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BEST PRACTICES

In School Personnel

STRATEGIC LEADERSHIP

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BEST PRACTICES

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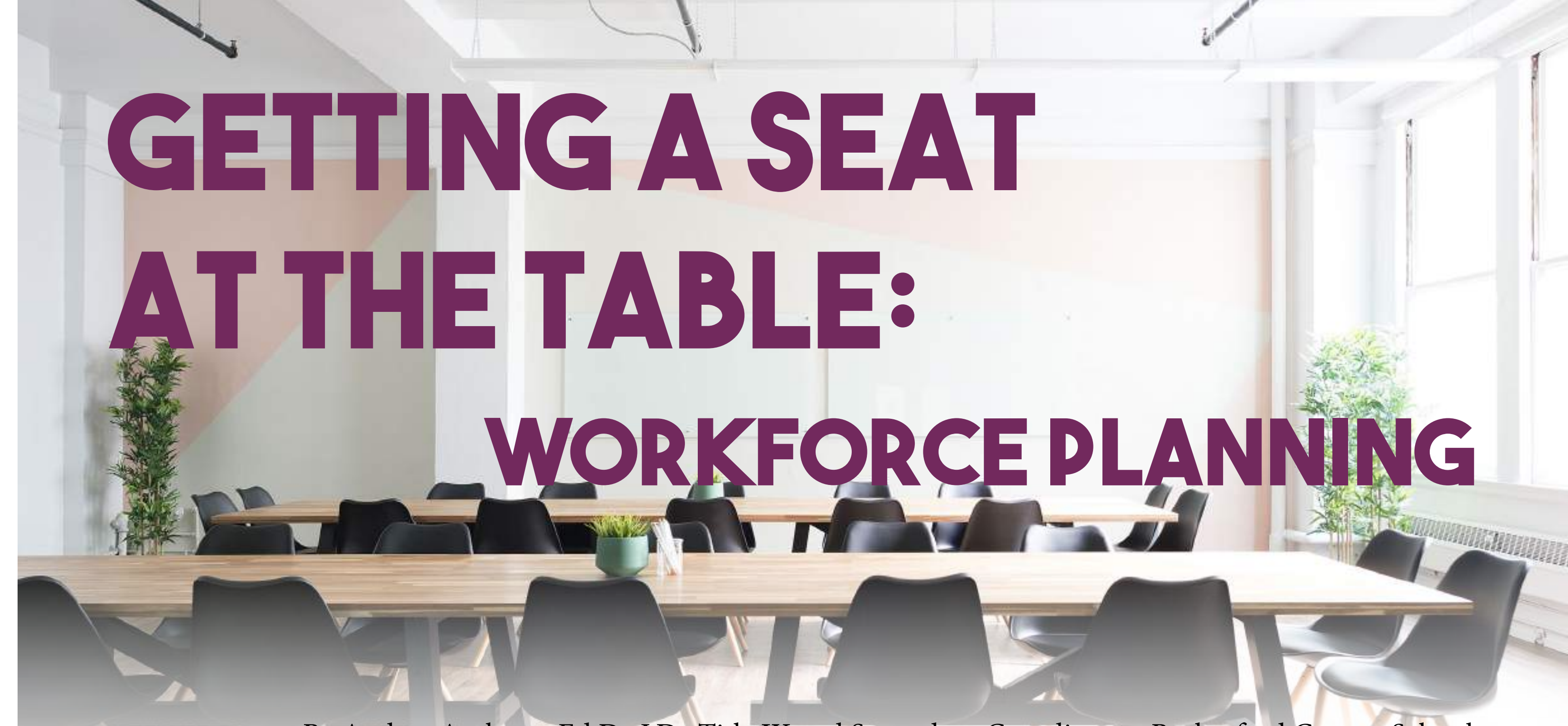

GETTING A SEAT AT THE TABLE:
WORKFORCE PLANNING

By Andrea Anthony, Ed.D., J.D.; Title IX and Secondary Coordinator; Rutherford County Schools

If workforce planning is not eliminating ineffective and inefficient employees then what is it?

There are many interpretations of "workforce planning." A concise interpretation of workforce planning is analyzing the supply and demand of talent for a district. This task provides companies insight for forecasting talent gaps, closing the supply and demand gap and managing attrition. Insights of this type allow both short and long term talent decisions to be made based on what talent is needed and how to attract such talent. Workforce planning combines both the art of planning and the mathematics of analytics. It is categorized into operational and strategic planning. Operational planning streamlines employee-related daily operations. Common examples of operational planning involve the following: securing high levels of job satisfaction; identifying needs and hiring the skilled employees to meet those needs; optimizing the distribution of talent among all divisions; and creating the most effective work schedules. Strategic planning encompasses broader issues created over a longer period and deals with a school system's enterprise. Examples of strategic planning include the following: the execution of a workforce analytics strategy; forecasting future sourcing options; analyzing needed talent; and assessing the knowledge depleted with employees leave the system.

What are the best practices in time-sensitive and efficient workforce planning?

1. Make workforce planning a fundamental part of the recruitment and staffing of your system.
2. Define the impact of succession management and internal mobility and talent before beginning workforce planning strategies.
3. Examine more than the talent supply by forecasting the talent demand.
4. Connect recruitment, training and development outcomes to your system's strategic plan.
5. Perpetuate a comprehensive strategy and assess it based on external and internal conditions.

What is the biggest challenge in creating an outstanding workforce plan?

