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Best Practices

In School Personnel



Using Data to Increase HR Effectiveness

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- Getting Inside Our Heads
- Teacher Performance Evaluations – A Unique Collaborative Approach
- Organizing Leadership, Support and Instruction
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- Surveying Substitute (Guest) Teachers
- And more...

2015 Best Practices

May/June/July

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DON'T FORGET THE PEOPLE: USING DATA TO SUPPORT, NOT DRIVE HUMAN CAPITAL MANAGEMENT

BY MATTHEW SLAY | DALLAS, TX

There's a shift happening in education. I can guarantee you've felt it, regardless of how closely you've been paying attention.

Modern public education has been an almost untouchable bastion with guaranteed funding from both the state and federal governments. There was no such thing as "schools of choice." Kids went to their neighborhood schools unless they could afford a private education. As a result of factors like these, there was little motivation to adapt and change at the same pace as the world outside of education.

Until the last 20 years, we've based our whole system on the "Quantitative Fallacy" — the idea that we should make decisions based solely on the data that is currently available and ignore all other factors because they aren't as easily measurable. This was no one's fault, necessarily. Due to the lack of technology, these "other factors" couldn't be measured without intensive and costly labor. The only real systems for measuring how well a school or teacher was doing were the obvious — test scores and graduation rates.

Because public funds are drying up and with the introduction of new marketplace competition with the rise of charter schools and other "school of choice" movements, we have to rethink these antiquated systems for fear of becoming obsolete.

Thanks to a groundswell of new (and inexpensive) technology, we can finally gain a broader, more holistic understanding of why our school systems are performing a certain way. We're now able to collect the data necessary to be able to understand specifically what we're doing well and where we need improve.

Where does all this change begin? It begins with how

we use this data to invest in our people.

Over the past couple of years, we've realized this need to change. As a result, we decided to redesign our entire human capital management strategy and the systems that support it. One of the major pieces of this was the implementation of a system-wide performance measurement system (since, as I mentioned before, we now have the ability to collect the data!) and an associated performance-based compensation system.

As one of the people leading this effort in our school system, let me be the first to tell you that it isn't easy and we aren't perfect. But, we're still here, and we are better because of it.

Here are five lessons we learned as a result:

Lesson #1: Take care of your people.

The decisions we make affect real people. When we stare at a spreadsheet full of performance data for months, it's easy to forget that there are real people behind those numbers. Google is consistently ranked one of the top places to work in America. The key to their success is simple, according to Laszlo Bock, head of HR. "The bottom line is you sleep well at night by treating people the way you want to be treated." I don't know about you, but I don't want to be treated as if I'm only a number.

Lesson #2: Be data-informed, not data-driven.

Data should never drive our interactions and decisions, but rather, inform those interactions and decisions. Let the data be what it is...a tool for making decisions, not the decision maker itself.

Oftentimes we forget this particularly when we're looking at test scores. It's important to remember that, while the data will tell you a great deal, each student has a unique story and no statistical model will ever perfectly predict how a student will perform. As a result, we would be flawed in using only that information to make decisions that affect our students.

Lesson #3: Align goals across the entire organization.

We went through an exercise that had an incredible effect on the health of our organization. Our superintendent, in collaboration with our board, set goals for where we as a school system want to be in two years. Each person in the organization, from facilities workers to principals to teachers to receptionists, set goals that directly support these goals.

As a result of this system-wide alignment, our entire organization is working towards the same end. Each person is contributing to the success of the system as a whole, regardless of his or her role.

Lesson #4: Cultural change is required for success.

My wife was a teacher in another school district. At the start of each school year, she would inevitably come home frustrated and overwhelmed because new initiatives would be introduced with no warning, no context and no support. The only hope she had was knowing that, in two months, those things would be long forgotten. It's not that these initiatives were necessarily bad (okay, some of them were), but no one understood why they were necessary.

We knew introducing a performance measurement system was going to be tricky business. However, we took a very measured approach to its implementation. We made sure we initiated cultural change long before we ever took steps to actually measuring performance. We took every opportunity to talk about the importance of performance measurement as a tool for continuous improvement, as opposed to using it as a method for getting rid of people.

Because we spent the time re-shaping the culture, once

we did roll it out, no one was caught off guard and everyone at least understood why we were doing it. I'm not naïve enough to think that everyone was on board. But, we definitely minimized the negative response as a result of the prior cultural engagement.

Lesson #5: Overcommunicate.

We did a focus group with the campus that piloted our performance measurement system. The biggest thing that we heard over and over is that they felt lost. They felt like things were changing all the time and that we were doing a poor job at letting them know. As a result, we looked for every possible way to communicate, from building a website specifically for hosting information about the system to meeting with campus leadership on bi-weekly basis to go over any issues that arose.

At the end of the pilot year, we surveyed the staff. More than 90 percent responded that they felt like things were communicated well once we made those changes. We never would have succeeded if people continued to feel lost.

Matthew Slay is the Program Manager for Life School of Dallas, an open-enrollment charter school system. Working in conjunction with various stakeholders, Matthew is helping to develop and implement an innovative Employee Performance Measurement System and Human Capital Management System.



Before joining Life School of Dallas, Matthew served education, healthcare, philanthropic, and faith-based non-profits executing comprehensive fundraising campaigns. His experience includes project management, process development and writing, operations management, creative direction, direct mail and online fundraising, and online solutions consulting and development.

He is married to Kellie and they find great joy in raising their son, Harrison, and daughter, Adelaide.

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Baldrige Quality

Creating Effective HR Systems Through Data

BY MARK KEEN | WESTFIELD, IN

In order to improve education, we need great teachers in the classroom. Ever hear reformers and others say things similar to this? Normally, they go on to discuss how to evaluate teachers in great detail and how to train them. What if the teachers you have are not wired to focus on students? Have you ever heard a reformer say, “We need to get the best teachers into the classroom by using systematic processes to identify the best before they get into the classroom?” I have not. In fact, my college courses leading to a doctorate focused on budgeting, buildings, and curriculum, but not one course in human resources.

Our district believes in “pay me now or pay me later.” What does that mean? With limited resources, we invest in finding and identifying the best before they ever enter our classrooms, rather than spending even more on administrator time and attorney fees to terminate a poor teacher after they have had a negative impact on students.

We use Baldrige quality criteria to improve all of our systems as well as align the systems. More information about the criteria can be found at ASQ.org. We have had Baldrige examiners assess our systems and our HR system has always received high ratings. Before reviewing the system, what are the data outcomes that show the effectiveness of our system?

Before going into the system, two other points need

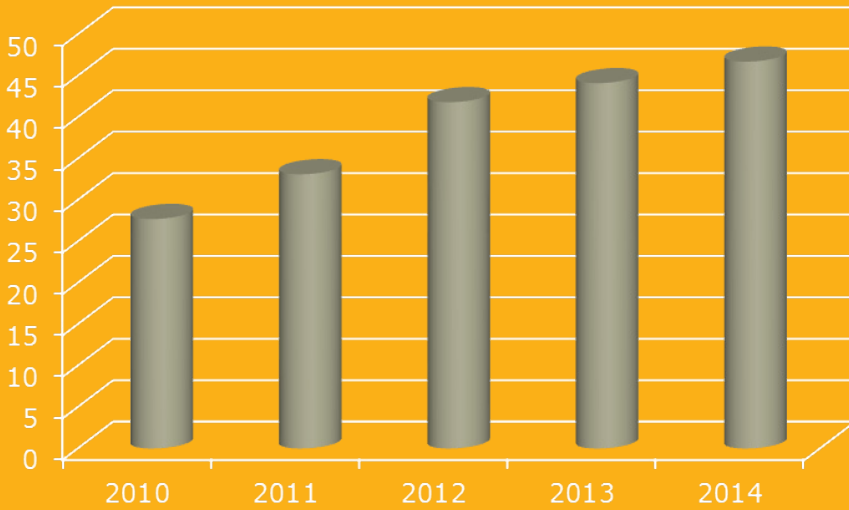
to be covered: One, our mission and vision. Our mission is to provide meaningful and engaging work in the pursuit of profound learning. Our vision is to be the world-class learning organization focused on continuous quality growth for all. Our staff selection process identifies people with the talent to carry out the mission and vision. There is alignment and alignment is the key to effectiveness.

Two, our data shows continuous growth and excellent outcomes over a long period of time. We’ll focus on four results: graduation rates, AP results, international comparisons, and school climate. Our non-waivered graduation rate remains between 97-98 percent, but was 83 percent when we started the Baldrige process in 2006. Even more significant is our 4-year graduation rate for different subgroups: Asian at 100 percent; African American at 100 percent; Hispanic at 91 percent; free/reduced lunch at 92

percent; special education at 92 percent; and EL at 91 percent.

Year	% Passed	# Passed	# Taking Exam
2010	39.76%	198	501
2011	53.95%	287	534
2012	61.50%	437	710
2013	75.60%	442	584
2014	78.40%	617	787

Passing Rate



AP success as measured by percentage of students in a graduating class passing at least one exam and the number of successful tests achieving college credit has increased dramatically. We require every student taking an AP class to take the exam (see chart above and on previous page).

