seeking to answer and what metric will best provide that information. **Be aware of the time and effort required to collect data. Only prioritize collecting new data if it will be used to inform decision-making in the school system.**

Remember also that data comes in two forms—quantitative and qualitative. Both are meaningful and important to collect.

- Quantitative data highlights quantities, numbers, and typically things that are measurable such as scores or percentages.
- Qualitative data is mostly captured via descriptions, observations, anecdotes, conversations, written responses such as survey responses or interviews.

As you collect data, consider the best ways to maintain ongoing data management.

- Take inventory and/or map key data elements by source and owner [Note: source may include a key technology system, or files/trackers; i.e., Excel or Google suite applications]
- Determine a shared digital file storage scheme and organize the data in a manner that is transparent and lends itself to collaboration across and within teams.
- Catalog any notes and nuances pertinent to the data being collected [Example: Data codebook and/or dictionary that provides clear definitions and parameters such as time period when measuring retention or which positions are included or excluded when tracking and analyzing teacher data].

### 3. Analyze Data and interpret results using a variety of strategies

Collecting data is a crucial first step, but it is even more important to analyze it to inform insights and actions. Below are some approaches that school systems can use to analyze the data to improve initiatives. It's worth noting that no one strategy is better than the others; in fact, these strategies often complement and co-exist with one another.

- **Descriptive – What happened?** This approach allows school systems an opportunity to learn from past organizational performance, behaviors, actions, and policies. School systems can review historical data to identify common trends and patterns. Usually, this approach relies on the calculation of sums, averages, and percentages to summarize what happened.
  - **Root Cause Analysis** protocol helps identify the root cause(s) of adverse outcomes related to human capital challenges. School systems can use this protocol with teams when addressing a specific challenge to get a better understanding of the underlying issues.
  - **Opening of School Planning Protocol** enables a school system to reflect as a team by analyzing the effectiveness of their staffing at the beginning of the school year.
- **Diagnostic – Why did it happen?** This approach helps school systems determine which factors contributed to a positive or negative outcome. To do this analysis, the school system may need to identify additional data from external sources. This approach may include but is not limited to, correlations and multiple regression techniques, often relying on statistical software packages to complete the analysis. For example, a school system might notice that the number of teaching applicants has increased by 30 percent this year and they want to understand which additional contextual factors might have contributed to this spike.

It's important to provide context and perspective for your data results so that stakeholders can make sense of the trends. For example, you might compare results to what you expected or compare results from year to year or by type of school. To do this, consider ways to disaggregate the data so that it is easier to understand. Some examples include: highlighting what the data looks like across different types of schools (high, middle, elementary); showing how the data differs by subject area; and presenting the data broken down by other employee characteristics such as gender, ethnicity, or career stage.

Below are some of the guiding questions to consider.

- To what extent does the analyzed data answer your original guiding questions?

- To what extent does the analyzed data help the organization learn, inform, and improve initiatives and approaches?
- To what extent does the analyzed data identify limitations worth mentioning?

## 4. Engage Stakeholders with Data

After the results are analyzed and interpreted, then share the key insights and findings with stakeholders to measure progress, identify focus areas, and build a shared understanding of the opportunities. Consider who needs to see the data as well as when and how are the best times to share it. Some people may need to make decisions based on the data whereas others need to just be informed about it. Use that information to build the communication strategies to share it.

Consider the following questions when designing these communication structures:

- **What?** Which questions and/or decisions need to be answered? What are the critical issues that need to be addressed?
- **When?** What are the key milestones and deadlines that are imminent? Ideally data engagement timing should allow ample lead time to identify the key actions as well as to calibrate current efforts.
- **How often?** Which set of information and data needs to be communicated more frequently?
  - › Annual: Retention, new teacher hiring measures, applicant pool measures
  - › Monthly: Substitute fill rate, attendance

SUPERINTENDENT/LEADERSHIP (SCHOOL SYSTEM/REGION/NETWORK)			
Stakeholder Level	Recruitment and Hiring	Retention	Staffing
Strategic (Annual)	<ul style="list-style-type: none"> <li>• Start of School Year Fill Rate</li> <li>• New Teacher Quality</li> </ul>	<ul style="list-style-type: none"> <li>• Retention/Attrition</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/Principal Quality</li> <li>• Equitable Distribution</li> </ul>
Operational (Monthly)	<ul style="list-style-type: none"> <li>• Open Vacancies (with days unfilled)</li> </ul>	<ul style="list-style-type: none"> <li>• Resignations</li> <li>• New Hires</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance/Absences</li> <li>• Sub Fill Rate</li> </ul>

PRINCIPALS (SCHOOL)			
Stakeholder Level	Recruitment and Hiring	Retention	Staffing
Strategic (Annual)	<ul style="list-style-type: none"> <li>• Hiring Timelines</li> <li>• Hiring by Pathway/Source</li> <li>• New Teacher Quality</li> </ul>	<ul style="list-style-type: none"> <li>• Retention/Attrition by reason</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Quality/Staffing Profile</li> </ul>
Operational (Weekly/Monthly)	<ul style="list-style-type: none"> <li>• Candidate Tracking</li> <li>• Vacancy/Hiring by Stage</li> </ul>	<ul style="list-style-type: none"> <li>• Resignations</li> <li>• New Hires</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance/Absences</li> </ul>

HR/TALENT (SCHOOL SYSTEM/REGION/NETWORK/SCHOOL)			
Stakeholder Level	Recruitment and Hiring	Retention	Staffing
Strategic (Annual)	<ul style="list-style-type: none"> <li>• Applicant Pipeline Quality</li> <li>• New Hire Quality and Timing</li> <li>• Time To Fill</li> <li>• Recruitment/Hiring by Stage</li> </ul>	<ul style="list-style-type: none"> <li>• Retention/Attrition by Reason</li> <li>• Late Resignations</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/Principal Quality</li> <li>• Equitable Distribution</li> <li>• Internal Transfer (to/from HNS)</li> </ul>
Operational (Weekly/Monthly)	<ul style="list-style-type: none"> <li>• New Positions Posted/Filled</li> <li>• Open Vacancies (with days unfilled)</li> <li>• Candidate Tracking</li> <li>• Vacancy/Hiring by Stage</li> </ul>	<ul style="list-style-type: none"> <li>• Resignations by reason</li> <li>• New Hires</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance/Absences</li> <li>• Sub Fill Rate</li> </ul>

## 5. Build a culture of data.

Create the conditions, mindsets, and habits that make data a frequent aspect of everyone's role. For example, when making decisions or understanding a challenge, ask questions that require answers to be grounded in data. Start and end meetings by grounding in data to give all participants a shared understanding of the situation. Assign someone to be in charge of producing the data needed.

Additionally, you may want to develop a data calendar that outlines which key reports and analyses will be conducted by month. For each item, ownership and frequency should be indicated.

### Data Calendar Considerations

#### Option 1: Organize by key function/area

Example:

CONTRACT AND RENEWAL DECISIONS		
Data and Analysis	When	Who
Forecast # of decisions, organized by school and subject and review prior trends	Nov to Dec	Staffing
Organize by performance and likelihood of renewal	Jan to Feb	Staffing

RECRUITMENT, HIRING, AND RETENTION		
Data and Analysis	When	Who
Track vacancy and hiring data by stage by day	August	Staffing
Analyze recruitment and hiring by source	Sep to Oct	Recruitment and Staffing
Measure new teacher cohort quality	Sep to Oct	Recruitment and Staffing
Analyze time to hire for past hiring season	Sep to Oct	Staffing
Analyze turnover by reason; differentiate between involuntary vs. voluntary turnover	Sep to Oct	Recruitment and Staffing
Review stakeholder engagement survey results (new hire, principal satisfaction)	Sep to Oct	Recruitment and Staffing
Forecast new teacher hiring needs for next year	Oct to Nov	Recruitment

#### Option 2: Organize by month

Example:

AUGUST/SEPTEMBER	
Data and Analysis	Who
Track vacancy and hiring data by stage by day	Staffing

OCTOBER	
Data and Analysis	Who
Analyze recruitment and hiring by source	Recruitment and Staffing
Measure new teacher cohort quality	Recruitment and Staffing
Analyze time to hire for past hiring season	Staffing
Analyze turnover by reason; differentiate between involuntary vs. voluntary turnover	Recruitment and Staffing
Review stakeholder engagement survey results (new hire, principal satisfaction)	Recruitment and Staffing
Forecast new teacher hiring needs for next year	Recruitment



NOVEMBER	
Data and Analysis	Who
Forecast # of decisions, organized by school and subject and review prior trends	Recruitment

JANUARY	
Data and Analysis	Who
Organize teacher contract renewal candidates by performance and likelihood of renewal	Staffing

## 6. Prepare for Possible Challenges in Data Analysis and don't overcomplicate your use of data

Several potential obstacles and/or challenges may occur when analyzing data; below are some useful strategies to address them.

- **Volume of data being collected:** Employees can feel overwhelmed by the sheer amount of data within a school system. This feeling is often compounded when the data analysis requires a series of time-consuming, manual processes. To minimize this, review the existing data processes for their efficiency; adjust the data collection and analysis processes to make them more straightforward and efficient.
- **Poor data quality:** Data analysis can only be as accurate as the data entered. If the data inputted is incomplete or wrong, then so too is the analysis. Usually poor data quality stems from manual errors during data entry, so it's important to adopt uniform approaches to data collection and entry. You can reduce the likelihood of errors by leveraging technology such as automation and/or drop-down fields (e.g. Excel, Access, Google Suites) It is also beneficial to regularly implement a series of data quality checks and retrain employees as needed.
- **Data located in multiple sources:** It is challenging when data is stored in multiple places. It often requires someone to manually combine data across sources, which is time-consuming and may lead to errors. The ideal solution is to develop or adopt a centralized system that houses all data. If this is not feasible, then we recommend creating a step-by-step process and/or data manual about how to combine data across multiple sources.
- **School systems with limited organizational capacity:** Smaller school systems with limited organizational capacity can leverage their small size. Ultimately, people matter most. Data cannot replace or supersede the importance of taking the time to listen and engage with employees. These conversations can provide tremendous insight into how to improve the organization. Additionally, smaller school systems can consider creative ways to partner with other central office senior leadership staff, such as finance or budget, teaching or learning, or principal supervisors, to collect and analyze shared data to make key decisions together.

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**Don't overcomplicate it.** School systems can get overwhelmed by the amount of data. Be thoughtful about choosing which data you want to focus on regularly. Then think about broader swaths of data for bigger stepbacks. You don't need fancy charts (although they can help!)-it's most important to get the information and start using it.

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## Story of Impact

An urban school system with a student population of 70% economically disadvantaged and 85% students of color, was under a court mandate to maintain a diverse teaching staff that is reflective of their student population. With only 40% of their staff identified as teachers of color, the gap was significant. In addition, the school system recognized the benefit of staffing their classrooms to better reflect the students, so the HR team initiated an effort to collect and analyze key data and information.

The HR team looked to collect and analyze data across two key areas:

1. The proportion of teachers of color currently employed by the school system compared to the state.
2. Projected supply of teaching candidates of color graduating from local educator preparation programs.

As one of the larger school systems in the state, the school system employs 7% of all teachers within the state. In addition, 8% of all teachers within the state are teachers of color, yet the school system accounts for almost half of the state's Black teachers, a quarter of the state's Latinx teachers, and another quarter of the state's Asian teachers.

From an educator preparation supply perspective, enrollment with in-state educator preparation programs dropped by over 20% over five years with program completers dropping by 16% over the same period. Although the number of candidates of color increased slightly, the overall supply of graduates on an annual basis is too low to meet the state's hiring needs, let alone this school system. The HR team then looked at where their highest-yield recruitment sources were located geographically and found that the majority of new hires came from within the state which made the situation even more challenging.

Although the school system has been able to increase its percentage hiring of educators of color, they have not been able to make a material change towards its goal of aligning its teaching staff with the student population which is further exacerbated by teacher turnover as approximately 10% of teachers of color leave each year.

From this study, the HR team discovered that despite strong efforts, they were not going to be able to recruit their way toward their goals.

Based on these insights, they pulled together key stakeholders—a group of teachers and others across the central office to analyze the data and develop a plan. HR recognized it could not solve the challenge on its own.

This new team developed a plan focused on retention and developing new sources of teacher talent which included:

- Stronger certification supports new teachers of color to meet state requirements as well as opportunities for current teachers to obtain additional licensure in high-needs areas such as Special Education and EL.
- Affinity groups and differentiated mentoring supports.
- Grow your own programs targeting career changers, paraprofessionals, and initiating high school to teaching pathways.