The biggest challenge in workforce planning is the lack of resources in technology to carry out the process. Often, this duty is given to the human resources leader, above current responsibilities. Technology takes this task on by helping systems analyze and collect data, identify and ascertain gaps in talent, and create a strategic action plan. If a timely return is needed, look to technology to provide reliability and fortify workforce planning. A good place to start is by maximizing the platform already being used to the system's advantage. This "in-house" solutions model allows for the development of systems to facilitate individual workforce planning needs. Each technology provider offers a variety of workforce analytics and planning. The overall investment goal is to utilize technology as a platform to cut the long-term costs of recruitment and provide short-term accurate data. Technology platforms can be classified into seven landscaping categories.

1. **Analytics** is better known as data warehouses, which help to create decision-making metrics. It consolidates data and reveals a clearer picture of historical trends. Analytics help systems understand data relationships at multiple enterprise levels. It typically includes reviewing employee recruitment, promotion and turnover patterns. Analytics reveal the causes of absenteeism, low productivity and overtime issues.

2. **Applicant Tracking Systems (ATS)** deal with the management of candidate data. Unlike other systems, ATS does not address the supply and demand of the existing internal talent. The ATS categorizes vacant positions and helps to identify the requirements of the talent needed for these positions. ATS creates an external talent pipeline source, while classifying real-time demand of systems. It includes the following: posting on career job sites to search for candidates; interacting with the candidate; reports dealing with cost per hire and fulfillment times; sourcing reports; and tracking throughout the interview process. Some ATS deal with career site branding, self-service applications, screening questions, working with third-party recruitment services, equal employment opportunity compliance and online referral programs. ATS solution providers primarily handle candidate management.

3. **Emerging Players** focus on helping newer providers with the workforce planning process. It is usually less robust than the planning and predictive model. Emerging players work for systems with a variety of maturity levels of workforce planning. Emerging players provide a modern approach to workforce planning.

4. **Enterprise Resource Planning (ERP)** systems house the management of employee data. It is a software system that brings the various components of workforce planning into a unified process. ERP involves system's workforce positions and all the data associated with it. It helps with the reporting of mobility and internal supply with productivity levels. The demand for future talent is not addressed, but it does address the supply side of workforce planning.

5. **Learning Management Systems (LMS)** track the management of the learning process. LMS forms the pillar of employee training, compliance and enterprise learning. It uses skills and competency needs for a tally of current talent and standard terminology for talent demands. Like "performance management," learning management systems look to provide a consistent, fair manner in viewing talent.

6. **Performance Management Systems (PMS)** track the management of the performance process. It provides for performance standards being established. It is necessary when looking at how employees are managed. Performance management uses skills and competency to gauge talent demands. It is known for creating a tally of the demands. Performance management ensures that talent is viewed consistently and in a fair manner.

7. **Pure Plays** are providers of scenario planning and predictive modeling solution. It centralizes all its resources on-workforce planning. It is a help system, which determines measurable growth and reduction strategies to optimize strength. The pure play solutions offer technology and consulting services. This system focuses on addressing the supply and demand of workforce planning. It also helps to quantify the present state of the talent pool and provides systems with key finding to close gaps and create a talent strategy. It provides an encompassing data analysis and a plethora of templates to assist systems at a variety of levels. What makes pure plays stand out above other solutions systems is its capabilities of predictive modeling and situational planning. It addresses future demands of internal and external conditions. This is the most comprehensive system for workforce planning.

What can we conclude about the necessity of workforce planning?

Priority must be given to workforce planning to meet the current economic conditions of school systems. The following workforce planning systems aid the strategic planning of a school system: Analytics, Applicant Tracking Systems, Emerging Players, Enterprise Resource Planning, Learning Management Systems, Performance Management Systems and Pure Plays. Workforce planning allows data to be presented and a plan of action made in a timely and effective manner. There is not a silver bullet to workforce planning, and it will not happen overnight. School systems must develop a consistent methodology across various levels. Systems that recognize and implement the best practices necessary to develop in their workforce planning processes will gain a competitive advantage. This can only be accomplished by understanding the present data and preparing for future changes in human resources in the educational setting.

Andrea Anthony, Ed.D., began her secondary education career 24 years ago and is continuously recognized for her leadership and vision in helping her high school move from a state target school to a 2011 National Blue Ribbon School. She began her leadership role as a high school mathematics department chair and a graduate school adjunct professor at MTSU. She has also served as a curriculum and instruction assistant principal, director of her district's K-12 summer schools, Tennessee's NASSP Principal of the Year, chairman of Tennessee's Mid-Cumberland Coordinators and currently as her district's secondary coordinator of education and Title IX compliance coordinator. While serving as an assistant principal, Anthony went back to get her second doctorate in law, a doctorate of jurisprudence, citing so much of administration deals with the law and employing a world class staff. She added her SHRM HR generalist certification and is involved with her district's policy team, recruitment and job fair team, and the state's retention team to recruit and retain effective CTE teachers.