Now to the system. The system has been refined over time using the Plan, Do, Study, Act (PDSA) cycle. We have had the system in place for more than 18 years and 98 percent of our staff has been selected using the system. The key to the system is the structured interview process that has a scientific research basis so that the questions and scoring truly reflect the outcomes in identifying accurately the attributes we are seeking. The instrument we used

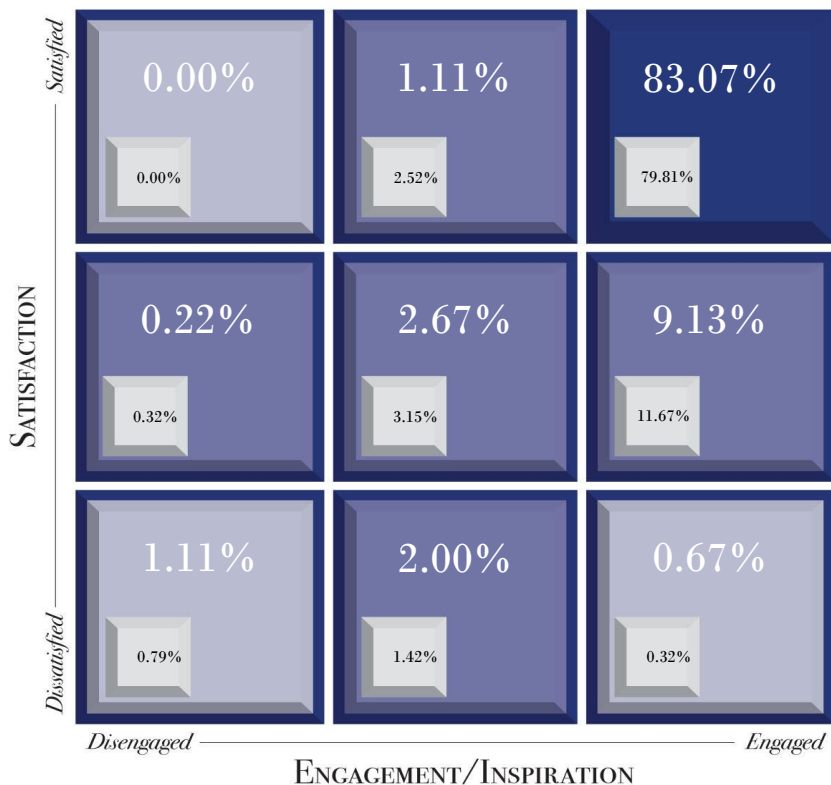
PISA results comparing the scores of our high school students to those in other countries are shown in the chart below. Only Shanghai-China scores better internationally than our students.

Finally, the climate scores of our employees are shown in chart four on the next page. The average score in the upper right hand box is around 35 percent. This climate results in great collaboration and low turnover.

identifies candidates with a very strong focus on students and very little focus on themselves, perfectly aligned with our mission. Who a person is doesn't change over time. What they can do, does.

So candidates apply online, then directly to a screening instrument that generally identifies student and teacher focus. Candidates who have a strong student focus are brought in for an in-depth interview at Central Office. Candidates who score above a certain score are placed into the pool of candidates for principals to interview and select from. Every principal has gone through training in administering the instrument, so they know what they are getting in the candidate. The job of the principal is to find the candidate who is the best "fit" for the job. Although each building has a slightly different way of doing this, other administrators and some teachers are in the fit interview. No matter which candidate is selected, the principal also has information on candidate strengths

READING	MATH	SCIENCE
Shanghai-China	Shanghai-China	Shanghai-China
548	Singapore	561
Korea	552	Finland
Finland	Korea	Singapore
Singapore	Finland	Korea
Canada	Japan	Japan
Japan	Canada	Canada
Poland	Germany	Germany
Germany	Poland	United Kingdom
500	United Kingdom	Poland
United Kingdom	487	502
Portugal	Portugal	Portugal
Mexico	Mexico	Mexico
Brazil	Brazil	Brazil

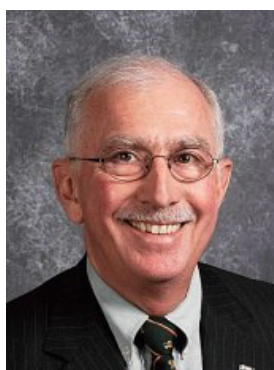


who have a strong focus on students, and are like fellow teachers, leading to great collaboration. The end results are high student achievement, great school culture, very low staff turnover and outstanding community support.

Note: More on PDSA can be found on ASQ.org. Also, our latest Baldrige visit highlighted a real strength in being innovative and agile, direct results of our evaluation system, which is aligned to the selection process.

and weaknesses for professional development purposes.

In summary, the HR system identifies candidates who have attributes that align with our mission,



Mark Keen is the superintendent of Westfield Washington Schools, a position held since 1997. Because the district is rapidly growing, he has focused on building and developing a high caliber team that concentrates on ways to improve student learning. He served for the American Association of School Administrators, the advisory committee of the Center for System Leadership, and the advisory committee of the Education Division of the American Society for Quality.

Prior to coming to Westfield Washington, Mark spent 27 years in St. Charles, Missouri, serving as an elementary teacher, an elementary principal, an assistant superintendent for human resources, and superintendent.

Mark has authored numerous articles, and Westfield Washington has been featured in many publications. Mark has been honored as Community Leader of the Year, Citizen of the Year, and in 2006 was named the Indiana Superintendent of the Year. He has also received the President's Technology Award from AASA.

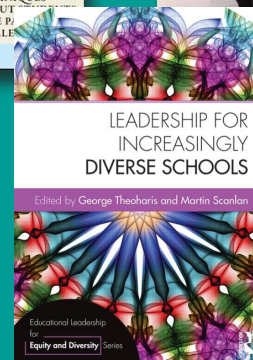
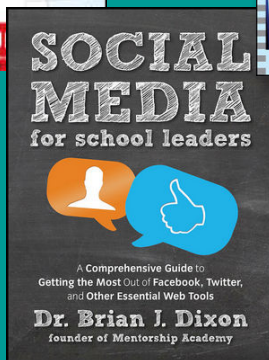
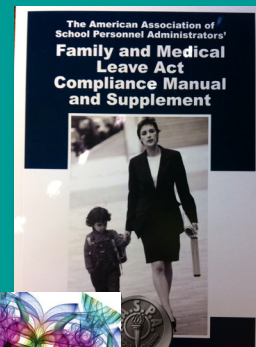
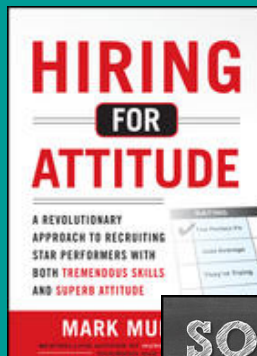
Mark's formal education is a B.A. from Westminster College in Fulton, Missouri. His M.Ed. is from the University of Missouri at St. Louis and his Ed.D. is from the University of Missouri. He also has learned much from raising two children and from his wife, a special education teacher.

Mark is passionate about improving student learning. The challenge of working with adults to improve the systems which impact learning is never-ending. A second challenge is the selection of high quality talent to engage students in learning, or as part of the system which supports the classroom teachers.

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Emily Douglas-McNab
& Allison Wert

Getting Inside Our Heads

Whose heads exactly?



700

of our K-12 HR peers let us inside theirs.

In HR, we are obsessed with titles and names. This may be part of our nature since we maintain and update job descriptions, compensation systems, and org charts, but we have been playing the ‘name game’ for more than 40 years. HR offices were once known as “Personnel” departments before many morphed into “Human Resources” in the 1970s and 1980s. Now, a number of HR groups are changing names again. The HR branch at Google and Uber is called “People Operations.” The HR department within Honda’s Research and Development arm changed its name to the “Office of Talent Management.” Even in education, we see district HR offices that now call themselves the “Office of Human Capital” or the “Office of Talent Acquisition.”

Some of you may look at this shift and think, “Who cares?” It’s just semantics, right? Indeed, as William Shakespeare would argue, “That which we call a rose, by any other name would smell as sweet.” Yet, we wondered, what name is most popular, what is preferred, and even more importantly, what motivates and drives decisions for this team of people?

To find out, we surveyed K-12 HR professionals in education in the spring of 2015, asking questions around what people are calling their department as well as their work experiences, background, and motivation. What follows are the responses of nearly 700 individuals.

FINDING
1

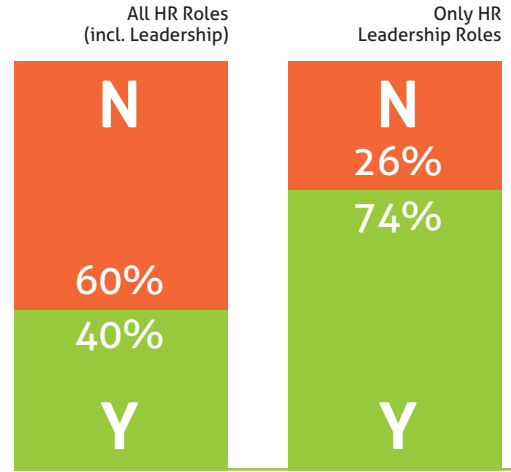
Most district HR Leaders have building and/or classroom management experience.

74 percent of HR leaders in the survey noted that they were former teachers or building leaders. This means that most leaders have moved up through the ranks of education leadership.

FINDING 2

District HR Professionals overall, however, do not have teacher or building leader experience.

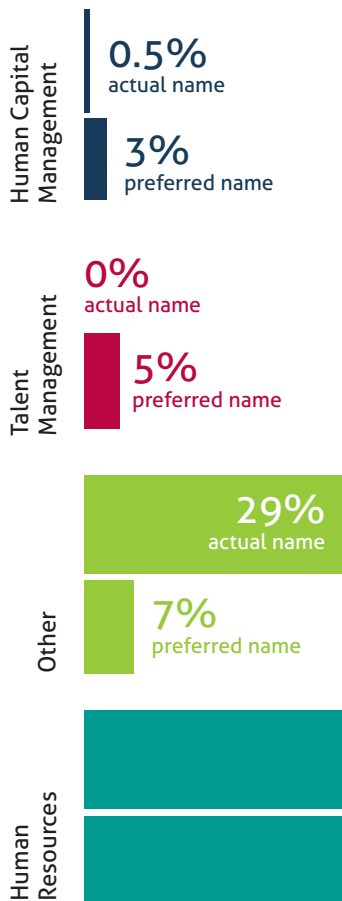
Compared to 74 percent of HR leaders, only 40 percent of HR staff (including HR leaders and support staff) are former teachers or building leaders, leaving 60 percent of HR professionals in school districts who have no teacher, assistant principal, or principal experience.