This team meets quarterly to review the data and make changes to the plan. In addition, they brought another individual onto this working team who is focused on data collection at the school system level so they could be sure to have the reports they need. Data from this team became a regular part of cabinet meetings and all team members brought next steps from this meeting back to their individual departments.

Although the school system has a long way to go, they have already seen an impact on teachers of color retention. The impact of the affinity networks is harder to quantify, but the school system has been able to measure the reduction of non-renewals of teachers of color due to certification. Previously, 61% of non-renewals of provisional teachers of color were due to licensure, versus only 34% of White provisional teacher non-renewals. The school system was able to reduce this to 11%.

# RECRUITMENT STRATEGIES

## Summary

It is challenging for school systems to find great teachers, especially in specific subject areas and those with diverse life experiences. The purpose of a teacher recruitment strategy is to build a broad and diverse pool of high-potential candidates to meet the needs of your school system. Recruitment strategy includes creating pipelines for long-term needs as well as actively seeking to fulfill short-term demands.

To do this most effectively, it is important to keep these three considerations in mind:

1. Collect data and reflect on the effectiveness of various teacher preparation programs and pipelines to determine which sources are producing the greatest results.
2. Keep every possible pipeline open and ensure that there are multiple routines to become a teacher in your school system, especially during this time of dire teacher shortages.
3. Cultivate recruits constantly by understanding their needs and keeping them in the pipeline.

## Checking Your Capacity

- Do you have team members dedicated to recruitment?
- Have you identified a variety of pipelines of teachers?
- Do you have creative strategies for getting teachers certified and into classrooms?
- Do you have the systems in place to track your candidates and keep them warm as they go through the recruitment process?

## Steps to Developing a Recruitment Strategy

1. Understand recruitment in your current context
2. Forecast vacancies
3. Get everyone on the same page
4. Define who you are looking to recruit
5. Recruit/source from multiple pathways and sources of talent
6. Enhance the experience of job applicants
7. Differentiate your recruitment practices
8. Grow the capacity of principals as Human Capital leaders
9. Focus on building diversity beyond traditional pipelines
10. Hire early

## Your data should tell you if you...

<b>Quality of our pipelines (Quality)</b>	Where do we find people who become the strongest teachers?
<b>Pipeline quantity</b>	Do we have enough candidates? Candidates of color? In all subject areas? In the schools where they are needed?
<b>Quality of candidates</b>	Are we hiring early enough to ensure quality?
<b>Principal satisfaction with candidate pool</b>	Are principals satisfied with the quality and quantity of the applicant pool to meet their needs, including in high-need schools?

## Why is this work important?

Multiple studies confirm what common sense suggests—the two most important factors that increase student achievement are the quality of the teacher, followed by the leader of the school.<sup>1</sup> Yet, we know that simplifying finding enough great teachers is a major challenge for many school systems.

There is a greater demand for teachers due to increasing teacher attrition, growing student enrollment, and reduced class-size policies. At the same time, there are not as many teachers entering the profession because fewer high school students are interested in teaching, there are declines in the enrollment and completion of teacher preparation programs, and there is not as much interest in alternative teaching pathways.

In addition to these factors, there is a lack of teachers in certain subjects and there is a lack of teachers of color. As a result, the hiring challenges become dire. Refer to [Understanding Teacher Shortages](#) for greater detail.

These teacher shortages create significant obstacles to improving instruction for students.

The function of teacher recruitment is to create a board and diverse pool of high-potential candidates to meet the needs of your school system. To do this effectively, school systems need to tap new and existing pipelines to expand the teacher candidate pool. It is critical to staff all schools by having a rigorous recruitment approach that ensures a robust applicant pool.

Recruitment strategy includes diversifying and expanding pipelines and networks to deepen this candidate pool. It also involves tracking data to determine which pathways produce the best-performing teachers. In addition to external pathways, there are also internal pathways such as substitute teacher pools, paraprofessionals, and grow-your-own programs.

Those who perform Human Resource (“HR”) functions in the school system need to constantly cultivate talent, especially in critical shortage fields, so that the applicant pool is filled with great candidates ready for hire. It is also important to establish feedback loops with principals to determine their satisfaction with the quality and quantity of choices for their vacancies as well as the performance of the new hires.

## Important Data Points

Ultimately, the purpose of recruitment and selection is to find and hire the best talent to meet student and school needs. There are several possible input and output metrics to track as described in this resource, [Analyze Your Recruitment and Selection Processes for Missed Opportunities](#). However, these are the four most critical questions to ask and data to track in terms of issues of quality and quantity.

KEY QUESTIONS	METRICS
Where do we find our best, highest-quality candidates? (Quality)	Percentage of new teachers – by provider – with effective or higher ratings at the end of Years 1, 2, & 3 – disaggregated by subject and school
Do we have enough candidates? <ul style="list-style-type: none"><li>• Candidates of color?</li><li>• In all subject areas?</li><li>• In the schools where they are needed?</li></ul> (Quantity)	Applicants per vacancy by subject (and by month), provider, and school  Percentage of teachers of color in our candidate pool and as new hires – by subject, provider, and school
Are we hiring early enough to ensure quality? (Quality)	Percentage of vacancies filled by May 1, July 1, August 1, and opening of school by subject and school
Are principals satisfied with the quality and quantity of the applicant pool to meet their needs, including in high-need schools? (Quality & Quantity)	Percentage of principals satisfied with the applicant pool and HR’s support to match candidates to vacancies, particularly in higher-need schools (Example of a customizable <a href="#">Hiring Manager Satisfaction Survey</a> )

<sup>1</sup> Sanders & Rivers, 1996; Loeb & Reininger, 2004; Goldhaber, 2002; Leithwood, et al., 2004; Seashore-Louis, et al. 2010.

These metrics are a good starting place. As you track the data, we encourage you to step back and analyze the data annually, ideally in the fall, using the [Recruitment and Hiring Data Protocol](#). This resource, [Opening of School Protocol](#), describes another process for reviewing and improving upon recruitment and selection results.

Leadership teams must focus on recruitment and hiring, commonly referred to as selection, to address these shortages and find the best talent to teach students. Recruitment and selection serve two distinct and complementary purposes:

- **Recruitment** – builds a broad and diverse pool of high-potential candidates ready to meet your schools' needs.
- **Hiring/Selection** – assesses and determines the “best fit” individual(s) to hire from the recruited candidate pool to meet your schools' needs.

Some key terms related to recruitment and selection require clear definitions so that all stakeholders have the same understanding of their meaning:

- **Pipelines** are internal and external sources of future talent. Internal pipelines of candidates include those staff you already employ who might be ready for a promotion, transfer, or role change. External pipelines of candidates might include the following: student teachers; those enrolled in alternative certification programs or university programs; employee referrals; past applicants; those you met at recruitment fairs; or even your high school students. These pipelines will vary in the quantity and quality of candidates they yield.
- **Pathways** are defined as the route by which teachers are prepared and/or certified to teach. Traditional pathways most often refer to university-based preparation programs. Alternative pathways usually refer to programs for college graduates who have little, if any, formal university training in teaching or education. Most of these alternative programs are designed to provide a faster route to teaching through expedited training. A new teacher's readiness to meet students' instructional needs varies significantly across and within these educator preparation programs.
- **Shortage Area Subjects** are the subjects in which the demand exceeds the supply of teachers available. Nationally and locally, these shortage-area subjects often include math, sciences (especially chemistry and physics), special education, bilingual education, foreign languages (such as Spanish), and English as a second language. Every LEA should analyze its data to determine which subjects are the hardest to fill. Typically, having fewer than five applicants per vacancy indicates a shortage.
- **Vacancy** is defined as an unoccupied, approved, and funded position that a principal intends to fill. If a position is open due to long-term sickness or leave, it is considered temporary and often not defined as a true vacancy.

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## Key Steps to Take







### 1. Understand recruitment in your current context.

#### Analyze all components of recruitment processes and procedures.

From start to finish, a great recruitment and selection process consists of the six components explained below from sourcing candidates to offering contracts. While HR personnel usually play the lead role in recruitment and selection in most LEAs, principals and principal supervisors also make important contributions, particularly with the school-specific activities toward the bottom of the funnel. HR personnel are influential in developing principals' and principal supervisors' capacity for this work. See this resource, [Roles in Recruitment & Selection](#), which highlights the key activities by role for each component of the funnel.

Effective recruitment and selection consist of six components – from sourcing to offering contracts.

When analyzing how to improve your school system's recruitment strategy, focus on the first three steps: sourcing, screening, and cultivating candidates. HR plays the lead role in recruitment, so it is recommended to start by improving these steps first. Recruitment and selection intersect in the cultivation of candidates. Those in your school system who perform HR functions can support principals' and principal supervisors' capacity for this work. See [Roles in Recruitment & Selection](#) for key activities by role in each component of the funnel.

RECRUITMENT	SELECTION
 <b>Source</b> Proactively searching for candidates for current or future openings; building a pool for now and a continuous pipeline for the future.	 <b>Interview</b> Meeting between the hiring manager/team and the candidate to review and select; this can include demonstration lessons and other performance tasks.
 <b>Screen</b> Continuously reviewing applications to determine which candidates have the highest potential.	 <b>Offer &amp; Accept</b> Making an offer and closing the deal so the candidate accepts the position.
 <b>Cultivate</b> Offering early contracts to and keeping the interest of the highest potential candidates through constant communication is essential.	 <b>New Hires</b> Welcoming new hires on their first day and onboarding them for success in the organization.

**Evaluate and track the effectiveness of your recruitment efforts.** The ultimate purpose of your recruitment strategy is to consistently find the best talent to meet student and school needs. Your pool should be as broad and diverse as possible.

There are many possible input and output metrics to track to [Analyze Your Recruitment and Selection Processes for Missed Opportunities](#). These are the four most critical questions to ask to be able to track essential data and answer key questions about quality and quantity:

KEY QUESTIONS	METRICS
Where do we find our best, highest-quality candidates? (Quality)	Percentage of new teachers – by provider – with effective or higher ratings at the end of Years 1, 2, & 3 – disaggregated by subject and school
Do we have enough candidates? <ul style="list-style-type: none"> <li>• Candidates of color?</li> <li>• In all subject areas?</li> <li>• In the schools where they are needed?</li> </ul> (Quantity)	Applicants per vacancy by subject (and by month), provider, and school  Percentage of teachers of color in our candidate pool and as new hires – by subject, provider, and school
Are we hiring early enough to ensure quality? (Quality)	Percentage of vacancies filled by May 1, July 1, August 1, and opening of school by subject and school
Are principals satisfied with the quality and quantity of the applicant pool to meet their needs, including in high-need schools? (Quality & Quantity)	Percentage of principals satisfied with the applicant pool and HR's support to match candidates to vacancies, particularly in higher-need schools  (Example of a customizable <a href="#">Hiring Manager Satisfaction Survey</a> )

If your school system does not currently track the metrics above, this is the first place to start. As you track this information, we encourage you to step back and analyze the data annually, ideally in the fall, to look for patterns and opportunities. We recommend using the [Recruitment and Hiring Data Protocol](#) and/or the [Opening of School Protocol](#) to review and improve upon recruitment and selection results.

## 2. Forecast vacancies to understand the school system's needs.

It is helpful to predict vacancy patterns ahead of time to know where to prioritize additional recruitment efforts. For example, school systems can [calculate](#) and [analyze](#) teacher turnover and retention by school, grade level, and subject to look for trends. Additionally, when possible, revise policies to encourage earlier notification of resignations. This could include consequences for resignations after July 1st or incentives for early notifications of retirements and resignations. For other ideas, see [Improving the Teacher Resignation Process](#). It is also important to understand the broader demographic shifts within your region by partnering with local governments to understand trends as you consider the types of teachers needed. Understanding these shifts in populations and demographics can help you more accurately forecast your needs.

## Teacher Hiring Forecasting Approaches

### I. Analyze recent hiring trends

Gather all teacher hiring data for the past five years that includes the type (subject area), profile (traditional certification, alternative, prior experience level, demographics), and pathway (if available). Based on this information, identify hiring trends by subject area that include minimum and maximum by year and average across the period. This will reveal the areas that represent the biggest hiring trends. As budgets and other external factors that affect staffing change by year, this analysis will identify the hiring areas (and hiring activity) that have been consistent no matter the year.

Forecasting future hiring needs can be done by a conservative estimate based on either average hires or even the minimum hires across this period.

Looking at the profile and pathway information by subject can inform and focus recruitment efforts toward the highest yield sources. Layering in teacher quality measures can better inform strategies and focus.