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GEARING UP FOR CHANGE THROUGH A COMMITMENT TO ONGOING REFLECTION

By Natasha Johnson, Ed.S.; Doctoral Student & Graduate Recruiting Assistant; Georgia State University

Reflective practice is the core element that comprises the ongoing art of reflective leadership. First, while there is not one without the other, what does exist here is a dependent and independent variable. The independent variable, reflective practice, undeniably begins with self. Any person committed to a life of professional development must realize that it is one's personal development that comes first. The introspection and assiduous work required is prodigious, to say the least. A practitioner understands that this work is cyclical in nature, for "reflection tends to focus interactively on the outcomes of action, the action itself and the intuitive knowing implicit in the action" (Schön, 1983, p. 56). This is a recurrent process; all actions, reactions and interactions are connected, and it is imperative that a sufficient amount of time is spent analyzing and personalizing these constructs. In the event that this system is not adhered to, there will be failure. Because "when a practitioner does not reflect on his own inquiry, he keeps his intuitive understandings tacit and is inattentive to the limits of his scope of reflective attention" (Schön, 1983, p. 282).

Reflective leadership, then, can only be put into practice once a person can honestly face themself, with the understanding that "reflective leadership is a process of taking stock of ourselves, of objectively looking at our actions, our beliefs and our espoused theories and theories-in-use. Knowledge, choice and perception, taken collectively, constitute the mirror by which this takes place" (Scheffer, A., Braun, & Scheffer, M., 2012, p. 42). A reflective leader is one who is constantly growing, building and inquiring; "when someone reflects-in-action, he becomes a researcher in the practice context…because his experimenting is a kind of action, implementation is built into his inquiry" (Schön, 1983, p. 68).

While the job of the truly contemplative practitioner is never complete, the remuneration is the emergence of a holistic person, one whose reward is the fulfillment of a reflective life.

THE REFLECTIVE PRACTITIONER

Schön, throughout his text, offers the reader a wide scope of what it means to be a reflective practitioner, highlighting the importance of continual questioning, revisiting and managing on a large, organizational scale. Schön (1983) provides us with much of the "what" – what reflective conversations look like, what effective top-to-bottom structures look like and what limitations and implications exist for practitioners currently serving in the field. He tells us that, "it is our capacity to see unfamiliar situations as familiar ones, and to do in the former as we have done in the latter, that enables us to bring our past experience to bear on the unique case" (p. 140). It is inevitable - we bring ourselves, our past experiences and our beliefs into every current and future situation we encounter. Elaborating even further, he adds that "it is our capacity to see-as and do-as that allows us to have a feel for problems that do not fit existing rules" (1983, p. 140). This aptitude that we possess serves as a precursor to our effective handling of subsequent circumstances that are bound to arise. The reflective practitioner, then, is one who, over time, continually builds a repertoire, one in which a variety of tools are amassed for efficacious, diligent, operational use.

As this relates to conflict, "the expectation is that 'legitimate conflicts' will surface . . . a manager's task is to make sure that such conflicts are neither suppressed nor circumvented. Organizational learning . . . depends on the 'working out' of such conflicts" (Schön, 1983, p. 254). This leads to the debunking of numerous implications – there are no Band-Aid fixes to managing conflict. The contemplative leader and practitioner knows that early identification is imperative, for "clearly an important first step in conflict resolution is to identify potential or minor problems at an early stage before they further deteriorate and become unmanageable" (Gorton & Alston, 2012, p. 144). Conflict is unavoidable; yet, it presents ample opportunity for the reflective practitioner to bring unity to his/her constituency as a leader; to build competency and credibility to his/her craft.

HANGING THE MIRROR

Inasmuch as Schön provides us with the "what," Scheffer, A., Braun, and Scheffer, M., provide us with the "whom." The tone in *Hanging the Mirror* is consistently one in which all related elements of reflective, effective leadership are directly connected to one's employees. Communication, recognition, involvement and capturing the human spirit are just an iota of the many responsibilities and accountabilities underscored in the role of the reflective leader. The "who," of course, is comprised of the commander-in-charge as s/he builds a culture that is directly connected to his or her personnel – these are the people who, ultimately, are directly impacted by the vision, or the lack thereof, of their leader.

It is a well-known fact that communication is a fundamental aspect in the building of a well-run organization. Yet, do we realize how significant this notion truly is? Gorton & Alston (2012) shine light on the extreme importance of effective communication:

> More frequently than not, failures in communication lie at the heart of problems in organization, goal setting, productivity and evaluation . . . No one can manage a modern organization who is not knowledgeable in communication principles and techniques and skilled in their use (p. 101).

The general consensus, then, is that one of the many roles of the reflective practitioner and leader is to create a communication-rich culture.

Scheffer, et al., (2012) make it undeniably clear that communication is much more than one party interacting with another. In fact, it depends "as much on what leaders believe or don't believe about their employees as it does on what they say or don't say. It depends as much on values, beliefs and attitudes as it does on structures, systems and approaches" (pp. 100-101). Productive and industrious personnel can only exist when they are aligned with a motivational, reflective, communicative leader, one who executes a clear and consistent vision.

LEADERSHIP – TITLE VS– PRACTICE

I initially began working on my advanced certificate in school leadership and administration in March of 2008. At that time, I was educated, experienced, knowledgeable, zealous, and I held referent, informal leadership among my coworkers and peers. Yet, what I know now, unbeknownst to me then, is that I was far from ready for a life of formal leadership. While I possessed many formidable qualities at the time, what I did not possess was a true commitment to ongoing, reflective practice. I was a leader by title, and yet, there was a missing element – "authority is what makes individuals leaders, but reflection – on-going, honest, and objective reflection – is what makes them effective leaders" (Scheffer, et al., 2012, p. 5). Even with all of my zeal as a teacher and guidance counselor, I lacked effectiveness because I had a tendency to be emotionally turbulent. I did not open the lines of communication with my coworkers, and I was reluctant to share newfound knowledge with others. My espoused theories conflicted with my theories-in-use; I knew, theoretically, that "only by a searching reexamination of ongoing patterns of behavior can we begin assembling a picture of the values, paradigms and assumptions that give impetus to our actions and form to our decisions" (Scheffer, et al., 2012, p. 28). However, I did not put what I believed I knew into my own daily practice. I was not nearly as trusting as I should have been; I was mildly interested in the input of others, and I made little effort to recognize work that I believed to simply be "part of the job."