TAKEAWAY

HR leaders and department staff all bring different skills and experiences to the table. This means that HR professionals must work together—sharing their knowledge of building leadership or teacher education, as well as the practices of HR outside of education! HR Leaders with classroom and building leader experience must work to ensure all staff are keeping in mind what’s best for students. *As an HR leader, think about how you can transfer your experience and knowledge to your team.* As an HR professional, seek to learn and be mentored by an HR leader who has more extensive or varied experience than you do.

Actual Department Name vs. Preferred Department Name:



Most K-12 Districts are using the term “Human Resources.”

While other names are being used by the office that handles recruiting, hiring, growth, evaluation, and compensation within school districts, 70 percent of survey respondents actually refer to the office as “Human Resources.”

HR Professionals in K-12 Districts overwhelmingly prefer the term “Human Resources.”

HR professionals also have no interest in changing their department name. Despite new creative names appearing, when asked what term they would like, 84 percent of respondents note that they would still like the department to be called “Human Resources.”

FINDING 3

FINDING 4

While a few K-12 organizations are using other terms (and as we see a variety of terms in other sectors), most HR professionals in K-12 districts are still calling—and prefer to continue calling—their department “Human Resources.”

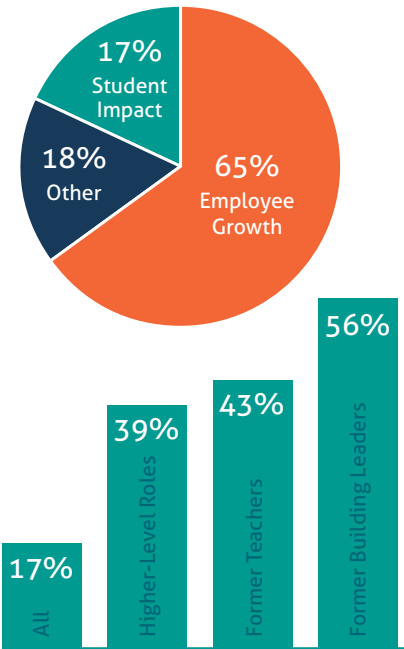
TAKEAWAY

FINDING 5

K-12 HR Professionals' primary motivator is supporting employees.

At the end of the day, we all have different reasons why we are in the education sector as well as our current job role. Yet, when it comes to surveyed HR professionals overall, 65 percent of respondents noted that their primary motivator is engaging, growing, and supporting employees. Meanwhile, only 17 percent of HR professionals overall noted their primary motivator as impacting students.

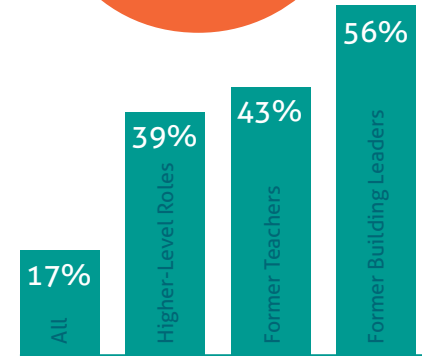
KEY MOTIVATORS All HR Professionals



FINDING 6

Former teachers and building leaders are also motivated by student impact.

However, if we break down the data further, we see that 43 percent of former teachers and an even higher 56 percent of former building leaders cite student impact as their primary motivator.



View Student Impact as Key Motivator



TAKEAWAY

While employee engagement is the top motivator for HR overall, *those previously serving in teaching or building-level roles show an increased interest in student impact.* We saw earlier in the survey that the majority of HR leaders came from these roles, so it is not surprising then to find that HR leaders take a stronger interest in student achievement than their support staff. The challenge for HR leaders is to find a way to make student impact a more visible goal for

their HR team. While they are not in front of students every day, the work HR does is crucial to student growth. Whether it's sharing success stories from the classroom or tasking your staff with specific projects that tie to student achievement, find ways to encourage your staff to see the bigger picture. From recruiting and hiring to substitute management and compensation, help your team see how every area of HR ultimately benefits the students.

Most Common HR Decision Driver:

34% believe student impact drives HR decisions

FINDING 7

Student impact influences HR decision-making, yet drivers vary.

While responses did vary, HR professionals chose student impact as the leading factor that drives decisions in HR. In addition, 19 percent selected budget/funding, 14 percent said it's their district's strategic plan, and 11 percent said it's the professional well-being of employees.



TAKEAWAY

Even though student impact is not the primary motivator for all HR professionals, *it is often the primary factor driving the actual decisions that take place in the department.* With budget

and funding close behind, it's not surprising to find that most HR decisions are driven by the money available and student outcomes.

So what is in a name? Not much, it turns out. You could be a highly successful "Personnel" department or a struggling "Human Capital" or "Talent Management" office. More important than the term we use is the activities HR departments are doing that support staff and students. So, whether you call it human resources, talent management, human capital, or even personnel, the success (or failure) of an HR system lies in how well it supports people and the overall strategic goals of the organization.

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TEACHER PERFORMANCE EVALUATIONS

A Unique Collaborative Approach

BY DIETRICH SAUER & ROBERT HAGSTROM, PHD. | FLAGSTAFF, AZ

The Flagstaff Unified School District in Arizona took a unique and hands-on approach to legislation passed in 2011 that changed the requirements and frequency for teacher evaluations state-wide. This legislation created fundamental changes including the requirement for student growth data to count for no less than 33 percent of a teacher's overall performance evaluation, as well as the requirement to use school and/or district wide performance data as a scoring component. In addition to these changes, a mandate was implemented requiring two full period observations per year where previously the requirement was only one.

This change created an opportunity for the Flagstaff Unified School District to overhaul the district's entire teacher evaluation system. Instead of selecting a generic out-of-the-box solution, the district set out on a development journey to create its own comprehensive, yet manageable and easy to use system. This process included a diverse committee of 34 members including veteran teachers, new teachers, principals, department leaders and administration. Over the course of a year, the committee developed a stand-alone, technology rich, behavioral focused and unique teacher performance evaluation system that was widely accepted throughout the district. This new tool eliminated a 39-section checklist, generic narrative sections, a time consuming paper process and inflated performance scores. Previously, the vast majority of teacher evaluations statewide, and in our district, were skewed toward top scores. As any statistician will tell you, a distribution of scores resembling a "ski-jump" does not offer the sensitivity necessary to differentiate between employees deserving recognition and employees in need of critical professional development.

The legislative change also grouped teachers into buckets: "A" teachers, those who have classroom growth data on their students' performance and "B" teachers, those who do not have classroom data.

The "A" teacher's annual evaluation score consists of 33 percent student growth, 7 percent school wide performance, and 60 percent principal observation score; whereas "B" teachers score contains 33 percent school wide performance and 67 percent principal observation score. This scoring breakdown created challenges for master teachers in under performing schools. The TPEC (Teacher Performance Evaluation Committee) system was designed with these parameters in mind, and since the opportunity was upon them, the committee wanted to make the best possible evaluation system to increase teacher performance for the benefit of students.

To accomplish this, FUSD leveraged the customizable technology professional development system to create an iPad friendly user interface and system that provided the following key components.

(1) A pre-conference between every teacher and principal to clearly outline their student performance measurements and observed performance expectations. During this conference, teachers have the choice to select one or two classroom level measurements to demonstrate student growth in the content area. These measurements include district created common summative assessments that were designed by Content Area Assessment Specialists in collaboration with their colleagues. All common summative assessments have reliability coefficients of .75 or higher and demonstrate content validity through curriculum alignment verification by the Content Area Assessment Specialists. National, State, or other district wide performance measurements such as ACT, AIMSweb or Galeleo were also available to teachers as a choice for classroom level performance measurements.

(2) A new principal observation tool with only 14 scoring categories that measure behavioral skills as well as collaboration and technology usage.

The behavioral categories included areas such as questioning and feedback strategies, lesson transition and delivery of instruction. Each of these categories focus upon the teacher's ability to engage all students in the content of the class.

(3) The ability to be evaluated as a collaborative education team. The best way to describe this is to provide an example. At an elementary school, three fifth grade teachers categorized as "A" teachers who currently rotate students during the day for subject specific instruction can decide to be evaluated together because they share students. Thus, their student growth data would be the combined growth for all of their students and the three teachers would share the same growth score. But, wait, there is more! Now, the physical education teacher at the elementary school, who is a "B" teacher because she does not have a classroom level measurement for student growth based upon physical education, has the option to also join the fifth grade team. If she does, she becomes an "A" teacher and also shares the same growth score as the fifth grade education team. The benefit to the fifth grade team is now they have the physical education teacher supporting their curriculum as well.

What ultimately made the tool successful is the strong acceptance by principals and teachers. This acceptance resulted from teacher input throughout the development of the tool as well as current ongoing teacher input in the annual enhancement process. The committee re-forms annually to review the summary data and make enhancements to the system based upon feedback from teachers and administrators.

The Arizona Department of Education identified the TPEC system as something unique in the state and assigned a monitoring team to the district for a three-year observation/collaboration process while they developed their own system. The district has been sought out by other districts to help design their evaluation tool and has presented the tool during state and national conferences. In closing, our recommendation for any district that is looking to build their own tool for teacher evaluations is to do so. Every school district is unique, every school is unique, every teacher is unique, so why try to squeeze this diversity into a rigid system when you can truly create something meaningful for your valuable employees.

Dietrich Sauer is the current Director of Human Resources for the Flagstaff Unified School District in Northern Arizona. The district is the second largest geographic district in the lower 48 States nestled below the San Francisco peaks at 7,000 feet.



Prior to FUSD, he held positions in the private sector with several Fortune 500 organizations including: the manager of eCommerce human resources for Deckers Outdoor Corporation, the makers of Teva Sandals and Ugg Australia Boots; the area human resources manager with Deluxe Corporation, a banking and small business product manufacturer; and the director of human resources for Carson Industries, a plastics manufacturer with seven global locations. His passion is facilitating positive employee engagement and relations to place his organizations in a position of being or becoming employers of choice.

Dietrich is an active member of the Flagstaff community through his volunteer commitments with the City of Flagstaff Personnel Board, committee membership with the Flagstaff Chamber of Commerce, Board membership with NAHRA, the local SHRM group, and previous board membership with the United Way of Northern Arizona.