### II. Leverage key factors for predictive forecasting

To estimate hiring needs for the next school year, it will be important to identify the factors that affect teacher staffing. This may include:

- Change in demand (school closings/openings, programmatic changes, enrollment changes, new competition);
- Turnover/attrition;
- Promotions/career advancement;
- Retirement eligibility;
- Certification/eligibility.

For these areas, collecting recent data and identifying key trends will help inform how these factors will affect teacher hiring needs for the next school year. In addition to analyzing attrition trends, HR can identify the staff who are eligible for retirement to further adjust their forecast. Concerning promotions, identifying whether promotions are typically filled internally can also help. For certification-related eligibility, school systems should be able to identify which teachers will be off track without any remaining options.

School systems may combine both approaches. With either approach, school systems should take a conservative estimate towards forecasting. With more experience with subsequent adjustments, a more refined approach will emerge that will also be more accurate.

## 3. Get everyone on the same page.

Create and disseminate an HR staffing calendar with all relevant dates before the start of hiring seasons. This calendar should include relevant dates regarding budget allocations and staffing deadlines. By sharing the calendar before the start of budgeting season, principals and other central office staff can help set expectations around key milestones and activities. Post the calendar on the school system's website so that potential candidates are clear about the timelines and expectations.

Everyone involved in recruitment and hiring needs to know what is expected of them. **Be clear about who does what by outlining** roles and responsibilities. The [Roles in Recruitment & Selection Tool](#) provides a starting point about what to expect from key players in this process. In smaller school systems, staff across various departments may perform these HR roles.



#### 4. Define who you are looking to recruit.

There is no one definition of a “best fit” candidate. It is most important to consider student, staff, and organizational needs and context to determine what is essential for a particular vacancy and how to find the strongest match. Use the [Best Fit Candidate Activity](#) to figure out who is needed for a school system. This resource provides guidance about how school systems can define what constitutes a “best fit” for their context and needs. Additionally, teams can use this activity to identify key characteristics of “best fit” teachers and then identify the aspects of the organization that might be the most attractive to these teachers. This information can help create a clear and compelling value proposition on why your “best fit” talent should choose your school or school system, including highlighting what makes your locale unique and special.

#### 5. Recruit/source from multiple pathways and sources of talent,

including alternative certification programs, local universities, student teachers, etc. A teacher’s pathway to certification is less important than the individual program. The type of certification—whether traditional or alternative—is not a predictor of teacher effectiveness, but individual programs do show meaningful differences in teacher quality. For more detailed research on certification, see this [Teacher Certification & Preparation Research Brief](#).

Often, school systems look only to the graduates of local colleges and universities or at hiring fairs. School systems can also recruit those with content expertise outside of educator preparation programs and have them go through an alternative preparation route.

Review the performance of teachers by pathways regularly to identify your most effective sources of candidates. To better understand your needs, we encourage you to list and [Analyze Your Current Pipelines & Pathways](#). If you choose to grow additional pipelines, review [Considerations for Growing Your Teacher Pipelines](#).

School systems often focus on the graduates of local colleges and universities or those who attend hiring fairs. However, this may not be sufficient, especially for high-demand subjects. Instead, school systems can recruit those with content expertise, even when outside educator preparation programs, encouraging them to participate in an alternative pathway to the classroom.

It is helpful for school systems to identify their most effective source for candidates. To figure this out, school systems can analyze the performance of teachers according to pathway to determine the best sources. We encourage you to [Analyze Your Current Pipelines & Pathways](#) to better understand your needs. If you choose to develop additional pipelines, review [Considerations for Growing Your Teacher Pipelines](#).

After identifying the best sources of teacher candidates, [develop meaningful partnerships](#) with these key preparation programs. Practice “active” recruitment—proactively targeting candidates who attend specific programs—rather than “passive” recruitment such as only posting vacancies and attending job fairs hoping for candidates.

**Recruit local candidates.** Consider ways to tap into your local talent first. After all, more than 60 percent of teachers teach within 15 miles of the high school they attended. To do this, consider who in the community is already interacting with students. For example, identify, track, and recruit student teachers, substitutes, and paraprofessionals already working within the school system. Programs such as the partnership with [Reach University](#) to offer an affordable option for paraprofessionals can be leveraged to recruit those already working in the school system. Many school systems are launching high-school-to-teaching programs such as [Louisiana's Pre-Educator Pathway](#) in which participating students receive academic support and professional development in the teaching profession from high school through college. Also consider local houses of worship, nonprofits, and other community organizations that provide services to children to find additional individuals who may be interested in exploring teaching as a profession.

**Leverage your current employees.** Current employees are also a valuable resource for finding great new talent. You can leverage referral campaigns for finding new teachers by accessing the networks of current employees and others affiliated with the LEA. The most common and straightforward referral programs ask current employees to provide names and contact information for potential teachers. Then the recruitment team follows up on these referrals. If the teacher is hired and/or completes their first year, then the nominating employee receives some benefit which is either monetary or non-monetary. This resource, [Best Practices & Key Considerations for Referral Campaigns](#), includes key considerations for launching a referral program.

## 6. Enhance the experience of job applicants.

Review each recruitment step and consider ways to make it a seamless, clear process for candidates. Candidate experience matters in attracting quality candidates; their perception and opinion of the school system are often influenced by how they were treated during the recruitment process. You can survey candidates, whether hired or not, to assess their recruitment experience.

- a. Review your application processes from the perspective of a candidate to gauge how transparent and efficient it feels. *How easy is it to find career opportunities on your website? How easy is it to apply via the website? Do candidates receive timely updates? Are they able to track their application status?* Please refer to [Candidate Experience: Best Practices](#) for additional tips on how to create a seamless and positive experience from job search through the application, interview, hiring, and offer stages. It is important to have clear expectations and consistent communication at each stage of the process.
- b. Review your school system website and ensure that teacher vacancies, as well as others, are available within two or three clicks for application. Applicants are more likely to apply and complete the process if they have easy access to the vacancies.

## 7. Differentiate your recruitment processes for high-needs schools and shortage subjects.

Consider which schools and/or shortage area subjects may need extra support or resources to be competitive for talent. Human capital policies and practices that treat all schools and assignments the same end up putting high-needs schools at a distinct disadvantage for recruitment, staffing, and recruitment. Instead, offer different or additional services such as the examples listed in [Edges in HC Strategies](#). In addition, school systems should differentiate HR/HC's policies and practices to help level the playing field, allowing high-needs schools to better compete for talent. This could include providing high-needs schools:

- Earlier access to applicants than other schools;
- Extra applicants and/or dedicated pipelines or preparation programs for HNS;
- Differentiated support to market their vacancies;
- Ability to hire earlier than other schools;
- *Support from HR to hire earlier than other schools – especially in shortage areas and for diversity;*
- Differentiated discussion of skills and qualities of “best fit” candidates with school leadership;
- School-specific hiring protocols for each high-needs school;
- Differentiated matching processes to identify top candidates for principal & principal supervisor by HR;
- Quality applicants are available and prioritized for last-minute vacancies in high-needs schools.

Consider how HR's role needs a [Reboot in STEM subjects](#). If your HR team functions without differentiating by subject, this white paper will help you consider how to address recruitment and hiring for STEM subjects.

## 8. Grow the capacity of principals as Human Capital leaders.

School leadership's role in the recruitment and hiring process is a significant factor in the quality of new hires. Nearly seventy-five percent of candidates reported that their decision to join the organization was greatly influenced by their site-based interview experience. More than half of the candidates said that their meeting with their prospective manager was their most important interview.

- a. To develop the capacity of school leaders, provide them with an overview of strong [Recruitment & Selection – At a Glance](#). This tool provides a summary of what is most essential to know, which is especially important for principals who are juggling a variety of responsibilities.
- b. Additionally, share [Best Practices for Recruitment & Selection](#) with principals to offer them specific recommendations for their role. This resource is based on these areas named in the funnel – Source, Screen, Cultivate, Interview, Offer, and Accept—and it provides key implementation strategies.
- c. Before recruitment, principals and hiring teams must identify the skills, competencies, and characteristics of an ideal– or “best fit” teacher based on their context and needs. Principals should lead this discussion so the team can decide: *what are our non-negotiables? What is flexible? What can be developed?* Then prioritize the top two non-negotiables throughout the recruitment process by Marketing Your School (TNTP) accordingly. Design and implement selection activities based on that ideal candidate by building an aligned selection process for their best-fit candidate.



- d. Plan out the recruitment strategy for the year ahead and create a one-page summary so that all stakeholders can understand the steps and processes. Use the [School Recruitment & Selection Planning Map](#) as a tool to do this planning.

## 9. Focus on building diversity beyond traditional pipelines.

Consider *Grow Your Own* programs to help prepare community members to serve as teachers. There is significant research demonstrating that diversity matters for students of color—it improves student outcomes, increases achievement, decreases suspensions, reduces disparities in special education referrals, and increases referrals to gifted programs for students of color.

- a. Use the [School-Level Data Capture Template](#) to collect and analyze information about diversity and other data at the school level.
- b. Use the [Diversity Research Summary](#) to better understand key challenges.
- c. Consider ways that HR can lead the way to diversify the workforce by using this tool, [Recruiting, Hiring & Retaining a Diverse Staff – What Can HR Do?](#)
- d. Engage in meaningful conversations about diversity within the school system. This might feel uncomfortable, so this resource is designed to provide questions and ideas to spark that dialogue: [Diversity Conversation Starters & Strategies](#).
- e. Highlight diverse candidates in your marketing materials and share the benefits for teachers of color to live in your community.

## 10. Hire early: When feasible, move up the hiring timeline to earlier in the year, at least early spring.

Early hiring not only ensures that the highest quality candidates are selected but also increases their likelihood of retention. In fact, research has shown that hiring after the school year starts reduces student achievement.<sup>2</sup> Instead of waiting to confirm every vacancy, utilize early contracts, which are open job offers made by the LEA to high-potential teachers for projected vacancies, most commonly in shortage area subjects.

- a. Use the [Early Hire Teacher Offer Letter–Sample](#) as a guide
- b. Consider offering early contracts for projected vacancies. Here's a planning guide for [Making Early Contracts Successful in Your School System](#).
- c. Minimize late hiring by [adopting these strategies](#), adopting policies to mitigate late resignation, identifying the optimal sequence and timing of transfer periods, and communicating hiring accountability through the superintendent's messaging.

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<sup>2</sup> [Papay & Kraft, 2016. Levin & Quinn, 2003.](#)

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## Story of Impact

Facing significant teacher shortages, a school system's traditional sources of talent have greatly diminished. After analyzing their new teacher hire cohorts from the past several years, the school system learned that the majority either already live or have family ties to the area. Accordingly, the school system re-focused its efforts on local sources. However, with the number of graduates from nearby educator preparation programs (which have been their most reliable sources of talent) diminishing, the school system realized that they needed to adjust their recruitment strategies and efforts. In addition, the HR team acknowledged that the majority of their recruitment efforts were completely passive; i.e. attending/hosting hiring events, advertising, and posting vacancies while hoping that interested candidates apply.

As a response, the school system identified and implemented several active recruitment strategies to address this challenge.

### Teacher Residency

The school system expanded their current program which has been yielding 10-15 new teachers per year. Traditionally, this program targeted college graduates including both non-education majors and education graduates who wanted a year of support and preparation before leading their own classroom. The school system has tried to expand this program which has shown positive impact, but has not been successful in increasing the number of interested candidates. The school system started to identify and recruit from other sources: career changers and current school system staff (teacher aides). The team identified key professional networks in the area and initiated outreach and information sessions targeted to this population. Although the school system has not yet measured the quality of new teachers from this expansion, the teacher residency cohort size has doubled.

### Grow Your Own

Knowing that there was a significant number of teacher aides who either had obtained their bachelor's degree or were close, the school system implemented a Grow Your Own program that partners with local universities to help prospects obtain their degree and provides certification test preparation support. The school system knew that the teacher aide staff better reflected the demographics of their student population which would help with their goals to better diversity its teaching staff. This program was able to attract candidates as the scheduling flexibility allowed for individuals to continue to work full-time. From an active recruitment perspective, the team identified all teacher aides who either already possessed a degree or were close. In addition, they worked with school leaders to identify high-potential candidates. Through this program, the school system has been able to increase the number of new teacher hires each year which has also helped with their diversity hiring goals.

### Certification and Licensure Support

The school system recognized that certification has often been a barrier to both hiring and retention which disproportionately affects teachers of color. Even with flexibility from local state policies, the school system knew that requesting waivers was not a long-term solution. Accordingly, the school system provided certification test preparation with a particular focus on hard-to-staff subjects. In addition, the school system initiated training programs for current staff to pursue and obtain additional areas of certification. Based on this effort, the school system has been able to eliminate licensure as a reason for non-renewal.