What changed for me between then and now? I met my husband on a cruise exactly one month after beginning the aforementioned program. Five months later, I moved from Brooklyn, NY to Memphis, TN, and three months later (New Year's Day, 2009), we were wed. We spent the next five years traveling – we have collectively lived in two countries, three states and more cities than I can count – and during this time, we enlarged our scopes, our visions and our levels of communication. We challenged each other daily in our pursuit for more. There is no greater motivator than regular, ongoing accountability in one's quest to be better. Just as iron sharpens iron, so "knowing-in-practice consists of a self-reinforcing system in which role frame, strategies of action, relevant facts and interpersonal theories of action are bound up together" (Schon, 1983, p. 234). I became an educator in another country, and this led to a proliferation of my world view. I challenged my husband to complete his bachelor's degree, and he did – in May of 2014. That was just the beginning. For we saw that once we were committed to bettering ourselves, there would be no stopping the "reflective leadership train."

In August of 2014, we both enrolled—my husband re-enrolled – at the University of Tennessee—Chattanooga; he began work on his M.S. in criminal justice, and I began working on my Ed.S. in instructional leadership. Taking our personal and professional goals to the next level, I graduated on August 8, 2015, and he graduated on May 7, 2016. Effective June and August 2016, respectively, I have begun working on my Ed.D. in educational leadership at Georgia State University, and my husband is working on his Ph.D. in criminology and criminal justice. Unbeknownst to us when we first met, this has been our ordained path. It includes hard work, tenacity, constant debriefing and reflection, and living in truth and faith—i.e. living lives that are worthy of our calling.

Today, I finally understand that "if determination is critical to a reflective discipline, patience and perseverance are its twin sisters. Reflective leadership —indeed a reflective practice of any kind—is less about growing by leaps and bounds than pursuing a steady process of little-by-little, day-by-day" (Scheffer, et al., 2012, p. 158).

Now, through my own daily commitment to being better, I fully understand that "the work of reflection is largely internal, but not until it becomes manifested in our daily choices does it impact those around us" (Scheffer, et al., 2012, p. 128). There is no cookie-cutter, shortcut solution. In a world and space in which change is a constant—with rapid advances in technology, evolving instructional and assessment priorities, expanding options for curriculum resources, shifting student demographics, a new federal education law and a new presidential administration—there is a real and ever-present sense of pressure placed on educators to prepare for and adapt to change. This provides all the more reason for leaders to proactively lead change, successfully implement new policies and or instructional requirements, bolster staff morale amid organizational change and outside pressures. It begins, at the start of each new day, with facing oneself in the mirror in a true, realistic and revealing manner. It is manifested through a culture and climate of ongoing communication and collaboration. It is evidenced in and through partnerships with internal and external stakeholders.

This work never ends; and yet, while even the greatest leader understands the merits of personal achievement and development, what still matters much more is the legacy we leave behind. Reflection as a lifestyle, as a cultural norm, as an organizational quality, and as an ongoing practice – these are the tenets of effective, lasting, holistic, legacy-building leadership.

Natasha Johnson's career as an educator began in 2001. Her journey began in New York City as a middle school science teacher, followed by a number of years as a middle and high school math teacher. Thereafter, she earned her M.S.Ed. in school and guidance counseling, and she subsequently became a guidance counselor—first at the high school level, followed by a number of years as a counselor and instructor at the community college level. She earned her Ed.S. in instructional leadership from the University of Tennessee in 2015. Currently, she is a doctoral student in the Educational Policy Studies Department at Georgia State University in Atlanta, Ga. where she also serves as a graduate recruiting assistant. Johnson's research interests include educational injustices and inequality, social justice leadership, curriculum development and critical race and feminist theories.