Robert Hagstrom, PhD., is currently the Director of Research and Assessment for Flagstaff Unified School District, a uniquely diverse rural school district in Northern Arizona. As the Director of Research and Assessment, he is continually presented with the opportunity to oversee research from national and international scholars who wish to study components of a K-12 system with such a distinctive population.

Hagstrom is also currently adjunct faculty with Northern Arizona University in the College of Education for the Educational Psychology Department where he teaches graduate courses in educational psychology, human development, and psychometrics. Hagstrom has served as the Chair of NAU's Institutional Review Board and has previously served as a consultant to the Arizona Early Childhood Development and Health Board for the Arizona Child Care Study.

Organizing Leadership, Support and Instruction:

A Comprehensive Model for Increasing Teacher Effectiveness and Promoting Student Success

BY CANDACE COCCARO, GERARD CRISONINO, PHD., & ERUM NADEEM, PHD. | JERSEY CITY, NJ

Recent federal and state policies that seek to increase accountability in public schools emphasize the need for effective teacher practices to facilitate positive outcomes for students (National Council on Teacher Quality, 2012). Many of these efforts call for the use of student progress data to evaluate teacher effectiveness. This focus is important for several reasons. From a human resources perspective, there has been tremendous concern about teacher attrition, a need for ongoing professional development of the workforce and more effective deployment of resources. Upwards of 20 percent of new teachers leave within the first five years of entry into the occupation (Johnson & Birkeland, 2003; Smith & Ingersoll, 2004), and attrition rates across all general and special education teachers are about 13 percent (Billingsley, 2004). Moreover, the mainstreaming of children with educational challenges into regular education classrooms (Norwich, 2008) often occurs with minimal teacher training to address the extensive and intensive student needs. This is dually problematic as students with special education needs are often left behind their peers (Dougherty & Fleming, 2012), and teachers experience stress related to supporting high need students without sufficient training and support (Norwich, 2008). This may lead some teachers to leave the field or to the implementation of educational services that are not well organized or efficient.

The current article describes Jersey City Public Schools' (JCPS) efforts to address these issues by effectively and efficiently deploying school personnel and educational interventions for students in special education and those at-risk academically. Specifically, JCPS has a comprehensive three-pronged approach that includes: 1) the use of student academic progress data to guide teacher practice and promote teacher effectiveness, 2) the application of a continuum of reading and math interventions that are strategically

applied to support learning based on the student data, and 3) the systematic use of school district lead teachers to provide in-classroom support and professional development to support teachers. Over the past three years, JCPS has applied this model to reading instruction for both general and special education students; and for the past two years has used this model for math instruction. Below we provide an example of how this model works with respect to reading instruction.

Across each of the classroom settings in which students may be below grade level in reading (e.g., self-contained classrooms, inclusion classroom, resource students, students at-risk in general education), the district has developed a comprehensive model for assessment and interventions tailored to that classroom setting. For instance, if a student is deemed below grade level from multiple baseline assessments (i.e., standardized tests, curriculum based assessments, past year final grades, quarterly assessments), they are provided with targeted interventions appropriate to the identified challenges. If the student is one year or less below grade level, they receive a strategic intervention aligned with the general education curriculum and emphasizes priority reading skills such as phonemic awareness, phonics, fluency, vocabulary and comprehension skills and strategies (e.g., Juel et al., 2008). If they are two or more grade levels below and have a low phonics subtest score—they will receive a specific Orton-Gillingham-based intervention (Ritchey & Goeke, 2006). These interventions take place during small group instruction in an inclusive classroom, resource room instruction, or individualized instruction from collaborative consultation teachers, or language arts coaches which ever matches the services that the student is receiving. During whole group instruction, students are taught the core, grade-level curriculum.

The role of the lead teachers is to provide specific professional development and in-classroom support to all teachers and educational specialists (e.g., reading coaches, resource teachers, collaborative consultation teachers) that provide the instruction across this continuum.

The district's evaluation from the 2013-2014 academic year demonstrates promise of the model. Over that year, the model was implemented district wide. The effort was led by central district leadership and supported in the field by the lead teachers. Forty percent of schools across the district were deemed to have implemented the intervention continuum with fidelity, meaning that they were rated highly on the district's implementation rubric. The rubric scores were based on data gathered as part of implementation (e.g., attendance at professional development, tracking student data, requests of support, obtaining intervention materials, evidence of use of intervention strategies). In each of these schools, the students who received strategic reading interventions from the continuum made noteworthy gains in their reading grade-level equivalent scores compared to the school's average student progress. This translated into average gains of 5 to 12 points on state standardized assessments in schools that implemented the continuum with fidelity compared to decreased achievement (and widening achievement gaps) in comparison schools that did not implement with fidelity. In schools that did not implement with fidelity, these gains were not achieved or students actually fell further behind grade level.

From an educational perspective, these findings are noteworthy in that they demonstrate the promise of using targeted interventions to facilitate students' academic progress. This is a significant shift from traditional special education services that provide students with accommodations or modifications to the curriculum, which may not be effective in helping students to decrease the achievement gap with their peers (Foster & Miller, 2007). From a human resources and personnel perspective, we believe that our experiences highlight a way to organize instructional practices and interventions in an efficient and effective manner in which teachers are provided with the training and support they need to be successful. This in turn should create a positive organizational culture and climate in which teachers are more likely to remain in the field, and students thrive academically.



Candace Coccaro is Supervisor of Special Education in the Jersey City Public Schools and holds a masters degree in Educational Administration and Supervision from Fordham University. In her 18 years as an educator, she has worked in the classroom setting, as well as a school administrator and advocate for students with learning disabilities, and emotional and behavioral needs.

In her role as supervisor, Coccaro currently develops and oversees the creation and implementation of several district programs to support the learning of students in both special education and general education settings. For example, at the district level, she developed the language arts and math continuum of interventions described in the current article.



Gerry Crisonino, PhD., has been the Director of Special Education services in the Jersey City Public Schools since September of 2009. The second largest Special Education Department in the State of New Jersey, he currently oversees the academic progress of 4200 Students with Disabilities. Crisonino has recently been acknowledged as the 2014-2015 NJ Special Education Administrator

of the Year, and has been appointed to numerous state-wide advisory councils and committees representing the interests of the special needs population.



Erum Nadeem, PhD., is a clinical psychologist who studies the quality of mental health care and the implementation of evidence based treatments in schools and community settings. She earned her PhD., in Clinical Psychology at University of California, Los Angeles where she conducted community based research on parenting in Latino families and peer victimization in schools.

She then obtained post-doctoral training in health services research through the UCLA School of Public Health-RAND Health Services Training program and worked in the UCLA Health Services Research Center where she conducted research on school-based mental health services and ethnic disparities in mental health care.

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Learning from Stay Interviews

Listening to Your Employees can Help Improve Your District and Employee Satisfaction

BY CHRISTINE HEDSTROM | WAUKESHA, WI

How do we as leaders in the education business address employee retention? Over the past several years, the School District of Waukesha has experienced a growing number of resignations as opposed to retirements. People are not staying in one spot as long as they used to. We've heard a variety of reasons for this – some vicariously and others directly. We've made assumptions about pay, benefits, the impact of Act 10 and the resulting “free agency” among teachers and administrators, but what do we really know about why people leave?

The School District of Waukesha has conducted exit interviews for a number of years. However, it is lagging data (information received after the fact and the employee has already left the organization). A more proactive method is to find out what is important to employees before they want to leave.

That's why we engaged in a “stay” interview process this school year. About 70 employees participated in a stay interview and provide us with honest feedback about their personal satisfaction with working in the School District of Waukesha. Participation was voluntary and employees could choose to respond via an online survey format or in a face-to-face situation.

Senior leaders with the school district engaged these 70 employees who came from different employee groups: teachers, administrators, secretaries and custodians. The majority were teachers across the district. The feedback received – 189 pages of data – was broken down into some common themes.

On a scale of 1-10, with 10 being most satisfied, the majority of employees rated their satisfaction levels in

working for the School District of Waukesha a 7, 8 or 9. Likewise, when we asked participants to rank the district overall, the majority gave the district a 7, 8 or 9. Even with these high rankings, we learned there is room for improvement. Several things need to happen for the district to earn a 10. This is where the major themes from the surveys come in.

Common Themes – What We Heard

The “big rocks” in terms of employment satisfaction could be summed up in a half dozen bullet points, but the value of the conversations meant being able to dig deeper and learn more about what people cared about.

For example, our employees really love that Waukesha is innovative and on the cutting edge of education. Everyone felt invested in their work and found it meaningful. They appreciate the district's collaborative culture.

Yet, amidst all of the positives we heard, and there were many, what our employees struggle with:

Stress Levels, the Workload and Pressure – Teaching used to mainly entail planning a lesson, teaching it and moving on. A teacher could go home at night knowing he or she accomplished the day's agenda. Today, teaching has become much more complex. Most employees could not pinpoint specific district initiatives as the culprit for the increased workload; instead there seems to be a perpetual state of re-prioritization. Efforts to improve reading, math and infuse technology are not new initiatives, but they are recent improvement efforts and we need a system that understands the framework of working

in that environment. We want to focus on maximizing our collaborative time in Professional Learning Communities so that teachers can share resources, assessment and instructional best practices working smarter, not harder.

Curriculum – The curriculum used to be a book telling the teacher what to do each school day. Now we have standards that guide the work we do and teachers spend a lot of time finding resources that align with the standards. One of the great things is the amount of resources we have available, but curiously, this can also be a challenge because there is so much to choose from! The bottom line is, teachers understand how important it is to engage kids and that takes a lot of work. The work does not end because the opportunities are endless.

Since the stay interviews, our curriculum and instruction department has more clearly outlined the curriculum design process that includes housing all syllabi, common benchmark assessments and resources in one place using Blackboard 9 as our hub.