### Employee Referral Program

Informally, employees referred their colleagues to the school system. Engaging with principals, HR learned that new hires from referrals tended to be good hires, especially when referred by a great teacher. After conducting some research to identify examples, the school system initiated an employee referral program pilot with an incentive of \$100 if the new hire meets certain requirements. With the presumption that their current teacher leaders were great teachers, the team engaged with teacher leader networks to launch this pilot. The pilot was able to yield 20 new hires. The school system is now looking at how to expand this program either through a greater referral incentive or to other areas.

# HIRING & SELECTION

## Summary

Hiring and selection, including both internally and externally, is a partnership between HR and hiring managers.

Hiring and selection should be driven by three strategies:

- Move the hiring timelines so hiring happens earlier in the year.
- Develop clear criteria around hiring, understanding what is truly necessary and what is optional.
- Set up a great candidate experience so that candidates can move through the steps seamlessly, increasing the likelihood that they accept an offered position and, even more importantly, stay in your school system.

## Checking Your Capacity

As you look at your candidate experience, do you have:

- Strong branding and outreach efforts to attract candidates?
- Streamlined and easy application process so that you are only collecting data that you need at each stage?
- Detailed and accurate job postings that differentiate and highlight the unique characteristics and attributes of each opportunity?
- Timely and responsive interview process?
- Personalized offers and an efficient hiring process?

## Steps to Develop a Strong Hiring & Selection Process

1. Set up a strong pre-screening process
2. Hire early
3. Engage & cultivate top candidates
4. Support best-fit placement
5. Improve candidate experience, including through the onboarding stage

## Your data should tell you ...

COMPONENT	KEY QUESTIONS
Source	Is the application process too cumbersome? Are we turning away talent? How many candidates start an application but don't complete it?
Screen	Are we letting unqualified candidates into the pool? Are we turning away candidates who have potential?
Cultivate	Efforts to engage candidates need to be differentiated by timing (prospects vs. interviewed candidates) and type (career changers vs. traditional)
Interview	Are principals supported with the tools and training to ensure they are selecting the best?

## Why is this work important?

Hiring and selection is a broad function and encompasses both internal hiring (promotions, transfers, shared staff, etc.) as well as external hiring.

Ideally, the principal/school team is always the “hiring manager.” However, sometimes it is beneficial for HR to become the “hiring manager” in critical shortage fields, such as math, science, special education, or ESL. In these cases, HR can make an early contract offer and then the principal selects from this pool that is already under contract.

Research has proven that the quality of the teacher in the classroom, followed by the leader of the school, are the two most important factors driving student achievement. Thus, hiring well is one of the most important leadership skills. By making a “great hire,” the principal can continue to build a team that can meet students’ needs and advance learning.

Having a strong teacher candidate pipeline is a critical enabler of being able to hire well. However, currently, the “supply” of candidates continues to decrease while the “demand” for teachers increases. This demand is increasing due to several factors: increasing teacher attrition, growing student enrollment, and reduced class-size policies. At the same time, the supply is decreasing, fewer high school students are interested in teaching, there are declines in the enrollment and completion of teacher preparation programs, and there is not as much interest in alternative pathways to teaching. In addition to these factors, there is a lack of teachers in specific subject areas and not nearly enough teachers of color. As a result, recruitment and hiring challenges have become dire. These teacher shortages create significant obstacles to improving instruction for students.

Accordingly, hiring & selection improvements should be driven by three strategies:

1. **Hire Earlier:** Research shows that early hiring (April and May) results in a teaching cohort that is not only higher quality but also more diverse. Early hiring also has a positive impact on teacher retention; in contrast, hiring after the start of the school year has been shown to have negative effects on student achievement. Top candidates are more likely to receive and accept offers from competing school systems rather than waiting until the summer for a position; as a result, the quantity and quality of the candidate pool is greater earlier in the season.
2. **Develop Clear Criteria for Hiring:** Not only is timing important, but it is also essential to identify the ideal competencies of “best fit” candidates. There is no definition of a “best fit” candidate because it depends on context; it should be determined based on student, staff, and organizational needs. It’s most important to find a strong match for each particular vacancy.
3. **Set up a Great Candidate Experience:** Teachers are more likely to join and remain in your school system if they have a strong first impression as a candidate.

## Important Data Points

As you consider your hiring & selection process, it is helpful to review the recruitment & selection “funnel”. Figure out how many people you have at each stage of the funnel, and then examine where there might be leaks and opportunities.

By doing so, you will be able to see:

- Are you hiring early enough?  
(Are you losing hires during the cultivation stage because the interview stage takes too long?)
- Do you have clear criteria for selection?  
(Are your candidates accepting offers—that is a sign that there is a match between the school and the teacher?)
- Have candidates had good experiences?  
(Are candidates leaving along the pathway on their own? Why?)



Definitions of each of these stages are below:

COMPONENT	PROCESS DESCRIPTION	KEY QUESTIONS
<b>Source</b>	Proactively searching for candidates for current or future openings; building a pool	Is the application process too cumbersome? Are we turning away talent? How many candidates start an application but don't complete it?
<b>Screen</b>	Continuously reviewing applications to determine which have the highest potential	Are we letting unqualified candidates into the pool? Are we turning away candidates who have potential?
<b>Cultivate</b>	Keeping interest of highest potential candidates; early contracts	Efforts to engage candidates need to be differentiated by timing (prospects vs. interviewed candidates) and type (career changers vs. traditional)
<b>Interview</b>	Meeting between the hiring team and the candidate to review and select a candidate	Are principals supported with the tools and training to ensure they select the best?
<b>Offer &amp; Accept</b>	Making an offer and closing the deal so the candidate accepts the position	More than a transaction; opportunity for the principal to engage, sell, cultivate; Streamlined hiring processes to drive efficiency

## Key Steps to Take

1. **Prescreening for Quality.** Pre-screening applicants can be a valuable tactic for principals and Human Resources to expedite the process and calibrate on key criteria. Principals may receive over 30 applications for certain subjects; in some geographies, they may get over 100 applications. Instead of interviewing every candidate, principals can use a pre-screening process to give each applicant a qualitative rating. This helps narrow the pool, which saves principals a lot of time and allows them to prioritize high-potential candidates. However, the pre-screening ratings must be valid indicators of quality; otherwise, a principal could inadvertently eliminate high-quality candidates. It takes some time and training upfront to create a fair pre-screening process; the school system should decide if it's worth this additional investment to be able to assess the quality of a candidate with a high degree of confidence. By annually tracking and analyzing the alignment between pre-screening indicators and teacher effectiveness, school systems can make the necessary adjustments and shifts to ensure a proper balance of staff effort and accurate insight about applicants.

In addition, the hiring team can leverage a pre-screening process to attract and hire applicants. For critical shortage areas, the team can conduct deeper pre-screening activities, such as phone or in-person interviews, to offer early contracts for the candidates and areas needed most. Hiring teams can also use this outreach as a personalized recruitment and cultivation opportunity to "sell" the school system as well as interview the candidate.

It is helpful to establish pre-screening application deadlines so managers can better plan their staffing needs and allocate resources based on these application windows. These deadlines can also serve as an incentive for early applicants to be eligible for a preferred early hiring pool.

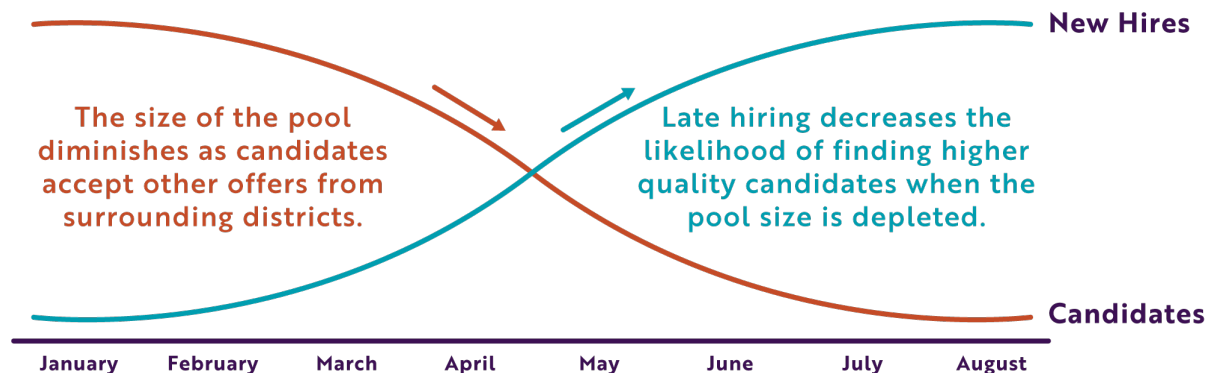
Most Application Tracking Systems (ATS) in today's marketplace enable school systems to ask specific questions during the initial application stage. These questions can serve as a filter, determining if an applicant advances to the next stage. School systems need to be thoughtful about these preliminary questions to ensure that they don't inadvertently reject high-potential candidates.

School systems should consider the following questions when deciding whether to conduct pre-screening or calibrate current efforts:

- Are there too many candidates in our current pipeline that do not meet our minimum teaching requirements? Is the current process screening out or losing any high-quality candidates?
- What do we require from applicants to complete an application? Are these requirements necessary at this initial stage in the process? Do they provide valuable insight into the quality of the candidate?
- Would it be beneficial for principals and hiring managers if the candidate pool was differentiated based on key qualitative characteristics (experience, skills, background)?
- How much time and effort is currently required to approve an applicant for interview eligibility?
- Do our pre-screening criteria, process, and ratings correlate to new teacher quality and performance?

If school systems do choose to conduct prescreening, then it is important to develop a teaching and principal pre-screening rubric and interview guide, including behavioral questions, that assesses the desired competencies and expectations. To create these materials, leverage the school system's existing teacher performance evaluation rubric and if available, its definition of an ideal teacher to align the pre-screening process with its overall mission, values, culture, and educator competencies.

2. **Hire early.** Research has shown several benefits of hiring teachers earlier in the year. It tends to yield higher-performing new teachers, attract a more diverse applicant pool, and increase the probability that they will stay in their current position. Usually, late hiring decisions are caused by delayed budget allocations, last-minute resignations or attrition, and staffing policies that push back hiring timelines.



Typically, early hiring efforts are hindered by late budget timelines, internal transfer time periods, and/or late identification of vacancies (resignations and retirements).

**Research has shown that late hiring not only hinders school system's efforts to hire the best candidates, but also their retention efforts as late hires are more likely to leave the district in the first few years.**

It can be challenging to identify a final budget earlier in the year, especially when there are financial uncertainties. Even without an official budget in place, it is possible for the school system to project overall new hires. Usually, there are some subject areas that the school system is continually hiring for year after year. School systems can also use a strong teacher forecast to project hiring needs by subject. This approach can be leveraged to identify higher-quality candidates earlier by issuing early offers, contracts, or letters of commitment. These options can vary whether employment is guaranteed or not; both approaches have their pros and cons from both a school system and candidate perspective.

A strong forecast is calibrated with a degree of conservativeness and should provide a safe target, mitigating the risk of overhiring. For example, if the school system has hired between 10 and 20 special education teachers annually over the past five years, then making early offers to 7 to 8 candidates before budgets are finalized would probably be safe.

In addition to posting specific openings, the school system can also consider posting generic teaching positions by subject area and/or overall grade span before final budget allocations. This way school systems can attract a pool of candidates to cultivate and refer to specific job vacancies as soon as they are identified. This candidate pool becomes a recruitment source for early contracts as well as potential hires for last-minute openings.

Late resignations are especially challenging because their timing usually occurs when the candidate pool is diminished both in terms of quantity and quality, as top candidates have likely secured offers from other school systems. To mitigate these late resignations, school systems can establish policies with consequences for late notification or rewards for early notification. These consequences can include a letter in the teacher's permanent file that indicates that they left without sufficient notice to replace them. Some school systems will not consider re-employing a teacher who resigns in August or later. Some more severe policies even limit future rehire opportunities or in some cases, state-driven policy can include the potential to lose a teaching license for resigning late.

School systems can also implement a declaration of intent process in which teachers are asked to state their intentions for the following year. Ideally, this annual process occurs before budget allocations so that principals have sufficient time to plan accordingly.

Some school systems provide a small financial incentive to eligible veteran teachers who resign early, usually by a February deadline. Other school systems appeal to emotions by describing the impact of late resignations on student learning and achievement. By implementing these practices as well as a declaration of intent process, school systems should be able to ascertain a clearer picture of their hiring needs earlier.