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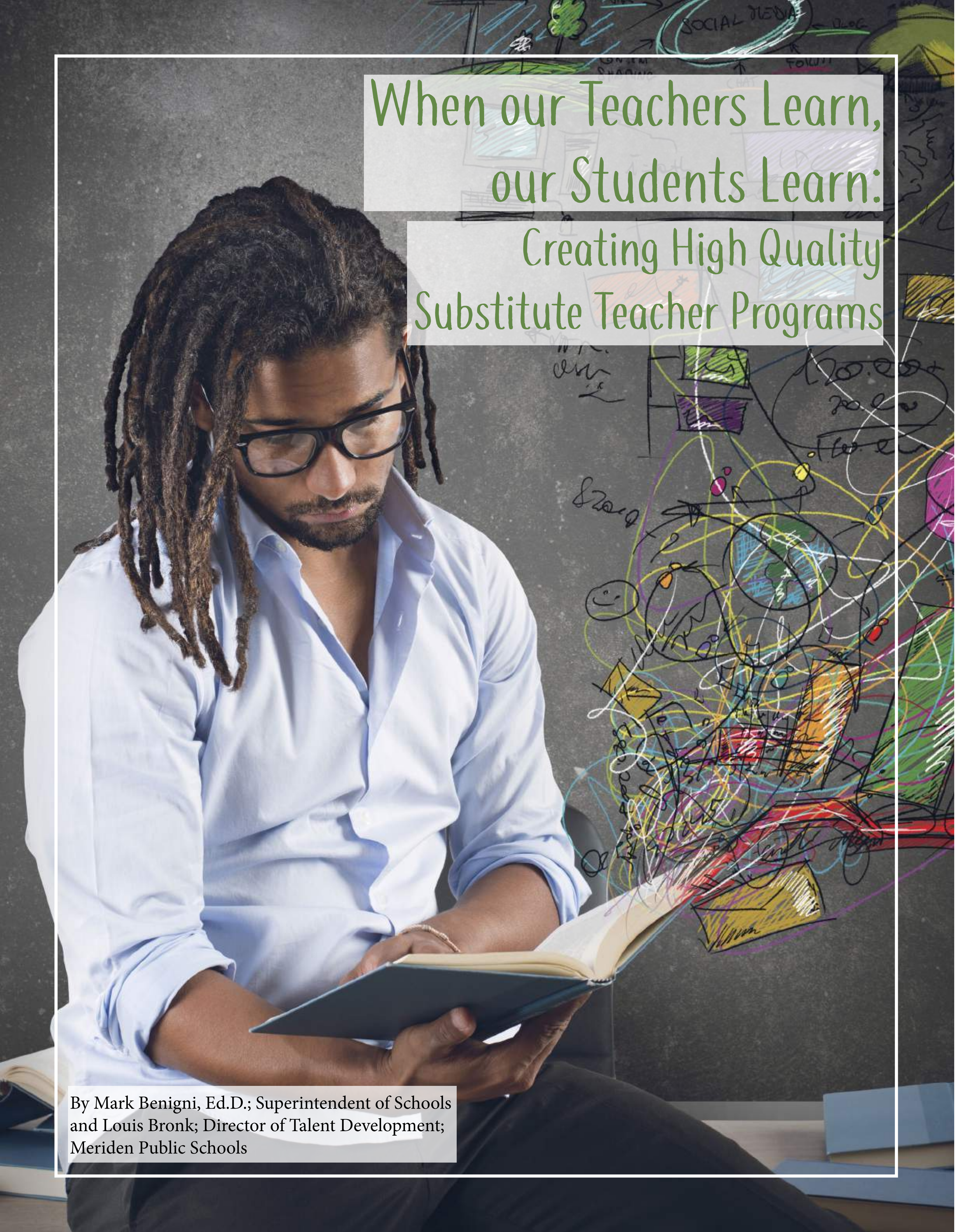
When our Teachers Learn, our Students Learn:

Creating High Quality Substitute Teacher Programs



By Mark Benigni, Ed.D.; Superintendent of Schools and Louis Bronk; Director of Talent Development; Meriden Public Schools

The Challenge

Schools districts are facing greater demands, less resources, additional technology requirements and the need for increased personalization of student learning. How will we create professional learning opportunities for our staff and assure that student learning occurs at high levels, as we pull teachers out of the classrooms and away from their students? In essence, how will we assure that we have high quality substitute teachers that embrace our student centered learning approaches and meet our students at their academic levels?

Building the Pool

Having utilized numerous digital and print media marketing and recruitment techniques, we knew we had to be more creative if we were going to not just increase our available substitutes but also improve quality. So, how did the Meriden Public Schools increase and enhance their substitute teacher pool? We created three core programs, partnered with higher education and became more data driven in our decision making.

Teacher Development Program

The Teacher Development Program (TDP) is targeted towards recently graduated teachers who have just recently completed a university certification program. With a surplus of certified elementary teachers in the state, we find that a substantial number of these candidates are still looking for their first full time position following graduation. We hire these individuals as "TDP substitutes" and place them in one school five days per week. Because they are certified, we pay our TDP candidates a higher rate than individuals in our regular substitute pool. TDP substitutes are also able to participate in our Professional Learning Community sessions, district professional development days and are invited to attend our new teacher after school professional development, which we provide monthly. We feel this program provides individuals a chance to showcase their talents in our schools and can help them acquire a full time position in our district. The program also allows for growth opportunities that align with district initiatives. In return, the district receives a consistent person in our classrooms filling our substitute needs, who is invested in continuing the learning that typically occurs when the teacher is present.

Retiree Substitute Program

We have also had success hiring recently retired teachers to work as substitutes in our district. We also pay these individuals a higher rate than our regular substitute pool to compensate for the fact they hold their teaching certification and have experience teaching our students. We ask that our retirees commit to a consistent three to five days per week working in one school. Our retirees enjoy staying involved with the district and our students during retirement, and the district benefits from the having a trained, experienced professional working in the absence of the regular teacher.

Teacher Support Program

We have implemented a Teacher Support Program (TSP) to target potential teaching candidates while they are still working towards their bachelor's degree. Through this program, we are able to hire candidates working towards their bachelor's degree as substitute teachers in our district, provided we apply with the State Department of Education to grant a one year substitute certificate. Once hired, we place participants as building substitutes so they can build positive connections with the staff and students. We also provide participants with professional development opportunities to continue their learning and assist them in making their transition to a certified teaching position.