Communication – There are pockets of good and bad communication; often dependent on building leadership. Some said they are feeling isolated or out of the loop. However, many employees said they do feel they are in the know and are aware of changes when they occur. People want to understand the district processes, especially about change.

As the saying goes, you can never communicate enough. The district leadership team is working to model more frequent communication via our weekly blogs and other sources to help promote and celebrate our mission and vision to all stakeholders. Employees subscribe to our weekly e-newsletter, Connect, to receive up to the minute information. View SDW Connect here: <https://sdwconnect.wordpress.com/author/sdwconnect/>.

Professional Development and Educator Effectiveness

– Time is a valuable resource in our district. School leaders and educators are trying to do more with a limited amount of time. How do we create a culture of learning within the constraints placed upon us? Another state-mandated item, Educator Effectiveness, couples with Teachscape, and that too represents a big learning curve. We also received feedback on how the walkthrough tool could be improved. A walkthrough

tool is a classroom observation document that gives targeted, immediate feedback to teachers on the domains of instructional practices and classroom environment. Teachers seek to receive more concrete responses to how they are doing; particularly what they are doing well.

Our commitment to continuous learning is highly valued in the School District of Waukesha. We have developed a self-directed program that allows teachers to have a rolling tide of opportunities to learn and grow throughout the school year at the time and place that is just right for them.

Compensation – With compensation, it has become clear that working without a published salary schedule is detrimental to the working environment. With a salary schedule in place, teaching employees are better able to understand the pathway for higher earnings, and recognition for work and leadership. A salary schedule, in essence, takes money off the table and allows employees to focus on the creativity required to do a great job working and supporting students. Our board of education appreciates this perspective and one of the goals this year is to have a compensation plan completed and fully implemented for 2015-2016. That said, some employees were clear they really want merit pay; others just want a raise.

We are deep in the planning and implementation stages of our strategic compensation framework. Through a collaborative effort of teachers and administrators, this innovative model, built to develop teacher leadership and honor teacher performance and student achievement results, will prove to provide a clear path of compensation for teachers and administrators in our system.

What We Learned

Overall, taking the time to meet face-to-face was a worthwhile effort. Employees appreciated that administration took the time to connect; administration appreciated the opportunity to get to know employees on a more personal level. However, some of our questions turned out to be a bit unclear. For example, when asked about trusting or respecting the leadership, were we asking about the building, the department or the senior leadership? And, there were questions we wished we had asked, like how

many total years of service in education did each participant have and how many years of local service? We anecdotally observed that employees that had worked elsewhere generally ranked our district higher than employees that had not.

You can learn a lot about your employees simply by asking for their input. Among other things, we learned that our internal communications efforts can be improved and that time, or the lack of it, is one of the biggest challenges facing our employees. We plan

on continuing these interviews and expanding upon them. Stay interviews not only give the perspective of your employees, but they also allow employees a means to communicate their thoughts on district operations. In a time when school employees are often moving between districts, we hope these interviews help us improve our district not only for our students but also our employees.



Chris Hedstrom is currently the Assistant Superintendent for Human Resources and Labor Relations for the School District of Waukesha. Chris earned a master's degree from the University of Wisconsin-Milwaukee in Educational Supervision and Administrative Leadership with an emphasis in school business management. She also earned a certificate in mediation and negotiation from UWM. She earned her bachelors degree from Alverno College in business management with a minor in professional communication. Over the last year, Chris has focused her leadership actions in the realignment of human resource systems to reflect the values and goals of the educational system. The alignment begins with the job description, hiring and selection process and continues through evaluation and professional development. She presented at the 76th American Association of School Personnel Administrators' Annual Conference on the topic of "Building Systems to Increase Teacher & Staff Engagement" and has led her school district to combine efforts with the County and City of Waukesha in developing a new Employee Health and Wellness Clinic which opened in November 2014.

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Surveying Substitute (Guest) Teachers

BY DAWN ALYS CAPITO | TOOELE, UT

In an attempt to understand our substitute (guest) teachers' needs, issues and concerns, Tooele County Schools teamed up with a substitute teacher training program by using their retaining substitute teacher survey. This service has provided very valuable information to our administrators and teachers.

The survey not only provided feedback of how we can help the guest teachers within our district, but also some of the issues we can solve on a district level and on a building-by-building basis. The results also brought to light some concerns with our permanent teaching staff.

For us, the findings validated our assumptions and opened our eyes to ways that we can improve what we didn't know about.

By knowing a little about our current pool of guest teachers we are hoping to better meet their needs and in turn, increase the number of applicants in our pool and keep them once they are here.

This data represents a sample of 95 participants out of 158 guest teachers from the Tooele County School District in Utah.

The demographics from our pool is as follows:

Age	Percent
21-29	9.78%
30-39	21.74%
40-49	44.57%
50-59	14.13%
60+	9.78%

Gender	Percent
Male	17.39%
Female	82.61%

Education	Percent
Teaching License	21.74%
Substitute License (Other District)	8.70%
Advanced College Degree	1.09%
College Degree (Bachelors)	19.57%
Some College (Associates)	31.52%
High School Diploma	17.39%

Women in our sampling made up 83.2 percent of the guest teaching pool. It is interesting to note that women are more likely than men to want:

- “Better student behavior” versus “more pay” by 37.1%
- “More visits by administrators” versus “more interaction with faculty” by 216.4%
- “More professional development” versus “more session materials” by 66.5%
- To pay for training to receive a pay raise by 22.8%
- The flexibility of substitute teaching by 86.7%

Conclusions from this information can remind us what we can do to attract more men, if that is one of our goals. Men would prefer much more interaction with the faculty, whereas women would rather have administrators visit them in their classrooms. Women also value the flexibility of guest teaching much more than men do, so they may want more consistency.

We have had issues with unfilled absences and have lost more than 30 percent of our pool due to them finding higher paying positions within and outside our school district. Our district consists of rural communities so our applicant pool is limited. We recognize a raise in pay is necessary in order to compete with the local market. The survey results helped get an approval for an increase next school year.

The survey showed that every two out of three guest teachers would be willing to pay for additional training to receive a pay raise. Offering a raise to them for taking training would have been a great way to raise pay and help us know that the district will have better trained guest teachers. Since we are increasing our pay rate next year, we have instead chosen to offer increased job visibility for those who complete training above our normal requirements. Due to the affordability of the training we utilize, the guest teachers will quickly be able to recoup their investment and have a greater opportunity for regular work.

We found it helpful to know what percentage agreed with or strongly agreed with:

- I like working with students – 94.5%
- I like working with other teachers – 81.0%
- I need the money – 52.0%
- I like the flexibility – 92.0%
- I'm waiting for a teaching job – 15.0%
- I substitute teach as often as I would like to – 70.7%
- Want to work three days or more per week – 45.7%
- Easy to accept assignments – 81.3%
- Feel prepared to teach – 93.5%
- Treated with respect by faculty and staff – 91.2%
- Treated with respect by students – 72.8%
- Satisfied with the culture of the schools – 84.8%
- Lesson plans are left – 89.1%
- A sub-folder is left for me – 54.4%
- A sub-folder is essential – 76.1%

Each of these statistics tell a story, and we are considering how these outcomes affect our recruiting and retaining of guest teachers as well as their performance in the classroom.

We were pleased such a high percentage liked working with students, which indicates those who don't, have left the system. It also shows that pay isn't the number one reason why people substitute teach. It follows working with students, and working with other teachers before pay – this is consistent with historical data provided by the substitute teaching program. Rewarding guest teachers with opportunities to work with other faculty members and to have a positive experience with students can be improved.

It appears, 70.7 percent of our guest teachers are working as much as they would like even though only 45.7 percent work three days or more during any given

week. This helps us know how many guest teachers we need to have in the pool to make sure we have enough to cover the classes but not too many that they are unhappy with how often they can work.

We were pleased that 89.1 percent of the guest teachers agreed with or strongly agreed that lesson plans are left for them. We need to thank our teachers for that. We see that we can improve on leaving a sub-folder for the guest teacher as 76.1 percent agreed that is was essential.

Seeing that 97 percent of our guest teachers feel prepared to teach is not a surprise. We attribute this to our multi-level approach to training. First is the essentials introductory course training prior to the interview and during the interview we use training based questions. More training is required post job offer, and we reinforce the training during orientation.

We have found training to be paramount to retention. Guest teachers who are confident due to training preparedness are more likely to continue to substitute regardless of a “bad day” and are willing to take assignments right after being hired because they feel they have what they need to jump in with both feet. Feedback has shown a decrease in the incidence of “bad days” due to improved classroom management skills. We also have seen an increase in productive instruction in the classroom due to the guest teachers utilizing teaching strategies they learn. We have had current and retired teachers comment how beneficial our training program is and wish they had known about it sooner.

When we asked guest teachers in which schools they prefer to take assignments and which they don't prefer, it provided vital information about our schools. The frequency a school was mentioned by the guest teachers was a great indication the schools they liked and the schools they didn't like and the reasons why.

Open ended answers identified can be summed up as:

- I teach here because: the students, faculty, and staff are friendly and supportive to me as a substitute teacher
- I don't teach here because: staff was rude, students were not easily controlled and lesson plans were not left.
- Since the comments were across all responses, it became pretty obvious where we needed to help school be more attractive.

In an upcoming principals meeting we plan on conducting a discussion where principals who have attractive schools can share what they do to help the guest teachers to determine what changes can be made to encourage guest teachers to work at non-preferred schools.

We also plan on comparing these results with the unfilled rates to see if there is a correlation which will be helpful for the principals.

This survey helped us see the importance of a respectful atmosphere, achievable standards and student accountability in every school. Our guest teachers feel their work experience is more rewarding when they are left an organized lesson plan and seating chart along with a SubFolder that includes daily need-to-know information. As well, they prefer structured routines and feeling like a valued member of the staff.

Surveying guest teachers is extremely easy and yields valuable information to help our guest teachers, who in turn, help our students. Doing this survey periodically will help us see improvements over time as we try to implement practices, policies and procedures that will help attract and keep our best guest teachers.