Finally, consider your hiring and staff policies. Try to finalize all promotions early enough so that principals can backfill these new vacancies when there is a robust applicant pool. Some school systems have policies that intentionally delay new teacher hiring until veteran teachers have been placed either through a voluntary or involuntary process; this delay can create significant challenges for new teacher hires. Instead, revise policies to enable earlier hiring to maximize principals' hiring efforts when there is an applicant pool that is robust in its quantity and quality. Unfortunately, these strategies and efforts can only mitigate the need for late hiring, not eliminate them. This resource, [Late Hiring Strategies](#), offers ideas based on school system exemplars.

School systems should assess these earlier offer efforts by maintaining an accurate method to track when offers are made. Ideally, school systems can make most of their new hire offers by June. By tracking prospect and applicant activity, school systems can determine whether they are on track to meet these hiring goals and objectives.

3. **Engagement and cultivation of top candidates.** It's crucial to "keep candidates warm" throughout the application process. As hiring timelines shift forward and school systems engage with candidates earlier, it can create a longer time lapse between a candidate's application and their formal offer. This can take weeks at best, often months. There's a greater risk of losing higher-quality candidates when there is a significant time gap before they receive an offer. This concern can be alleviated when there are intentional cultivation efforts as well as a redesign of the process.

In general, this current generation of new teachers is more resistant to being "sold" on a role; instead, they typically want to embrace and adopt the school's vision in their own way. It can help to engage with them, reminding them why they are valued, to prevent them from jumping to another opportunity.

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*"The Principal is not only responsible for many day-in, day-out interactions with staff that influence their decisions to stay or leave and their choices about how they will direct their efforts, but they are responsible for translating district management actions that become what teachers experience as human capital management. Thus, the principal is a key link in district strategic talent management efforts."*

–Odden, Milanowski & Kimball, 2010

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In addition to individual outreach, school systems can also host group events to attract groups of candidates. This can include hosting networking and affinity group gatherings. Some school systems are also identifying specific groups of candidates to recruit, and then holding events that focus more on their specific needs. For example, the school system might share what it's like to live in work in the area rather than just focusing on paperwork and transactions.

To support and streamline cultivation efforts, human capital teams should create a set of communication tools with standard scripts and messages that can be used in multiple ways (email, newsletter, phone calls) during different parts of the process. For example, a message to a prospective candidate who has not yet finished an application would be different than an outreach to a candidate who has received a job offer. School systems can also differentiate their communication based on the background of the candidate, recognizing that someone might need different information and support, depending if they are a veteran teacher from a nearby school system, a recent college graduate, a career changer, or someone relocating from another state. These efforts coupled with "light touch" communication updates can help make sure that your pipeline is not "springing any leaks." This resource, [Candidate Experience Best Practices](#), provides specific strategies and best practices to improve the candidate experience at every stage of the recruitment process. Teams can use this tool to analyze and improve the "how" of their candidate experience from both the candidate's and the organization's perspective at every stage.

4. **Supporting Best Fit Placement.** Principals should have the autonomy to make the best hires for their schools. To do this most effectively, principals might need support to ensure their hiring efforts are identifying and selecting the best candidates. Principals also play an influential role in the candidate's experience, often shaping their opinion of the school. Nearly 75 percent of candidates said that their interview experience was extremely or very important in their final decision to join an organization; more than half said that their most important interview was with their prospective manager. Furthermore, the principal is a key factor affecting a teacher's decision to stay or not. This resource, [Roles in Recruitment & Selection](#) specifies the key recruitment and selection activities for every role, including principals.

For these reasons, HR must expand the capacity of principals and school leaders as Human Capital managers. In addition to building a large pool of candidates, HR can take on other initiatives to support principals with their hiring and recruitment efforts. The resource, [Best Fit Candidate Activity](#), guides teams to document what the "best fit" teacher means for their organization to inform recruiting and hiring.

## Getting to Know Schools Through Data

To better support principals with hiring and retention, HR should gain a deeper understanding of each school it serves by creating school-specific profiles. These can help identify and match talent to support recruiting, hiring, and retention efforts as well as inform principal supervisors and principals about key Human Capital areas.

- School Profile Characteristics
  - › Demographics
  - › Programs and initiatives
  - › Average teacher service time
  - › Average administrator service time
  - › Principal service time
- Findings from interview(s) with the principal and/or other key members of the school staff
  - › Desired skills, competencies, and qualities
  - › The culture of school among adults, students, among the community
  - › The best part of the school
  - › Biggest opportunity areas
- Retention measures by performance rating and by years of experience
- Highlight of key attrition data (retirement, move out of the area, lateral move to another school system, promotion to another school system, left teaching/education)
- Hiring timing and performance from the past year
  - › Timing of new hires
  - › Time-to-hire (days) by position
  - › Late resignation activity
  - › New teacher quality (performance ratings of recent hires and/or other quantitative measures)
  - › Hires by source
- Staff profiles: Breakdown of staff by performance rating with other characteristics to help identify retention focus
- Current hiring measures: (updated weekly during the hiring season)
  - › Vacancies filled to date with time-to-hire measures and source
  - › Open vacancies with status
    - » Offer made (awaiting onboarding)
    - » Interviewing
    - » Open (with the number of qualified applicants for the position)

In addition, HR staff and other stakeholders can conduct school site visits to assess hiring needs more deeply, including analyzing pipeline and retention issues. HR can also offer additional training, selection, and cultivation services to schools on a case-by-case basis.



## Developing, Tracking, and Calibrating Interview Selection tools and Procedures

Collaborate with other key school system leaders to identify the key competencies, skills, and behaviors of a highly effective teacher. The teacher evaluation model and rubric can also provide insight into these ideal characteristics. Design the interview process to assess this set of characteristics. This can include performance tasks, behavioral exercises, and interview questions to assess candidates on “real-life” situations and scenarios. Demo lessons are also one of the most powerful ways to assess candidates.

It’s important to provide hiring teams with easy access to the tools and rubrics so that tracking candidate performance is straightforward and seamless. This helps the hiring teams monitor and calibrate their new hire quality measures. Hiring teams will need training and support to implement and use these tools consistently. Teams can track and analyze this data to adjust their recruitment and hiring efforts.

References are a powerful tool to help make the right hire when choosing a finalist. It is more beneficial to use probing reference checks through a direct connection, such as phone calls, than written references, which have minimal value.

This phase can include the following components: writing prompts (TNTP’s [Sample Writing Prompts](#)) and demonstration lessons (TNTP’s [Sample Teacher Lesson Instructions](#)). It is important to ask thoughtful questions during the interview process: [Sample Interview Questions](#). *DeSoto Parish uses the following [interview questions](#).* Be sure to [Avoid Unlawful Interview Questions](#) (TNTP).

## Differentiate Supports

Consider ways to partner with harder-to-staff schools to offer more intensive support around recruitment and hiring. This could include open houses and other targeted engagement opportunities. This resource, [Differentiated Services to Schools](#), offers a set of established, balanced criteria for identifying the highest-needs schools in the school system and a set of differentiated services options to drive improved talent and performance.

These targeted opportunities can allow hiring teams to focus their attention, messaging, and attention on specific schools, which may resonate better with candidates.

Open houses will:

- Provide candidates with an informed view of the building, staff, and general environment.
- Allow candidates to get to know the principal and their staff and students in a more relaxed, lower-pressure situation which is particularly important with the heavy influence of a principal around attracting and hiring teachers.
- Create connections by having candidates observe the best teachers and/or those they have something in common.

Consider establishing a formal employee referral program. Research by Glassdoor shows that employee referrals are much more likely to result in an accepted job rather than those without any personal contact. Plus it is very likely that employee referrals are already occurring on an informal basis. If funding is available, offer financial incentives for every successful referral. If there is no funding, then identify non-monetary awards such as additional professional development opportunities, public recognition, and business community-sponsored awards.

Just as it is important to know what schools are seeking in a best-fit candidate, it is also crucial to understand candidate preferences. Finding a best-fit match requires a balance of meeting both the needs of the candidate and the school. When school systems post specific jobs, a candidate’s application is a good proxy for job preference. However, some school systems need to make general postings, such as “elementary teacher” in which case it is helpful to reach out to understand if a candidate prefers a specific school or region.

Additionally, it’s helpful to create a website that provides job seekers with all of the information that they need to understand the hiring process, expectations, and other positions of interest. A candidate’s knowledge of a school system is only as good as the information they can access. For this reason, the website should also explain the school system’s culture, values, purposes, professional development, and growth opportunities.

By directly engaging with candidates, school systems can confirm their preferences as well as highlight other opportunities that they may not have been aware of.

Timing is critical. Principals are more likely to have a better match in the spring when the applicant pool is larger.

It can be tricky to measure these best-fit efforts as the impact may not be known for months or years. In the short term, principal and teacher satisfaction can provide immediate data about the effectiveness of the match. In the long term, it can be helpful to measure teacher quality through observation and evaluation processes as well as other proxies such as attendance, leadership roles, and principals' renewal decisions. Ultimately, a best-fit match should not only yield a highly effective teacher but also one who chooses to stay.

5. **Making the offer and onboarding.** The job offer should be a celebratory, congratulatory, and exciting experience. At the least, the principals should reach out and contact the candidate with a verbal offer before the candidate receives the impersonal system-generated email. As mentioned earlier, the principal is a big reason why applicants choose to accept, or not, an offer. For this reason, Principals should try to "close the deal" and sell the candidate on the school's strengths, unique characteristics, and opportunities. This resource, [Top 10 Principal Human Capital Actions](#), lists the most important principal actions to improve a candidate's recruitment and hiring experience.

After an offer is made and accepted, school systems need to make sure that the hiring process is efficient and candidate-friendly. When the process is inefficient, paper-intensive, or delayed, there is a greater chance of data entry and transaction mistakes, which require more transactional work to fix. Typical pain points from a candidate's perspective include:

- Time (too long) — multiple forms, paper-based, multiple visits
- Unclear communications on timing, status, and process
- Cost — testing, background costs, licensure, transcripts
- Missing items — systems and technology access, ID badges

These process issues and errors can result in losing high-quality candidates who opt for other opportunities.

When tracking and measuring this final hiring step, consider two perspectives: 1. Processing cycle time and candidate satisfaction. When measuring cycle times, break down the process into stages—from job posting to offer to onboarding completion. Principals tend to have most of the responsibility for these first stages, from job posting to offering. Whereas, HR is usually responsible for the final stages, from contract signing to onboarding. It's helpful to consider this process holistically to determine which aspects could be expedited. Additionally, it's useful to gather candidate feedback on their experience. This can be done through short surveys and/or focus groups. This feedback and insight can help inform process improvement efforts.

Refer to these [process redesign resources](#) to help your teams improve and upgrade their processes for maximum efficiency and effectiveness. These resources include redesign steps and suggestions about the most critical processes to tackle first.

It is important to communicate clear expectations for the candidate at every step of the process, especially for new teachers as it influences the likelihood they will stay.

- Personalized offers and an efficient hiring process
- Timely and responsive interview process
- Detailed and accurate job posting that differentiates and highlights the unique characteristics and attributes of each opportunity
- Streamlined and easy application process
- Only collect data that is necessary at this early stage
- Strong branding and [outreach](#) efforts to attract candidates

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## Story of Impact

After a school system-wide all-principals meeting, the HR team heard loud and clear from principals their frustration with hiring turnaround timelines where they have lost many candidates due to long delays in the hiring process. To gain further insight, the HR team was able to meet with new teachers during the next monthly meeting for new teacher professional development. Although this group persevered through the hiring process to completion, they confirmed what they heard from principals in addition to further frustration with earlier stages of the application process.

From these engagement efforts and the HR team's efforts to review and analyze the current process, here's what they learned:

### Cumbersome application process

On average, it took over 90 minutes to complete an application as there were multiple areas that the candidate had to complete. In several cases, the candidate entered the same information multiple times for different forms. In addition, every candidate had to complete an online assessment that included a writing sample that took almost an hour to complete; and they were required to submit three online references and an official transcript. Online references were challenging as reference providers were required to submit through the application tracking system. Data showed that only 25% of all prospects identified completed an application.

### Minimal Candidate Engagement and Communication

After completing an application, there was an average 15-20 day wait until candidates were informed of their status to proceed to apply to open positions. For those who did receive an interview, there were further long periods of silence. This was also true for the candidates who were recommended for hire. This was a greater point of emphasis for the candidates who received an early commitment offer. As the profile of new teacher hires has evolved where alternative certification candidates and career changers have increased significantly, candidates' needs, concerns, and questions have also expanded. Although the team could not directly measure, the lack of communication is believed to be a significant factor in the loss of candidates throughout the process.