University Partnerships

We partner with local universities to place interns within our schools for a school year. The district pays the university the cost of the tuition for the participating interns and in return, interns work as building substitutes for an entire school year. Similar to our TSP and TDP, this is a way for the district to place aspiring teachers into our classrooms that can formulate relationships with staff and students and be a consistent presence in our schools.

We also house student-teacher cohorts and undergraduate teacher certification programs on our schools' campuses. This allows us to expand the talent pipeline in our district and increase our chances of recruiting the best individuals who are interested in continuing their work in our district, either through the TSP or TDP.

Data Driven Solutions

The district tracks data on substitute needs on an annual and monthly basis. Permanent substitutes hired through our various programs are assigned to buildings based on the schools three-year average for substitute need. Schools can vary from having one permanent substitute assigned to their building to having up to five, depending on the size of the school and their three-year trend data. Additionally, we track monthly trends in our schools to see if there has been any drastic change in substitute needs, so we address them accordingly. A central office administrator and our building principals evaluate substitute needs every morning prior to the start of school. In instances where one school has a surplus of permanent substitutes for a given day and another school is short substitutes, we ask our permanent substitutes to report to the school that has a shortage. We inform individuals in our programs that reporting to another school is a possibility upon hire and they understand that at times this may occur. This practice allows us to reduce costs for coverage while still maintaining permanent substitute staff in our schools. While creative programs have increased our substitute teacher pool with more qualified staff, equally important is how we track and distribute substitute staff throughout our district.

Learning Continues

Education continues to change as we transition from teacher directed learning to more student led systems. Providing our teachers with the professional learning they need to successfully embrace those changes requires training, support and growth opportunities. Without enough professional learning time built into current contracts and without the resources to add teacher work days or offer additional compensation, school systems must rely on the current time available in their teacher's schedules. As we pull teachers out of their classrooms for their professional learning, creative substitute programs ensure that while our teachers learn, our students learn.

Please see Meriden Public Schools' flyer on the next page used to promote working in their district.

Mark D. Benigni, Ed.D. , has been an educator for more than 20 years and the superintendent of the Meriden Public Schools for the past seven years. Benigni served as a special education teacher, assistant principal, principal and elected Mayor of the City of Meriden for four terms. He has presented at state and national conferences, taught doctorate level classes and published numerous articles. Mark was recognized as a 2015 Education Week Leaders to Learn From and in 2016 the Meriden Public Schools was a recipient of a National School Board Association Magna Award and was recognized as a District of Distinction by District Administration. In 2008, Benigni was a recipient of the Ten Outstanding Young American award by the United States Junior Chamber of Commerce. Benigni is currently the co-chair of the Connecticut Association of Urban Superintendents and he is also a member of the Connecticut Association of Public School Superintendents Board of Directors.

Louis Bronk is the director of talent development for Meriden Public Schools. His work includes development of certified staff including: Assistant Principal Communities of Practice, the Leadership Academy, an innovative program to train the district's teacher leaders, a comprehensive new teacher induction program, and the oversight and support of the district instructional rounds. Louis also oversees all personnel functions for the district. He has presented at the AASPA conference, University of Connecticut Executive Leadership Program, NEAG School of Education and Connecticut Association of Boards of Education (CABE/CAPSS).

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Teacher Development Program

Certified teachers looking for an authentic teaching experience

What: Gain valuable teaching experience in a dynamic urban school district

Where: Meriden's 12 public schools

Why:
- $500 per week - 5 days a week ($100/day)
- Specialized professional development
- Guaranteed teaching position interview
- Attend school trainings and district meetings
- Primary consideration for any long-term teacher vacancies

Teacher Support Program

College students working towards their bachelor's degree who have an interest in teaching

What: Gain valuable teaching experience in a dynamic urban school district and develop relationships with Meriden educators to acquire student intern options and mentorship possibilities

Where: Meriden's 12 public schools

Why:
- Up to 5 days a week ($75/day)
- Learn key initiatives and interview techniques
- Build your resume
- Guaranteed student intern placement upon successful participation in the program

Retiree Re-engagement Program

Retired teachers interested in remaining engaged with students

What: Provide highly experienced teachers to support our students with the delivery of engaging curriculum and effective instructional techniques

Where: Meriden's 12 public schools

Why:
- Commit 3 to 5 days per week ($100 per day)
- Designated to one school with grade level preference
- Flexible schedule to accommodate travel and personal obligations
- Assignments matched to certification when possible

College Internship Program

Aspiring teachers hoping to complete their master's while working in a school setting

What: Provide an authentic teaching environment for aspiring teachers

Where: Meriden's 12 public schools

Why:
- Earn your master's degree while gaining district experience
- Authentic teaching experiences
- Opportunities to participate in professional learning communities
- Professional development opportunities provided

For questions about joining the Meriden Team, contact Director of Talent Development, Louis Bronk • louis.bronk@meridenk12.org