We strive to have a well-prepared and skilled guest teacher pool and invest in their success, which helps with retention. Utilizing this survey opened our eyes to the needs of our guest teachers and will play an integral role in making changes in our district to help improve and support them. We're glad to have access to such an effective tool and the data it provided to make decisions on improving guest teaching in our district.

Dawn Alys Capito is the Substitute Office Coordinator for Tooele County School District, a rapidly growing rural community, west of Salt Lake City, Utah. Dawn Alys started working for Tooele County School District in 2008 for the Title One program, then as a guest teacher which developed into a permanent guest teacher position at Tooele High School. In 2010 Dawn Alys was hired as the Aesop Coordinator with the primary function of running the absence management system and filling absences. Her background lent itself to increased responsibilities, which Dawn Alys accepted with enthusiasm.



Dawn Alys loves working in education and the diversity of her position as the substitute office coordinator. Here she is able to combine her experience in guest teaching and more than 25 years working in customer service and management and 10+ years helping others build successful businesses through training and consultation. The combination of this work experience offered a unique perspective to the position of substitute coordinator, resulting in the creation of the substitute office where Dawn Alys' responsibilities include conducting interviews and trainings, procedure creation, processing personnel files, substitute personnel management and support and typical office functions. Though her position keeps her very busy she is committed to being available to the substitutes, students and staff in Tooele County School District and is dedicated to being a positive influence to the children in her community.

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Using Data to Improve Substitute Placement & Workforce Planning Processes

BY DON FRAYND, PHD. | CHICAGO, IL

School districts need to ensure that there is always a high-quality educator in the classroom. The Washington-based National Council on Teacher Quality estimates that the average teacher misses between six and 13 days of school per year. Furthermore, studies show that when a teacher misses ten or more days of school, student achievement declines for the students in the absent teacher's classroom and in other classrooms. Data collection and analysis is one of the most effective ways to improve workforce planning so that schools can identify and place quality substitutes more efficiently.

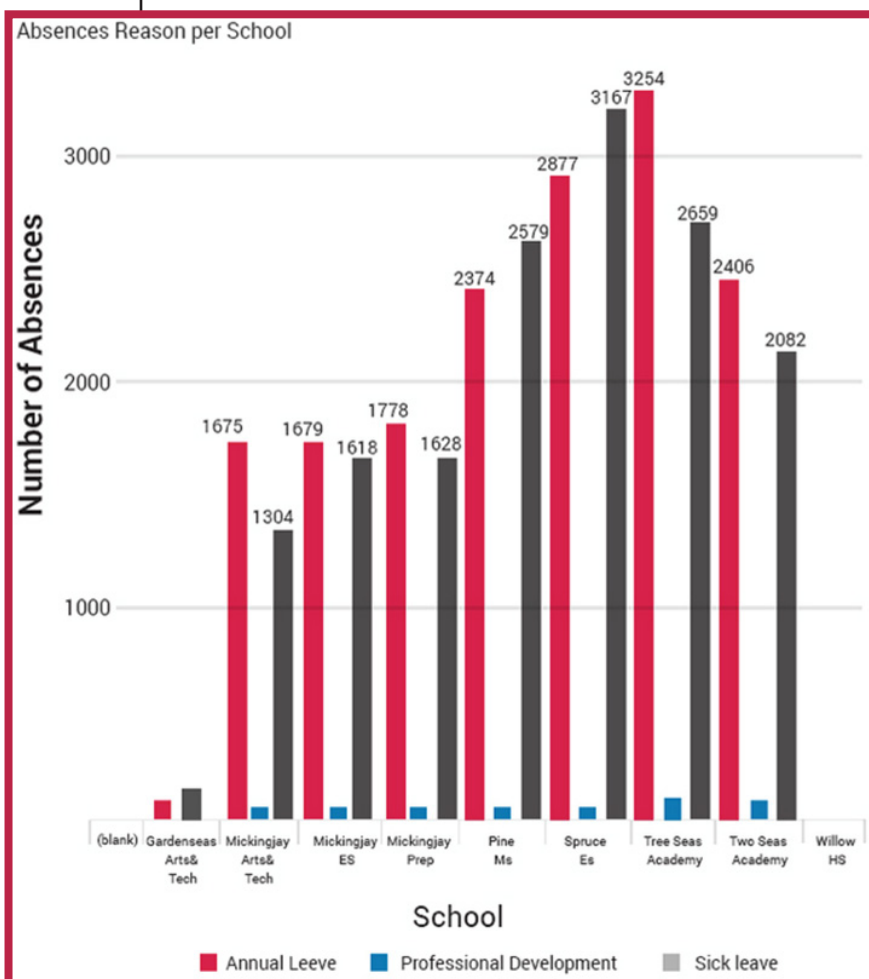
Data helps increase fill rates by providing useful insight into a school's substitute pool and workforce planning processes. Schools can monitor and analyze important data points to improve absence management, increase fill rates and minimize the impact of absenteeism on student achievement.

Here are four important data points and how they can streamline substitute placement processes and increase classroom fill rates.

Absences by School

Analyzing absence by school data allows HR personnel to monitor and identify trends in absenteeism for more proactive workforce planning. Which school has the most absences? Which school has the least? For example, School A averages four absences per month and School B averages two absences per month. This information tells you that you need to identify and place twice as many substitutes in School A versus School B. The next step would be to look at how many available substitutes you have available to work in School A versus School

B. If you have more than enough subs willing to work at School B, you know you need to refocus your substitute recruitment efforts to find more substitutes who are available to work at School A. This makes your substitute recruitment process more efficient because you are prioritizing your hiring efforts based on data. Furthermore, absence management software can generate automated reports that show absences by month so that the analysis process is more efficient.



For example, the automated live-data chart above from SmartFind Absence Management software shows the number of absences by school and absence reason.

Absences by Month

Analyzing the number of absences by month can make your workforce planning more efficient by allowing you to be proactive based on data. The first step is to analyze how the number of absences at each school varies from month to month. For example, School A had three teacher absences in January, four in February, and five in March. This tells you that teacher absences increased from January to March. Did that increase occur last year? When do you expect the absences decrease? This data helps you understand monthly trends in absences so that you can plan and coordinate substitutes accordingly and increase fill rates for the absence-heavy months.

Substitute Pool Health

Substitute pool health is another important data point that can help make your workforce planning more efficient. A healthy substitute pool includes substitutes who are highly available. It's important to look at substitute pool health so that you can prioritize your substitute list and reduce the time it takes to place a high quality sub in the classroom. An important data point within substitute pool health is substitute availability or the number of active and available substitutes. These data give you insight into the quality of your substitute pool. How many of your substitutes are actively pursuing opportunities? How many substitutes have been unresponsive or inactive for the past two months? Substitute availability data gives you an up-to-date, prioritized substitute list which is crucial because when a teacher calls in sick an hour before class, this data can help you find an available substitute more efficiently. Substitute placement tools can even automate this process by automatically

updating your substitute list so that active, relevant substitutes are listed at the top. Furthermore, using this data, tools can automatically send out emails and text alerts to the top substitutes for more efficient communication.

Fill-Rate

Lastly, analyzing fill-rates is the best way to determine whether or not your absence management strategy is effective. There are a variety of useful ways to analyze fill-rate data. For example, you may see that School A's fill-rates have increased since you started posting your jobs on LinkedIn. Furthermore, you see that the majority of new substitutes who filled your classrooms were recruited from LinkedIn. In this case, these data show that the LinkedIn strategy is working. Fill-rate is also an indication that your overall workforce planning strategy is improving. As you continue to make decisions based on data, you should see your fill-rate increase. Fill-rate fluctuation data show you which tactics are effective and what needs to be adjusted in order to improve your workforce placement strategy.

Analyzing school absence rates, substitute pool health and fill-rate data allow HR personnel become more efficient and strategic in their workforce planning processes, increase fill-rates and ultimately, place a quality substitute in the classroom faster in an effort to minimize lost learning days. The best way to start is to begin collecting data. Choose two or three main data points that you believe could help improve your strategy and watch for trends and patterns. This will ultimately lead to helpful insight that can inform your decisions and strategies moving forward for more efficient workforce planning.



Upon completion of his B.A. from Creighton University, Don Fraynd started his career as a teacher and mid-level administrator in a Jesuit college prep school. After teaching and finishing his M.A., also from Creighton, he left Nebraska for the top-ranked doctoral program in Educational Leadership and Policy Analysis at the University of Wisconsin-Madison.

He then accepted a position as principal in Chicago Public Schools. In 2008, then-CEO Arne Duncan asked Don to leave his position to build the district's school turnaround office and create a model that systematically brings new life to the district's most struggling schools.

To have an even greater impact in far more schools nationally, Don co-founded TeacherMatch, a company that has built a robust and research-based teacher candidate screener.

From the Application to the Classroom -

Time-to-Hire for Classroom Teachers

BY CHAIRITA FRANKLIN | HOUSTON, TX

When I was given the topic “using data to increase overall human resources efficiency,” I immediately began thinking about key performance indicators, return on investment (ROI) and scorecards, all terms I am familiar with coming from HR in higher education and private industry. Now that I am in a K-12 public school environment, I am learning to translate my former HR experience into K-12 outcomes. One specific K-12 HR outcome is having newly hired teachers in the classroom ready to teach on the first day of school. If teachers are there on the first day is the time it takes to hire a teacher relevant? If it is, how does one go about measuring time-to-hire especially if the hiring process is paper driven as many are in a lot of school districts?

Before I delve into this question, I think it's important to share some background information about my district. We are a large district with 100,000 plus students; 14,000 plus regular employees and 86 campuses. HR has 38 employees and 19 of them are involved in the process of hiring new teachers. On average, HR processes approximately 800-1000 newly hired teachers during our peak hiring season.