### Complex Pre-Screening

Every candidate went through a rigorous pre-screening which included: reviewing online assessment results, ensuring that official transcripts and references were submitted, and reviewing resumes and writing samples. The team discovered that it took on average over 2 weeks to fully screen each applicant. The screening was initiated after official transcripts and references were submitted, so the wait for candidates was even longer. Analyzing the pre-screen criteria and results, the team learned that the pre-screen did not significantly affect the number of applicants screened out. Furthermore, principals shared that they do not use (or even look at) the online assessment results or the pre-screening scores to inform their interview selection decision-making. Concerning online references, principals preferred making their reference checks as the online references did not reveal any helpful information.

### Process Redesign

Based on these findings, the team implemented several changes:

- Pushed the official transcript requirements back in the process following the recommendation for hire.
- Eliminated the online reference requirement.
- Eliminated the online application assessment.
- "Lightened" the pre-screening process by leveraging system functionality to highlight candidates' strengths based on their application and how they answered key pre-screening questions; key quality criteria used included certification type, years of experience, and affiliation with a preferred partner pipeline program.
- Established information sessions with differentiated supports to candidates that included: certification supports, networking with other candidates/new hires, and housing and relocation advisory support.
- Created a bi-weekly newsletter targeting candidates highlighting new openings, community events and highlights, profiles of new teachers, and other success stories.

Based on these changes, the school system was able to reduce the "leakage" of candidates throughout the process by almost half. There remains other obstacles including fingerprinting and further streamlining the hiring process through greater use of technology, but the team has already received positive feedback from principals and less frustration from the candidate perspective.

# NEW TEACHER SUPPORT/INDUCTION

## Summary

New teacher support and induction is designed to orient new educators to the school system's systems, structures, practices, and beliefs as well as provide the best possible match for teacher placement. An effective new teacher support and induction system increases the likelihood of higher retention and accelerates the teacher's ability to provide high-quality instruction.

These systems should be:

- **Supportive**—new teachers receive services that help them learn and grow.
- **Personalized**—new teachers receive services based on their individual needs.
- **Streamlined**—new teachers receive services that are clear, efficient, and non-duplicative.

## Checking Your Capacity

- What is the strongest area of our new teacher experience – is it at the system, school, or individual level? Why are we strong here?
- What is the weakest area of our new teacher experience – is it at the system, school, or individual level? Why are we weak here?
- How consistent is the new teacher experience across our schools? How do we know?
- What components of our differentiated supports to high-priority teachers seem to have the most benefit? How do we know?
- How are these all aligned?

## Steps to Develop a Strong New Teacher Support System:

1. Develop a system of differentiated support for teachers in your school system.
2. Develop a high-quality induction program.
3. Identify clear roles & responsibilities to support new teachers.
4. Evaluate and track the effectiveness of your induction efforts.
5. Grow the capacity of principals in supporting the candidate experience.

## Your data should tell you if you....

<b>EFFECTIVENESS &amp; RETENTION</b>	<ul style="list-style-type: none"><li>• % new teachers—by provider—with effective or higher ratings at the end of Years 1, 2, &amp; 3</li><li>• % new teachers non-renewed for low performance</li><li>• % new teachers retained/transferred by effectiveness level in years 1, 2, 3</li></ul>
<b>EQUITY</b>	<ul style="list-style-type: none"><li>• % new teachers in high-needs schools and classrooms</li><li>• % new teachers of color overall and in high-needs schools and classrooms</li></ul>
<b>SATISFACTION</b>	<ul style="list-style-type: none"><li>• % principals satisfied with the school system's support for new teachers</li><li>• % new teachers who would recommend your school system to others as a place to work</li></ul>

For more information, please review LADOE's New Teacher Induction Program Guidance [document](#).

## Why is this work important?

Like all professions, teachers continue to learn on the job, developing the knowledge, skills, and capacity over time to become even more effective in the classroom. A strong induction program lays this foundation, providing teachers with invaluable support and resources. It shapes their initial years in the classroom, guiding them into becoming accomplished teachers.

It is important to understand the purpose of a comprehensive approach to new teacher support to create and implement actions that will result in positive experiences and growth. New teacher support and induction is designed to orient new educators to the school system's systems, structures, practices, and beliefs as well as provide the best possible match for teacher placement. This function also includes intentionality about teacher assignments and ongoing support.

Those who perform human resource functions in the school system are not solely responsible for new teacher support, but they do play an important role in making sure that new teachers are continuously improving and receiving instructional support during their novice years. Human resource leaders do have an obligation to ensure that each candidate's hiring experience, from recruitment to onboarding, is positive, and that all employees receive the necessary support to be able to fulfill their roles and responsibilities.

The quality of new teacher induction increases the likelihood of higher retention and accelerates the teacher's ability to provide high-quality instruction. The components of induction include the extent and quality of instructional mentoring and coaching, the frequency of support offered, the tracking of new teacher performance, and the level of principal satisfaction with the quality of new teacher performance.

By offering a quality induction program, the school system can accelerate the instructional skills of new teachers so that students who have a brand-new teacher, which is more often in a high-needs school, are not adversely affected.

In addition, research on new teacher assignments often cites the challenges they face when selected for high-needs schools and required to do multiple preparations for their first teaching experience. By providing quality mentoring and working directly with principals on these new teacher assignments, these challenges can be mitigated, resulting in higher retention of effective new teachers.

A comprehensive induction program should provide new teachers with high-quality mentoring, professional development and support, and the opportunity to observe and interact with effective teachers in the school and larger community. If possible, the formal induction program should be more than one year.

## Important Data Points

It is important to frequently assess the new teacher experience in your school system. The [New Teacher Experience–Assessment and Design Principles](#) tool can assist you in understanding the current state of your new teacher support and induction. Keep these important questions in mind:

- What is the strongest area of our new teacher experience—is it at the system, school, or individual level? Why are we strong here?
- What is the weakest area of our new teacher experience—is it at the system, school, or individual level? Why are we weak here?
- How consistent is the new teacher experience across our schools? How do we know?
- Which components of our differentiated supports to high-priority teachers are the most beneficial? How do we know?
- How are these services in alignment with each other?

Specific data to keep in mind includes:

<b>EFFECTIVENESS &amp; RETENTION</b>	<ul style="list-style-type: none"><li>• % new teachers—by provider—with effective or higher ratings at the end of Years 1, 2, &amp; 3</li><li>• % probationary teachers non-renewed for low performance</li><li>• % new teachers retained/transferred by effectiveness level in years 1, 2, &amp; 3</li></ul>
<b>EQUITY</b>	<ul style="list-style-type: none"><li>• % new teachers in high-needs schools and classrooms</li><li>• % new teachers of color overall and in high-needs schools and classrooms</li></ul>
<b>SATISFACTION</b>	<ul style="list-style-type: none"><li>• % principals satisfied with the school system's support for new teachers</li><li>• % new teachers who would recommend your school system to others as a place to work</li></ul>

# Key Steps to Take

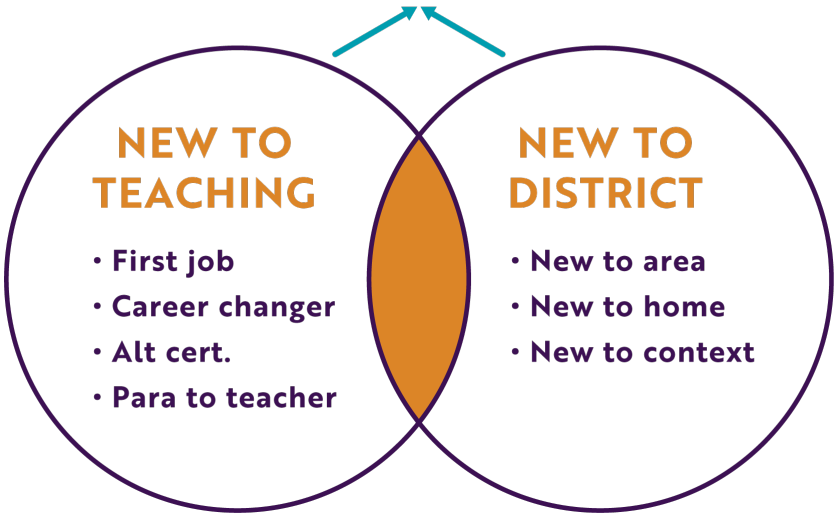
The key components of the new teacher experience occur at the system, school, and classroom levels. Every aspect of the new teacher experience should be:

- **Supportive**—new teachers receive services that help them learn and grow.
- **Personalized**—new teachers receive services based on their individual needs.
- **Streamlined**—new teachers receive services that are clear, efficient, and non-duplicative.

## 1. Create a system of differentiated support for teachers in your school system

Depending on their prior experience levels or other factors, teachers within your school system may have very different needs. It's important to understand those needs to be able to offer targeted support.

### New Teacher = First Year in Your District



The tables below suggest specific actions that school systems, schools, and individuals can take to support new teachers.

### School System Level

ALL NEW TEACHERS	DIFFERENTIATED SUPPORTS FOR HIGH-PRIORITY TEACHERS
<ul style="list-style-type: none"><li>• Welcome event for all new teachers (HR)</li><li>• New teacher information packet – who to call for what (HR)</li><li>• New teacher survey (HR)</li><li>• Only mutual selection placement in a school (HR)</li><li>• Developing/ensuring a comprehensive New Teacher Induction program with assigned mentors at the start of the year (HR/ Academics)</li><li>• Online onboarding to smooth the process for salary, benefits, and other required documents (HR)</li><li>• Identifying “high priority” teachers with a clear plan for outreach (HR)</li><li>• Support navigating certification issues</li></ul>	<ul style="list-style-type: none"><li>• Additional new teacher surveys, focus groups, or individual contact</li><li>• Targeted professional learning for those in high-needs schools and/or shortage area subjects, such as math, science, and Special Education</li></ul>



## School Level

ALL NEW TEACHERS	DIFFERENTIATED SUPPORTS FOR HIGH-PRIORITY TEACHERS
<ul style="list-style-type: none"> <li>• Continuous outreach over the summer if hired in the spring/earlier</li> <li>• Welcome and orientation to the building</li> <li>• Ongoing school-level PD</li> <li>• Reduced teaching load and time to visit classrooms of master teachers</li> <li>• Ensuring the assigned mentor is in place for the start of the year</li> <li>• Classroom observations from multiple observers</li> <li>• Notebooks prepared and in their classroom for all the logistics—how to take attendance, leaving lesson plans for subs, etc.</li> <li>• Make sure each new teacher is assigned an in-house “guide by the side.”</li> <li>• Provide an index of all the teachers in the building and their various strengths – encourage teachers to visit each others’ classrooms and ask each other for help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Special email welcome</li> <li>• Pair current staff with new teachers</li> </ul>

## Individual Level

ALL NEW TEACHERS	DIFFERENTIATED SUPPORTS FOR HIGH-PRIORITY TEACHERS
<ul style="list-style-type: none"> <li>• Make the first classroom observation an informal drop-in without consequences.</li> <li>• Mentor/ Coach for instructional support in the classroom</li> <li>• Quarterly check-ins with the principal on performance</li> <li>• Access to resources and supplies to fulfill their role</li> <li>• Ask each teacher what they need to have a successful year.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal check-in with an HR Partner/ Staffing Team</li> </ul>

### 2. Develop a high-quality induction program

A comprehensive teacher induction program should be designed to provide new teachers with the following: clear expectations and information; opportunities to practice new skills; direct and actionable feedback; encouragement; and targeted assistance when a new practice poses a challenge.

The most effective new teacher induction programs foster a sense of belonging; they build connections and relationships between the new teacher and their colleagues, enabling the new teacher to feel rooted in the school community. Additionally, the induction process should ensure that the new teacher knows who to ask and how to access information or expertise when navigating challenges. Each new teacher should complete the induction process feeling connected to ongoing structures for collegial support.

Since there are such varying needs and skills of teachers new to a school system, high-quality induction programs must differentiate their services and activities based on experiences and assignments, so that all teachers receive a solid and rigorous foundation.

For example, teachers who have significant teaching experience before joining the school system may not need as much explicit mentoring or guidance on classroom management, but they would still benefit from understanding the school system’s teacher effectiveness standards. Whereas, novice special education teachers may need more training and support regarding Exceptional Student Education (ESE) procedural requirements, Individualized Education Plan (IEP) team meetings, and family engagement. Ingersoll, Merrill, and May’s (2012) research indicates that new STEM teachers often benefit from content-specific professional development.

At a minimum, school systems should make a baseline commitment to new teachers.