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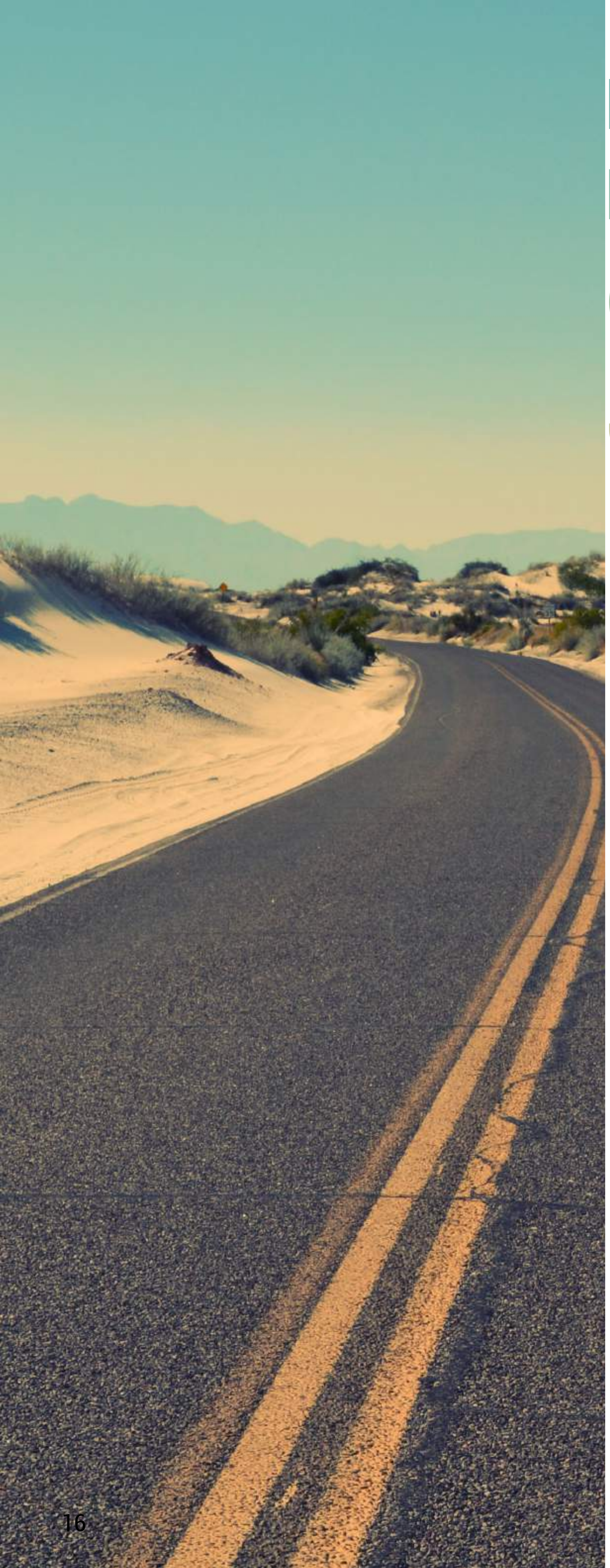


Human Resources Branding Process: One District's Journey

By Amy Dillon, Ed.D.; Director of HR for Certified Staff; Blue Valley School District

Hiring and retaining the best teachers requires the creation of a compelling brand, and the creation of a compelling brand requires an intensive self-analysis of your district. From strategic initiative to action plan, from research to implementation, the process of creating a branding and marketing campaign for a school district must be done with fidelity to the vision and mission of the district.

The Blue Valley School District is committed to providing an Education Beyond Expectations for our students. Like many districts, we have a strategic plan, Vision 2020, which serves as a blueprint of our guiding principles. This plan contains three strategic initiatives, one of which states, "Blue Valley Schools will create and implement a system of selection, retention and professional development that will ensure every Blue Valley student has an exemplary teacher in the classroom." To increase applications so that we may hire and maintain exemplary teachers in every Blue Valley classroom, our Human Resources Department, in conjunction with the district's Communications Department, has developed a collection of marketing, advertising and recruitment materials, expanded social media and improved online accessibility to increase interest and applications among potential teachers. But how did we arrive at this point?

In order to reach our full hiring potential, we conducted primary research regarding our current branding and marketing practices. Our primary research consisted of an online survey created and analyzed in-house. The survey-sampling included five target audiences within Blue Valley who had recently undergone or would soon be undergoing the teacher recruitment process. Survey respondents included student teachers, first-year teachers, second-year teachers, third-year teachers and teachers with four or more years of experience. From the survey analysis emerged four key themes worth noting.

1. **Salary/Benefits:** This was the highest ranked factor respondents considered when selecting a school district in which to work and was one the of the most frequently mentioned categories of information respondents look for at recruiting booths.
2. **Support/Opportunities:** Two of the top four factors respondents look for in a potential school district relate to professional development and support opportunities. Respondents indicated they would be most attracted to a district or booth that displayed phrases promoting professional development.
3. **Digital Communication:** Respondents consistently indicated they prefer to "keep it digital" when it comes to communication about school districts, the hiring process and job vacancies. Respondents prefer to be notified of vacancies digitally and find the online application process to be a good fit. Email was listed as a preferred method of communication. An anomaly, however, appeared when asked, "In what format would you prefer to receive information from recruiting fairs?" Forty-nine percent of the respondents stated they want to receive information in print. This changed our thinking, as we were moving toward a digital recruitment presentation but kept a print format instead.
4. **Academic Standards:** As indicated by survey responses, Blue Valley is known for its high academic standards and achievement. Respondents most frequently associated Blue Valley with academic rigor and indicated high academic standards as one of the key deciding factors in selecting a school district in which to work.

After reviewing our survey results, we realized we needed to narrow our focus to our greatest needs. To do this, we engaged in a S.W.O.T. analysis. A S.W.O.T. analysis is a visual framework used to evaluate an organization's strengths consistent with its goals. By analyzing our strengths, weaknesses, opportunities and threats to our success, we were able develop seven tactics or recommended tools and actions to achieve our objectives.