Calculating time-to-hire and increasing efficiency is important for a variety of reasons. Are your stake holders complaining? If so, that's pretty black and white from a customer service stand point. Are you losing quality candidates? There is an unspoken understanding that a contingency offer may get a teacher a rental agreement for an apartment, it doesn't give them the security they need to be 'official' with their new district. Do you need to more efficient? With limited staff, your staff will benefit from having

more time to respond to other areas of responsibility. Employee engagement is also high on the list of important considerations. Getting teachers plugged in and oriented to the district begins the connection with the district and their campus. A connected and vested teacher tends to have greater job satisfaction which increases retention. Teachers with more experience tend to have a greater impact on instruction and the bottom line - student achievement.

So how does one go about tracking time-to-hire for teachers? The first thing our district did was to figure out a way to track each step in the process. Many automated hiring systems provide this data however, our district's process was manual using paper documents, so we created a label that was placed on each new hire recommendation. The label had a place for the signature of each person who signed off in the hiring process, the date they received the recommendation and the date their step in the process was completed.

Once we had the dates for each step in the process, we then calculated the numbers of days for each step in the process and recorded the data on an Excel spreadsheet.

With that information in hand, the next step was to analyze the data to determine the average number of days to complete each step of the hiring process. We then had to acknowledge variables in each step of the process. One of the variables in our district's hiring process was the signing of the employment contract. Teachers can choose when they sign their contracts in a period that runs throughout the summer. This

means HR may have signed off on their paperwork in mid-June yet the teacher elected to not sign the contract until August. This variable causes an increase in our average time-to-hire.

When you're analyzing your data be sure to not overlook unintended yet identified outcomes/data.

Some unintended yet identified data may include: is each step in the process critical to processing the hire or even necessary?

Can any of the steps be consolidated or eliminated? Is everyone in the process cross trained to keep the processing moving if someone is out? Is there a better or more efficient way to a hire an employee?

Determining the end result will be your next step. For our district the end result was an average of a 27-day timeline to hire a teacher. After you determine the end result you will need to identify a benchmark/best practice standard and then measure any changes in the data against the benchmark/standard to determine if the data aligns and what, if any, improvement needs to be made.

Finding benchmark or best practice hiring data for K-12 may be challenging. Private industry data may be readily available because hiring data is used to set recruiting goals as well as determine the cost of turnover. If you elect to use private industry data, I recommend a review of the variables that may be different in the hiring process. Having limited data

may give you the opportunity to set your own standard with progress measurements throughout the process. How has my district's HR efficiency increased now that we have this data? Prior to the hiring process review we recognized the need to champion for an automated applicant tracking system (ATS) that has an electronic new hire workflow process. The

“Whether it is through teacher engagement, teacher retention or customer satisfaction, hiring teachers quickly and efficiency impacts our bottom line - our students.”

electronic new hire process allows a principal to submit a hire recommendation to HR on-line and all the “paperwork” is routed electronically through HR for electronic processing including final electronic approval and filing in the employee's electronic personnel file. The new ATS produces time-to-hire data directly from the system enabling us to continue to monitor the processing timelines and make adjustments as necessary. One change we have implemented to offset the recognized delay in contract signings is to open the schedule two weeks sooner than last year. We have also implemented cross training for other steps in the hiring process, such as the criminal history reviews and data entry. This will eliminate delays in the process when someone is absent.

Whether it is through teacher engagement, teacher retention or customer satisfaction, hiring teachers quickly and efficiency impacts our bottom line - our students.



Chairita Franklin is the Assistant Superintendent of Human Resources for Cypress-Fairbanks ISD in Texas. Ms. Franklin has a total of 20 years of human resources experience in higher education, private industry and most recently K-12. To compliment her HR experience Ms. Franklin has a professional human resource (PHR) certification from the Society of Human Resource Management (SHRM), Bachelor of Business Administration and Master of Counseling Education from the University of Alaska Anchorage.

How **BIG** Data Can Inform and Innovate HR in K-12 Education

BY TONY BAGSHAW, TERESA DAULONG, AND EMILY DOUGLAS-MCNAB | COLUMBUS, OH

In today's data-rich, technology-driven world, being a "data nerd" is cool. Even Harvard Business Review has said that "data scientist" is the sexiest job of the 21st century. Are we surprised? From who we engage with on social media to what clothes we purchase online to the music we download, people around the world are collecting and analyzing massive amounts of data every day. The exponential growth and availability of data is often described as "big data"—and it has become a critical tool for businesses, governments, and other organizations. Why? As SAS® explains, "More data may lead to more accurate analyses. More accurate analyses may lead to more confident decision making. And better decisions can mean greater operational efficiencies, cost reductions, and reduced risk."

For example, data can help doctors to better diagnose illnesses to save lives. Grocery stores use the data they glean from various sources to reduce internal foot-traffic jams. Marketing departments use data to target products to customers based on their buying history. Police departments use data to uncover evidence that may help solve cold cases. Even the airline industry uses big data to provide piece-of-mind that your baggage will make it to your destination on time!

Big data doesn't necessarily mean more data. It's about being able to analyze non-relational data and draw conclusions upon which to strategically act. If used in appropriate ways, HR data can teach us a great deal about an individual's drivers and behavior, performance, needs, and their potential.

There is tremendous potential for using big data to help HR departments be proactive in hiring candidates

who fit the organization's culture, identifying the best benefit package to meet employees' needs, managing employee absences, and more.

If you're wondering how to assess the maturity of your own big data use in HR, Bersin and Associates has built a maturity model to support your analysis. They describe four levels of maturity:

- Reactive
- Proactive
- Strategic Analytics
- Predictive Analytics

The youngest stage is the Reactive stage—where organizations create reports for measuring efficiency and compliance. This is where many HR departments in K-12 education sit. We believe this is due to the availability of HR data and integrated technology management systems in K-12 organizations.

The next stage in maturity is the Proactive stage. This is where reporting is done, and data are collected for benchmarking and decisions making. Some organizations use dashboards to assist in these efforts. A handful of K-12 organizations use scorecards and dashboards to drive change and improvement.

The next step-up is strategic analytics. This is where statistical analysis is done to identify root causes, commonalities, and correlations.

Finally, Predictive Analytics means the organization uses big data and algorithms to create predictive models, complete scenario planning, and mitigate risk. This level of sophistication requires the right data, technology, leader, strategy and a data analytics team.

BIG Data Maturity Model



While many organizations see the benefits of using big data, most organizations have a ways to go in to develop a strong HR analytics strategy. According to a whitepaper by the Harvard Business Review Analytics Services Team, “The Big Data Opportunity for HR and Finance,” 71 percent of CEOs surveyed view their people as the top factor contributing to sustainable economic value. Yet, their top ranked priorities were operations (73 percent), customers (50 percent), sales (49 percent), and HR (43 percent). Further, when asked where their organizations were making investments in big data, sales and marketing were reported as receiving the largest financial investments when it comes to big data use. HR was the lowest of all 10 options.

For those interested in learning more about data mining or data science, in addition to the mass amount of articles online, universities, such as Columbia, Johns Hopkins University, and the University of Illinois at Urbana–Champaign offer free

online courses through platforms like Coursera.

While the federal No Child Left Behind Act and other federal and state policies have placed a clear focus on capturing data to measure student performance, districts are also seeing the value in using big data for talent management, process improvement, and customer service to improve educational opportunities for students. Tulsa Public Schools (TPS) Human Capital department has been using big data to foster improvement over the past two years. The District’s strategic plan laid out a vision for shared accountability, which means that every department has a balanced scorecard with aligned measures and data, a defined reporting schedule and structured Board updates. The Human Capital department has measures around teacher and leader effectiveness, recruiting and retention, and customer service. The department is using this data to improve processes, increase the effectiveness of its hiring practices and provide exceptional service to customers. Using this data-driven improvement approach, the district has seen great success. For example, Talia Shaull, Chief Human Capital Officer, shares that TPS, “has seen results, such as a reduction in support staff turnover by six percent in the past year and a 38 percent reduction in the number of complaints received

in our HC department over the prior year. Having data allows us to make informed decisions and proactively address issues as we move forward down our path of continuous improvement.”

For those who find Tulsa’s work interesting and are looking for resources, since 2008, the Harvard University Strategic Data Project (SDP) has partnered with districts and education organizations to “bring high-quality research methods and data analysis to bear on strategic management and policy decisions.” Their goal is to improve student achievement and growth by transforming how individuals and districts use data. The SDP has identified strategic performance indicators and a diagnostic for human capital focused on teacher recruitment, placement, development, evaluation, and retention/turnover. Visit <http://cepr.harvard.edu/sdp/> to access the SDP toolkit with step-by-step instructions on collecting, cleaning, and analyzing data to run the analysis yourself! They even

offer a free “Strategic Use of Data Rubric” that provides districts the chance to assess their strengths and weaknesses when it comes to using data.

Every day, teachers, principals, and district leaders collect a large amount of data, including student performance, bus-on-time statistics, staff retention, work order response times, open positions. The list of data points seems to keep on growing.

In summary, successful use of big data is not determined by how much data you collect. Success happens when data consumers understand the data and its appropriate uses for improvement. While we are still years away from HR departments in schools having the technology and analytics engines needed to reach Predictive Analytics maturity, we believe big data has a place in K–12 education HR departments. We can learn a great deal from innovators like Tulsa Public Schools and the Harvard Strategic Data Project as well as expert users in other industries. Let’s keep the conversation going.



Tony Bagshaw, MA (Follow on Twitter: @TBBFK)

As Managing Director of Human Capital at Battelle for Kids, Tony leads a team of business and human resources professionals committed to helping school systems across the country develop the right strategies, structures, and measures for talent

management and systems improvement. He also has more than 20 years of experience as a teacher, coach, and administrator at the elementary, middle, and high school levels.



Teresa Daulong, LSSGB (Follow on Twitter: @TDaulongPerfMgt)

In her role at Battelle for Kids, Teresa provides school districts with strategic counsel in areas such as, strategic planning, process improvement, customer experience, and organizational development. She is a Lean Six Sigma Green Belt and has

more than 10 years of experience in the healthcare and business management field.