Your school system's Induction Program should:

- Use only highly effective teachers as mentors, coaches, and role models.
- Set clear expectations for mentors/coaches such as frequency of contact, content of observations, and how feedback will be tracked over time. Train and monitor mentors/coaches and check-in, at least quarterly, with new teachers about the quality of their mentor/coach support.
- Limit generic school system induction activities. Encourage high-value school-specific induction activities. At the school system level, focus only on high-priority topics that will impact student success, not logistical or managerial items that can be shared online or as needed.
- Establish clear expectations for principals regarding formal and informal classroom observations and feedback. Many principals will need additional training and support to do this well with new teachers.
- Pay attention to the emotional and social needs of new teachers. Typically, new teachers feel anxious, frustrated, isolated, or even over-confident.
- Be sure that the perspectives, skills, and voices of new teachers are heard by more experienced teachers. Encourage new teachers to share at team and faculty meetings. Take advantage of their vitality and curiosity.
- Celebrate the teacher's hard work and progress. Tell them often that you want them to succeed and to stay.

There are many resources and tools that identify specific actions that school systems can implement to support new teachers. [Creating Successful Onboarding Experiences](#) outlines the goals of onboarding; it includes key actions to ensure that the hiring experience is positive. There must be an easy-to-use process in place for those tasked with onboarding new employees. Similarly, there should be clear and consistent induction and mentoring activities.

The National Teacher Center outlines high-quality mentoring and induction practices in the document High-Quality [Mentoring and Induction Practices](#). This resource provides specific recommendations to create and strengthen induction and mentoring programs.

### 3. Identify clear roles and responsibilities to support new teachers

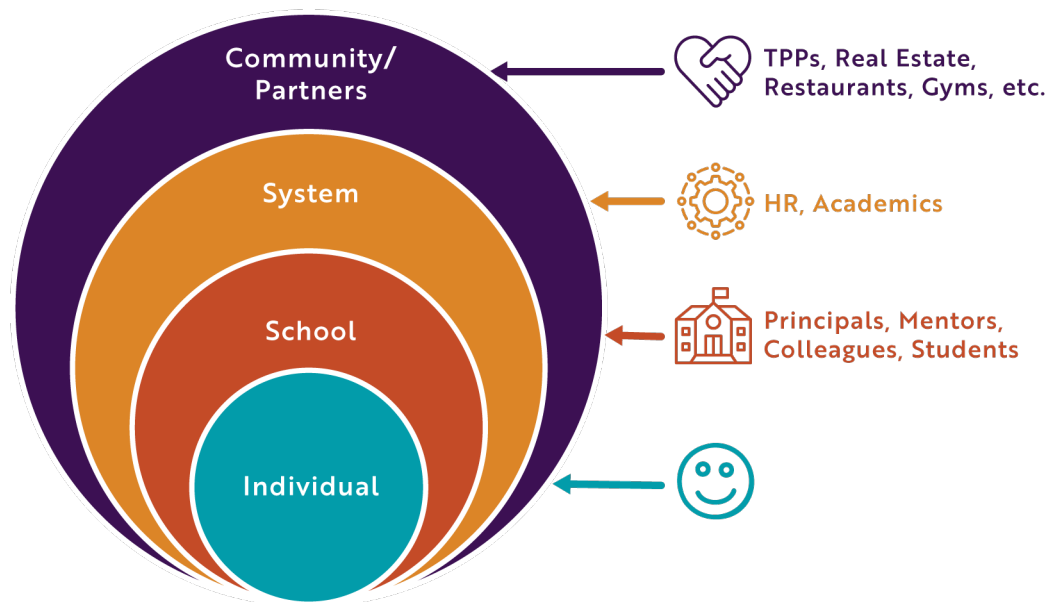
Supporting new teachers is a joint responsibility of the school system and the school. To do this effectively and efficiently, everyone involved must understand their specific roles, responsibilities, and expectations. The resource, [Roles in New Teacher Experiences](#), recommends specific roles for HR, the principal, and other central office positions that support teachers.

Those in the school system who perform HR duties have two primary responsibilities: 1. Collect and share data about the new teacher experience and 2. Help to coordinate system and school-level support for new teachers. They also play a role in expanding the principal's Human Capital capacity by designing talent policies, systems, and communications to support new teachers. Other central office positions are responsible for maximizing the tools and resources at their disposal to positively impact new teachers. It is the principal and school leadership team's role to create an environment that develops and retains great new teachers who are committed to the school and community.

USHCA has created a tool that identifies key teacher induction activities and the role of the school system and school personnel.

The [School System vs. School Roles in Supporting Induction](#) also includes templates to build a calendar of induction activities and assignment responsibilities.





#### 4. Evaluate and track the effectiveness of your induction efforts

The school system must track the effectiveness and impact of the induction efforts to determine what is working well, what can be improved, and how to address the key challenges of the program.

School systems can use the [Highly Functional Human Capital Management](#) tool to assess both the functionality of the school system's induction program and its assignment process. It is also important to analyze the quality of teachers and their performance by tracking these key metrics.

The key metrics to understand teacher performance, assignments, and retention include:

- Percentage of new teachers—by Provider—with effective or higher ratings at the end of Years 1, 2, and 3;
- Percentage of new teachers in high-needs schools;
- Percentage of probationary teachers non-renewed for low performance before being granted tenure;
- For new teachers specifically – the retention rate of highly effective teachers, by high- and low-need schools;
- % of low performers exited;
- % of high performers promoted/ retained.

It is also valuable to hear directly from teachers about their experiences to understand how the school system can strengthen its support. This can be done through surveys, focus groups, or 1:1 interviews. USHCA has several survey tools and recommendations to obtain input and feedback to understand the new teacher experience in the school system. The [New Teacher Survey](#) can be used to gain insights and make adjustments to the new teacher experience. The [School System Self-Assessment High-Quality Mentor and Induction Practices](#) is another tool that allows the school system to get a sense of the quality of the practices offered.

#### 5. Grow the capacity of principals in supporting the candidate experience

The principal's role is crucial: they are responsible for implementing a successful induction and mentoring program at their site. The leader creates the conditions and culture for new teachers to thrive in a caring learning community. Research indicates that inadequate leadership support is one of the three most often reasons that new teachers leave the profession. Principals are also responsible for teacher assignments, which can boost or hinder a new teacher.

School systems should make a commitment to new teachers.

The [Guide to the New Teacher Experience](#) outlines specific actions that school systems and schools, especially principals, can undertake to support a strong induction and mentoring program.

The [Top 10 Principal Actions—Induction, Support, and Retention](#) provides specific recommendations for principals.

Strong induction and support are directly related to the retention of teachers.

## Story of Impact

Faced with retention challenges as new teachers were leaving the school system due to the lack of adequate support, a school system with an enrollment of 6000 students across 14 schools knew that improving their new teacher induction and support efforts and the overall first-year experience would not only improve student learning but also retention.

Due to budget constraints, the school system's new teacher induction program was greatly reduced to a two-day training right before the opening of the school year. New teachers then experienced varying levels of informal support depending on the principal and staff within the school. As a result, up to a third of new teachers did not stay for their second year with many leaving in the middle of the school year.

At the annual teaching conference led by the state department of education, leaders from the school system attended a session led by the state department of education regarding a new pilot to support school systems' new teacher induction efforts. The program provided several professional learning opportunities that included:

- Five asynchronous online learning modules with in-person follow-up professional learning lab sessions where participants practiced what they learned;
- Five affinity group meetings by grade level and subject.

This was in addition to mentoring and other support provided by the school system.

The school system immediately signed up for the pilot as one of 15 school systems participating in the pilot with over 400 new teachers as part of the original cohort. However, the school system knew that they needed to enhance their current new teacher induction efforts beyond this pilot and personalize the program.

As the profile of new teacher hires has evolved, they now have a school system in which many new teachers may not have had the training and experience in classroom management. The school system developed six hours of training that were in addition to the state offerings to meet these needs. Training options centered around classroom management, data, and engagement. New teachers also were paired with a mentor chosen by the principal. In addition to general support, mentors conducted a classroom observation before the principal-led evaluation and worked with the new teacher based on the feedback.

The school system already had content-specific support led by Math and ELA coaches, but teachers of other subjects did not have the same help. The school system has a full-time instructional facilitator who visits classrooms at least monthly to undergo a coaching cycle with the new teacher. Based on individual needs, the facilitator meets with some new teachers more frequently.

In addition, a dedicated calendar of key events along with bi-weekly outreach via Google Classroom has helped new teachers manage expectations and their time.

For all new teachers, the school system provided a \$1000 stipend for all new teachers who successfully met participation requirements.

The shortage of qualified mentors was a key barrier. Mentors need to complete a six-month training process to be certified by the state and the school system only had enough qualified mentors to support about a third of new hires. To address this gap, the school system identified other lead teachers and provided training to set expectations and get them ready.

The school system's teacher induction program now encompasses a team of support along with multiple options for differentiated learning topics. A major focus of the school system was to enable this team to build and establish relationships with new teachers.

As of the beginning of summer after the pilot year, new teacher turnover has drastically reduced by two-thirds and survey results have been overwhelmingly positive. With the pilot ending and state funding reduced, the school system has recognized the impact and will continue to invest in this program. In addition to increasing the number of mentors, the school system also plans to continue to review and adjust the program based on new teacher feedback.

# PRINCIPAL AS HUMAN CAPITAL MANAGER

## Summary

Principals are considered the front-line managers of the educator workforce, yet few are trained in Human Capital management. Instead of receiving explicit guidance, they tend to learn what they need to know through trial and error and their work with the school system's HR team. As described in earlier sections, principals play a critical role in teacher selection, morale, development, and retention; however, studies have found that 80% of a typical principal's HR/HC work is spent on administrative tasks or problems with low performers rather than strategic Human Capital or talent management. Specifically, principals are the primary decision-makers for these HR functions:

1. Hiring & Selection – Best matches of talent
2. Induction & Assignment – Acceleration of skills and quality retention
3. Staffing & Deployment – Best use of talent
4. Performance Management – Differentiation of Quality
5. Linking PD to HR Functions – Quality Workforce

## Checking Your Capacity

- Does your school system develop principals as Human Capital managers?
- Does your school system provide data to support principals in their management of Human Capital?
- Does your school system work with principal supervisors to support school-level Human Capital management?
- Do you differentiate support to principals based on Human Capital needs?

## Steps to Provide Support to Principals as Human Capital Managers

1. Partner with principals.
2. Meet with groups of principals.
3. Work as a school system team, using what has been learned about principal needs.
4. Provide data.
5. Focus on equity and diversity.

### By doing this work, you should see the following improved metrics:

- % of vacancies filled by the last student day and the first student day;
- Average time from the principal's offer to a teacher to onboarding;
- % of new teachers who are retained the following year;
- % of new teachers satisfied with the support they received;
- 1-year and 3-year teacher retention %;
- % of low performers exited;
- % of principals satisfied with HR and school system support.

## Why is this work important?

While principals are considered the front-line managers of the educator workforce, few of them are explicitly trained in Human Capital management. Instead, they tend to learn on the job through trial and error, their work with the HR team, and supervision.

The *2002 No Child Left Behind Act* prioritizes student outcomes and instructional leadership. It asks principals to be “instructional leaders” focusing their time and energy on teacher evaluation and school improvement efforts rather than operations and management. However, the strength of a principal’s instructional leadership largely depends on the school’s workforce, which can turn over slowly making it challenging for leaders to proactively create the team they’re seeking.

Principals are deeply involved in the day-to-day management of adults, including issues such as absenteeism, student supervision, and interpersonal conflict. In addition to these frequent daily topics, principals are also the strategists for long-term decisions such as hiring, teacher assignments, and retention measures. It is principals, not the school system, who make the crucial decisions that build and shape the workforce. This is quite a responsibility, especially given the cost and impact. Nearly 80% of school system budgets are spent on labor. Furthermore, studies have shown that teacher effectiveness accounts for approximately 40% of a school’s impact on student achievement; principal effectiveness is another 25%.

In addition to decision-making, principals play an important role in setting workplace culture. Across all industries, working conditions are a key factor that affects employee retention. Specifically, employee retention is greatly influenced by two factors: employee satisfaction with their manager and secondly, employee relationships with colleagues. Educational research has shown that 40% of teachers who leave cite dissatisfaction with leadership as their primary reason.

While principals are instrumental in teacher selection, morale, development, and retention, studies have found that 80% of a typical principal’s HR/HC work is spent on administrative tasks or problems with low performers rather than strategic Human Capital or talent management.

Principals often work in schools where the workforce has already been selected and assigned by prior school leaders. In these cases, principals can improve the workforce by focusing their Human Capital management on diversity, effectiveness, cultural competence, attendance, and collaboration.

Principals are the primary decision-makers for these HR functions:

1. Hiring & Selection – Best matches of talent;
2. Induction & Assignment – Acceleration of skills and quality retention;
3. Staffing & Deployment – Best use of talent;
4. Performance Management – Differentiation of Quality;
5. Linking PD to HR Functions – Quality Workforce.

As principals increase their responsibility for Human Capital Management, they often report greater frustration with the relationship between the school and the school system. These frustrations include:

- limited control over teacher selection and placement;
- chronic absenteeism and confusion about leaves;
- lack of support for exiting low performers; and,
- weak induction and mentoring of new teachers.

These frustrations often stem from confusion about decision-making, poor or missing data, school system policies and practices that have an outsized impact at school sites, and/or an overall perceived lack of support for principals’ concerns and challenges.

HR leaders can alleviate some of these concerns by treating principals as Human Capital managers, shifting their relationship from one of compliance to one of support. By seeing principals as their primary customers, HR leaders can build relationships and learn about each school from the principal’s perspective. In addition, HR teams can take intentional steps to develop the Human Capital management skills of principals to improve both workforce effectiveness and educator satisfaction.

## Important Data Points

A strong HR team considers principals their key customers; accordingly, they aim to streamline processes, provide support, and be proactive to best meet principals' Human Capital needs. The following rubric can be used to assess how well your HR office supports principals.

PRINCIPALS AS HUMAN CAPITAL MANAGERS	MINIMALLY FUNCTIONAL	MODERATELY FUNCTIONAL	HIGHLY FUNCTIONAL
Developing Principals as HC Managers	Trains and develops principals in some, but not all, aspects of Human Capital Management	Provides training and support for Human Capital Management but does not seek input from the principals to address their needs	Offers ongoing learning opportunities and direct support to principals/ leadership team on best practices in interviewing, hiring, staffing, absence management, and other aspects of HC management, based on data and input
Providing Data to Support Principals' HC Management	Collects data and information but does not analyze or utilize the data to assist principals in decision-making	Provides principals with data and helps them analyze information related to turnover, absenteeism, best applicants, etc. in order to inform principals' decisions	Provides comprehensive data and dashboards on staff to principals and assists them in analyzing that data and in making informed decisions
Working with Principal Supervisors to Support School-Level HC Management	Provides HC service to schools but not linked to the work of the principal supervisor	Provides data to principal supervisors but does not influence or support work to make changes	Collaborates and supports principal supervisors with Human Capital Management in their grouping of schools
Differentiating support to Principals based on Human Capital needs	Provides equal support to principals regardless of need	Occasionally differentiates support to principals but not consistently and proactively	Targets intensive and differentiated support to principals based on specific needs

It's also recommended that principals have certain rights within the school system. Review the Principal's HR Bill of Rights and consider how your school system can provide even greater support.

PRINCIPALS HAVE A RIGHT TO EXPECT THE FOLLOWING FROM HUMAN RESOURCES/ HUMAN CAPITAL DEPARTMENTS:	OUR SCHOOL SYSTEM: + OR -
1. "One Stop Shopping"—a dedicated Human Resources Partner/Staffing Specialist assigned to designated schools who should navigate the system for the principal so they don't have to call multiple central offices or multiple people (maximum ratio—1:25 Elementary Schools and 1:15 Secondary Schools—fewer if possible)	
2. Data that is timely, accessible, and accurate on their school staff profiles by school—data on teacher performance, teacher attendance, teacher leave, teacher turnover, etc. compared to city-wide averages and national data where available	
3. Regularly scheduled school visits, face-to-face interactions, and phone calls by dedicated HR Partners/Staffing Specialists who get to know the unique Human Capital needs of the schools they serve	
4. Collaboration between the HR Partner/Staffing Specialist and the school's principal supervisor as to the Human Capital needs of their principals	
5. A robust central pool of teacher candidates and 24/7 online access to those candidates, in addition to those who may apply directly to their school	
6. No forced placements—not just for teaching positions but for ALL positions in the school	
7. Close to 100% filled vacancies at the opening of school each year and early hires in critical shortage fields are available after the opening of school for unanticipated vacancies	
8. Significantly streamlined processes and eliminated steps in processes such as requisitions and onboarding (maximum 72 hours) that do not add value (such as multiple central office approval steps)	
9. Additional support in dealing with underperforming staff and misconduct issues	
10. Participation in annual satisfaction surveys that provide the HR department with approval ratings	

## Key Steps to Take

Transitioning the responsibility of Human Capital management to principals requires a systemic approach to principal training, engagement, and coaching. Below are three ways to do this work.

1. Partnering with a principal, in person or virtually
2. Meeting with groups of principals, often with the principal-supervisor
3. Working as a school system team, using what has been learned about principals' needs

Most likely the principals' top priorities will be hiring and selection; induction and new teacher experience; teacher retention; and overall talent management. By leveraging all three approaches with principals, the HR team can align its work, differentiate its school support, and strengthen its relationships with principals.

## Hiring & Selection

The HR team can partner with the schools to better understand the anticipated number of vacancies and leaves. Using this information, the HR team can refine its recruiting strategy and develop a master calendar for the hiring session to share with all stakeholders. The HR team, or principal supervisors, can also help principals identify the attributes of their ideal candidates and create selection prompts to assess these qualities. When hiring season launches, the HR team can track key measures, including how long it takes to fill positions and if vacancies are being filled by candidates who match the 'best fit' profile.

## Induction & New Teacher Experience

While principals and mentors work directly with new teachers at the school, the school system HR team can provide behind-the-scenes support for the holistic new teacher experience, even beyond induction services. The school system can administer surveys and visit the school sites to assess the satisfaction and development of new teachers. The HR team can analyze and share this data with principals, so they can consider how to refine and differentiate their specific offerings to new teachers. Finally, HR can provide specific actions to principals throughout the year, using a research-based calendar to determine which supports are most beneficial during each season, from onboarding in the fall to retention decisions in the spring.

## Teacher Retention

HR teams can work closely with principals to analyze school-specific subgroup data to determine how to strengthen teacher retention efforts. For example, HR and principals can review the data to answer these questions: How does this school compare to other schools? Who is choosing to stay? Who is leaving? By looking closely at the data, HR teams and principals can create specific retention strategies and scale best retention practices from other schools. This can be particularly crucial when increasing retention efforts for key sub-groups, such as STEM teachers, teachers of color, and those who are considered "irreplaceable" due to their tremendous impact.

## Talent Management

HR teams can build the capacity of principals to be more strategic about workforce development, including addressing performance or disciplinary issues. This talent management strategy uses metrics and performance benchmarks to track progress and opportunities. Then the HR team, principal-supervisor, and principal can work together to review the trends, identify root causes, and co-create action plans for improvement.

## Tracking Effectiveness

Data has three purposes in Human Capital work: identifying problems and best practices; setting improvement targets; and measuring progress toward the targets. This resource, [Teacher ABC Tool](#), offers dozens of possible metrics across the eight Human Capital functions. Additionally, these two tools, the [Small School System Assessment](#) and the [Highly Functional Human Capital Management Tool](#), which are based on the USHCA Puzzle Pieces, have been specifically designed for small school systems.



When working with principals it is best to start with metrics that foster the school system-school partnership, such as

- % of vacancies filled by the last student day and the first student day;
- Average time from the principal’s offer to a teacher to onboarding;
- % of new teachers who are retained the following year;
- % of new teachers satisfied with the support they received;
- 1-year and 3-year teacher retention %;
- % of low performers exited;
- % of principals satisfied with HR and school system support.

There are recommended best practices for tracking effectiveness. One, establishing shared norms and expectations to ensure reliability across schools. Two, using dashboards, especially for data that frequently change such as teacher attendance. Third, creating easy-to-read reports so that multiple stakeholders have a shared understanding of the trends, especially when tracking a long-term metric such as retention. Fourth, providing benchmarks or comparisons for the data points so that principals and others have guideposts for understanding context. And lastly, providing protocols and support for efficient and effective data analysis.

## Story of Impact

One school system always recognized the key role that principals serve in terms of attracting, hiring, and retaining talent, but acknowledged that their principals received minimal support. Accordingly, they set out to support those principals who were already very effective in their ability to attract and retain talent and aimed to build the capacity of others who are still developing these skills.

### Strategic Supports to Principals:

The school system developed a framework in collaboration with other central office leaders to determine the degree of support by the school. This generally fell within three groups from “low-touch” for those schools that faced minimal Human Capital challenges; to schools that were hard to staff and experienced high turnover; with the rest of the schools falling in the middle category.

Establishing a professional relationship that is built on trust and two-way communication is critical for HR and the central office to be successful in supporting principals. Accordingly, the school system developed a plan to further ensure tighter alignment of all central office teams to better know their schools and principals through data as well as school visits.

The team wanted to avoid conducting school visits that were only to the benefit of HR and the central office. Typically, HR and the central office only contacted principals when they needed information, so they designed a school visit protocol for the fall and spring focused on helping principals and schools through an approach that balances data sharing and the proactive identification of support around recruitment, hiring, and retention. The timing of visits was aligned with key HR deadlines; i.e. budget release, non-renewal decisions, and evaluation deadlines, in order to provide just-in-time support. In addition to the timing, aligning and coordinating this effort with other central office teams would help to ensure that supports are aligned to drive a bigger impact and benefit. The team strongly believed that by sharing and reviewing key data together, the HR and other central office teams would be able to better prioritize and calibrate support.

FALL FOCUS	SPRING FOCUS
<ul style="list-style-type: none"><li>• ID supports for the coming year</li><li>• Review hiring and retention data from the most recent hiring season</li><li>• Gather feedback on new teachers and recent hiring efforts</li><li>• Review evaluation data</li></ul>	<ul style="list-style-type: none"><li>• Review retention targets and non-renewals</li><li>• ID anticipated hiring needs</li><li>• Review early contract pool</li><li>• Review evaluation data</li><li>• Review teacher attendance and leave activity</li></ul>

The team piloted these visits with their hardest-to-staff schools. Based on this pilot, the team hopes to make adjustments to better differentiate the support and services which will also be mitigated by HR Partners establishing a deeper relationship with principals.

In addition to these school visits, HR worked on developing tools, documenting policies and procedures, and providing just-in-time training as needed. In the fall after school opening and the peak of the hiring season was in the past, HR documented and developed the following:

RESOURCE	IMPACT
<ul style="list-style-type: none"> <li>Detailed hiring process including average timelines and task owners</li> </ul>	<ul style="list-style-type: none"> <li>Provided clarity for principals regarding task ownership</li> <li>Modified version shared with candidates to set expectations and understanding of the hiring process</li> </ul>
<ul style="list-style-type: none"> <li>Teacher hiring toolkit:</li> <li>Email/communication templates (interview invite, follow-up, offer, rejection)</li> <li>Resume and application screening</li> <li>Interviewing</li> <li>Questions</li> <li>Rubrics</li> <li>Demo lesson and performance tasks</li> <li>Reference checks</li> <li>Hiring procedures and forms including the use of applicant tracking and hiring applications</li> <li>FAQs</li> </ul>	<ul style="list-style-type: none"> <li>Improved the consistency and quality of school-based selection, interviews, and hiring</li> <li>Improved communication with candidates</li> <li>Reduced inquiries and support requests related to the hiring process and systems</li> </ul>
<ul style="list-style-type: none"> <li>Staffing Calendar that listed all key milestones and deadlines with links to key policies and other resources</li> </ul>	<ul style="list-style-type: none"> <li>Reduction of “surprise” deadlines affording principals more lead time to prepare for key deadlines</li> <li>Enabled HR and central office to schedule timely support and outreach to principals</li> <li>Greater transparency for staff, principals, and other stakeholders</li> </ul>
<ul style="list-style-type: none"> <li>Communication templates and exemplars</li> <li>Letters of reprimand, discipline</li> <li>Stay / exit conversations</li> <li>Key links and forms for employees</li> <li>Benefits</li> <li>Resignation/Retirement/Declaration of intent</li> <li>Employee referrals</li> <li>Leave /sick/vacation</li> <li>Professional learning sign-up</li> <li>Reasonable accommodations</li> <li>Employee information changes</li> </ul>	<ul style="list-style-type: none"> <li>Documenting and communicating key policies, links, and forms reduced the volume of inquiries (email and phone)</li> <li>Principal inquiries started to shift toward more complex requests</li> </ul>

With these changes, the school system has noticed that HR has been able to find additional time and capacity to more strategically support principals as the amount of time responding to information or requests that can be answered through employee self-service has been reduced. In addition, through a continuous improvement approach, the team aims to improve the quality and breadth of services and support to principals. In particular, by documenting the hiring process, HR has already identified several areas of bottleneck that can further streamline the process which will improve principal, candidate, and new hire satisfaction.