Emily Douglas-McNab, MLHR MBA SPHR SHRM-SCP (Follow on Twitter: @EmilyDouglasHC)

Emily works for Battelle for Kids as a Director of Human Capital. Emily has been providing strategic consulting in the education sector for six years and has more than 20 years of experience in nonprofit

management. She has a Master’s degree in human resources and her MBA from The Ohio State University Fisher College of Business.

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AASPA is pleased to announce that we have been recognized as an “Approved Provider” for the HR Certification Institute!

The Personnel Administrator Boot Camp, scheduled for June 25-26, 2015 in Minneapolis, has been accepted for 12 hours of credit. Register online at aaspa.org/personnel-administrator-boot-camp/ or print the form on page 30 and fax, email or mail to AASPA.



AASPA Personnel Administrator Boot Camp

June 25-26, 2015

8:00 a.m. - 4:30 p.m. each day

Hilton Minneapolis / Bloomington - Minneapolis, MN

Take charge of your career, increase your knowledge, and gain the respect of your peers and superiors with career enhancing professional development. AASPA Personnel Administrator Boot Camp is an engaging learning experience and will help you ignite your passion for human resources.

Our most popular regional meeting, this two-day workshop offers a variety of essential topics for all HR administrators. Breakouts follow two strands of topics - one for the basic HR professional and another for the more advance administrator. Topics include recruitment, HR legislation, hiring, employee evaluation, employee discipline and more!

Tentative Agenda

TIME/JUNE 25	BASIC TRAINING	ADVANCED MANEUVERS
07:30 am – 08:00 am	Continental Breakfast & Registration Badges <i>sponsored by RIVS</i>	
08:00 am – 08:15 am	Welcome & Introductions <i>Kelly Coash-Johnson</i>	
08:15 am – 09:30 am	Just When You Thought You Had Experienced It All <i>Dr. Addie Swinney</i>	
09:30 am – 10:45 am	Human Resources Office – The Place to Start – <i>Dr. Arthur Lee Holmes</i>	ADA – <i>Gregg Corwin</i>
10:45 am – 11:00 am	Break	
11:00 am – 12:15 pm	Employee Handbooks and Publications – <i>Timothy Sullivan</i>	Social Media/Teachers & the Internet – <i>Morgan Godfrey</i>
12:15 pm – 01:15 pm	Lunch <i>sponsored by TeacherMatch</i>	
01:15 pm – 02:15 pm	Human Resources: The Gate Keeper – <i>Dr. Arthur Lee Holmes</i>	EEOC – <i>Morgan Godfrey</i>
02:15 pm – 03:15 pm	Documentation: Sword or Shield – <i>Rick Arnett</i>	The Family Medical Leave Act: What School Administrators Need To Know – <i>Ashley Geisendorfer</i>
03:15 pm – 03:30 pm	Break <i>sponsored by Frontline Technologies</i>	
03:30 pm – 04:30 pm	Employee Discipline – <i>Rick Arnett</i>	Transparency in Pay Policy - <i>Jason Hammond & Thom Griffith</i>
04:30 pm – 06:30 pm	Networking Reception <i>sponsored by Netchemia</i>	
TIME/JUNE 26	BASIC TRAINING	ADVANCED MANEUVERS
08:00 am – 09:00 am	Breakfast Table Talks – Breakfast <i>sponsored by BIB</i> - Social Networking in Schools - Onboarding Programs - Affordable Care Act - New Teacher Evaluation - Hiring for Diversity - Your Teacher Did...WHAT???	
09:00 am – 10:15 am	Matching Professional Standards with Educator Recruitment, Selection & Retention Strategies – <i>Lynnette Michalski & Thom Griffith</i>	Workplace Bullying – <i>Natalie Wyatt Brown</i>
10:15 am – 10:30 am	Break	
10:30 am – 11:45 am	And Other Duties & Responsibilities as Assigned – <i>Dr. Addie Swinney</i>	The Schoolhouse Detective's Handbook: A Practical Guide to Effectively Investigating Misconduct in Schools – <i>Christian Shafer</i>
11:45 am – 12:45 pm	Lunch	
12:45 pm – 02:15 pm	Sponsor Presentations	
02:15 pm – 03:15 pm	A Day In the Life of Records – The Road Less Traveled – <i>Mark Frost</i>	What Do I Say and How Do I Say It? – <i>Dr. Arthur Lee Holmes</i>
03:15 pm – 03:30 pm	Break	
03:30 pm – 04:30 pm	Minority Recruitment & Retention – <i>Dr. Addie Swinney</i>	
04:30 pm – 04:45 pm	Wrap Up & Evaluation <i>Kelly Coash-Johnson</i>	

To register, please visit <http://aaspa.org/personnel-administrator-boot-camp/>

Session Titles and Descriptions
AASPA Personnel Administrator Boot Camp
June 25-26, 2015 – Hilton Minneapolis/Bloomington, Minneapolis, MN

A Day in The Life of Records: The Road Less Traveled – How often do you think about Records management? Learn about issues that can impact the effective management of HR records and best practices to ensure that Board Policy is followed and a defining event does not damage individuals or the district.

The Basics of ADA Law & Practice – Recent developments in federal disability law and practice. The new amendments to the law have broadened the scope of protected conduct to include requesting and being granted an accommodation. We will also discuss the impact of “but for” causation on retaliation claims and the scope of the accommodation obligation.

And Other Duties & Responsibilities as Assigned -- No matter how detailed specific or globalized your job descriptions are, the key verbiage to include is “and other duties and responsibilities as assigned.” Practice writing some job descriptions.

EEOC – This seminar will provide personnel administrators with a step by step walk-through of what may be expected from the receipt of notice of a charge of discrimination, to the investigation process, to the agency’s determination and beyond. The seminar will provide in-depth information regarding this process, together with practical considerations and steps that may be taken to maximize the likelihood of a positive outcome.

Employee Discipline -- The session will take you through the appropriate process of conducting a discipline investigation, how to document the investigation and how to utilize that information to reach a determination in a way that is practical and legally sound. It will provide you with the tools to help you support and train your administrators in the discipline process.

Personnel Policies and Employee Handbooks: An Instruction Manual for School Personnel Administrators – This presentation addresses an important topic for school personnel administrators: drafting and administering effective personnel policies and employee handbooks. The information presented includes an analysis of the advantages of effective personnel policies, a discussion regarding what topics should be included (or avoided) in an employee handbook, as well as potential pitfalls that can arise for school personnel administrators.

Family Medical Leave Act: What School Administrators Need to Know -- Attendees will learn about the latest compliance issues and legal updates in light of the revised federal regulations and court decisions. Best practices in FMLA administrations, along with useful, practical tips and tools will be provided that will enable attendees to facilitate FMLA administration through HR staff and train supervisors.

Human Resource Office – The Place to Start -- This session will offer tips and suggestions on how to organize your personnel office in order that you will be seen as a well organized office that is able to “juggle” several things at the same time.

Human Resources – The Gatekeeper -- This session will bring awareness to participants to the importance of human resources as it relates to the recruiting, the screening, the hiring and retaining of good employees for the district.

Just When You Thought You had Experienced It All -- The session will emphasize leadership skills to be effective human resources administrators. Challenges facing today’s human resources leaders will be discussed.

Matching Professional Standards with Educator Recruitment, Selection & Retention Strategies – The quality of our organization and our work relies heavily upon the quality of people within it! Review best practices and explore the benefits a rigorous strategic staffing process affords your people while learning how such innovations impact your district’s employment brand.

Minority Recruitment & Retention -- Defining the real issues facing hiring and retaining minority teachers and identifying strategies to overcome the challenges.

Documentation: Sword or Shield? --This presentation will focus on the importance of documentation and how it can actually benefit the employee as well as the employer. We will look at what should and should not be in a personnel file, who has access to those files and what information is accessible. We will walk through how to document the hiring process to prevent OCR claims and will go through the process for appropriate and defensible documentation of the discipline process.

Schoolhouse Detective’s Handbook: A Practical Guide to Effectively Investigating Misconduct in Schools -- This presentation will provide participants with a step-by-step guide to investigating allegations of employee or student misconduct, with practical and real-world advice about how to handle these investigations. The presentation will discuss initial handling of complaints, include a roadmap for navigating data privacy laws, and provide a framework for structuring your investigation. Specific topics include reporting requirements, considerations for hiring an outside investigator, effectively gathering evidence and conducting thorough investigation interviews, coordinating with law enforcement, and responding to common obstacles that may arise during the investigation process.

Social Media/Teachers and the Internet – The seminar presentation will address a school district’s rights, responsibilities and limitations concerning the imposition of discipline regarding the misuse of the Internet/Social Media, whether on or off campus, by teaching staff. This seminar will address the dividing line between Free Speech and conduct for which discipline may be imposed in light of changing technology and developments in federal and state law.

Transparency In Pay: The Necessity of Job Analysis, Valid Job Descriptions & Equity in Educator Compensation – This session addresses the most important tasks to consider when opting to leverage a transparent pay policy as one of many strategies to attract, engage and retain talented educators.

What Do I Say & How Do I Say It? -- This session will give you tips and suggestions on how to deal with the media in an ever changing society. This session will take a look at making sure you are protecting your organization from the media.

When You Get It – How do you Keep It? -- Employee recruitment and retention is critical to job satisfaction. In this session you will learn positive strategies for recruitment and practical tips on what to do to keep new employees in your district.

Why Can’t We All Just Get Along? Why Schools Should Care About Workplace Bullying -- Most school districts have adopted anti-bullying policies for students, but many do not address workplace bullying. In this seminar, Natalie Wyatt-Brown will describe workplace bullying, address the potential legal claims that it can generate, and discuss the increased costs to school districts as a result of such bullying. In addition, she will outline some of the legal issues surrounding student bullying.

AASPA's 77th Annual Conference

Baltimore, MD

October 13-16, 2015



AASPA's 77th Annual Conference provides four days of high quality educational programs designed to sharpen your expertise, enhance your knowledge and equip you to lead your school HR department into the future. Multiple education formats will be presented by education's top experts and industry leaders and will focus on innovative ideas, ready to use solutions and research based strategies you need to know to successfully lead your district.

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