Tactic One was to create a marketing brand or slogan with a specific and consistent design and message for teacher recruitment. After engaging in an intensive in-person survey process with our principals, we adopted the slogan "Dedication. Collaboration. Innovation" across all marketing platforms to create an identifiable design/marketing campaign. We also updated a "Top 10 reasons to work in Blue Valley" brochure as well as designed a visually appealing pop-up banner so candidates can easily spot our booth. Last, we created informational marketing videos to loop on a tablet at recruitment fairs.

Tactic Two was to collaborate with our website redesign team to incorporate the marketing brand and design and enhance the marketability of Blue Valley Schools via the district website.

In alignment with Tactic Two, Tactic Three was to create a social media presence targeting potential teacher candidates. Today, we have a Facebook page, and we Tweet out all new postings, so that candidates can receive up-to-the minute alerts regarding open positions.

Tactic Four was to bring teacher candidates into Blue Valley Schools, showcase what makes Blue Valley a great place to learn and work, train recruiters and strategically align interviewers with candidates. Survey respondents expressed interest in speaking with current Blue Valley teachers at recruitment fairs in addition to principals and HR employees. They wanted to hear from someone who "is in their shoes" and can authentically explain the teacher experience in Blue Valley. We also trained recruiters on how best to interact with prospective teacher candidates and provided them with up-to-date district information. Finally, we created and distributed an annual survey to all new teacher hires at the end of the year regarding feedback on the recruitment process.

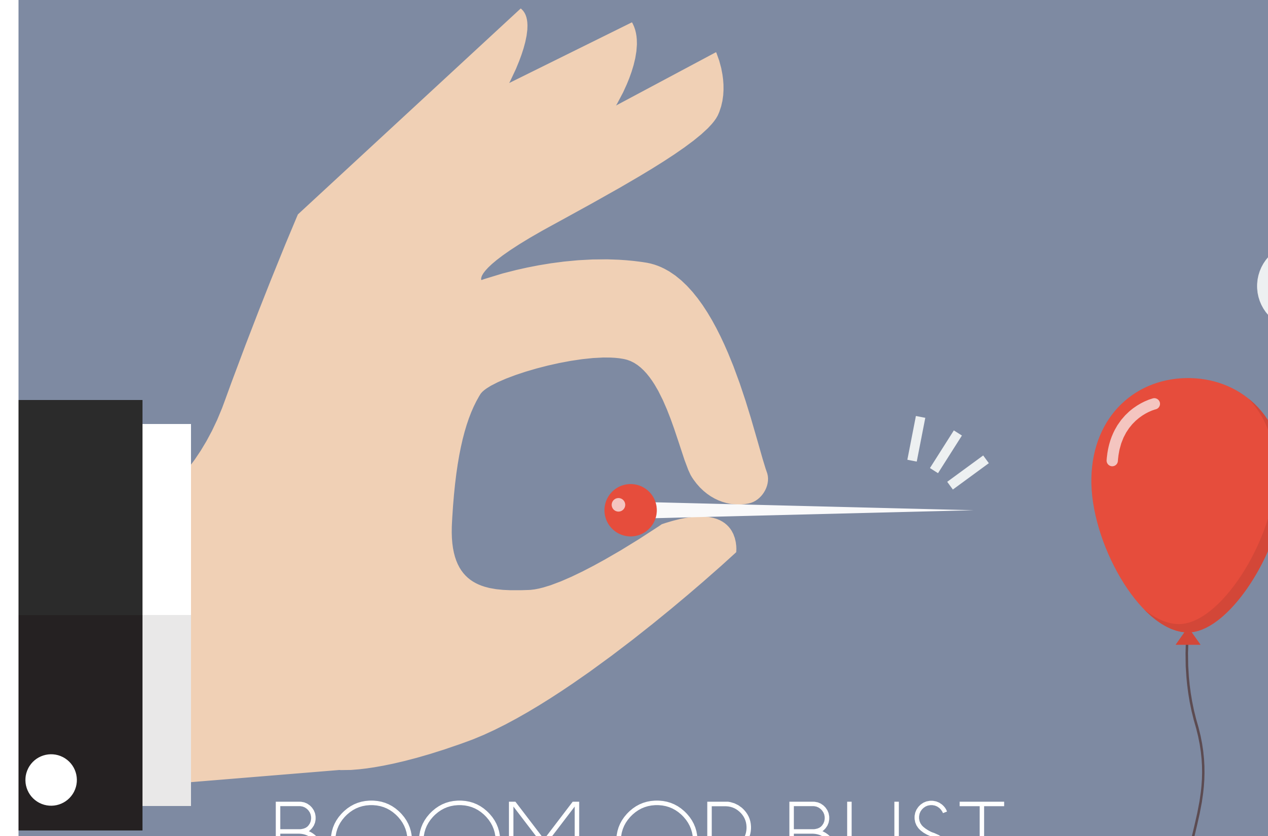
Tactic Five was to review and analyze current building-level interview processes and then create an interview process that combines current and research-based best practices. We also created a menu of research-based interview questions for use by principals.

Tactic Six was to create and maintain communication with each new hire providing useful employment information and addressing questions from job acceptance through the end of the first year of employment. This communication occurred through email and incorporated timely topics such as policies, benefit enrollment, leave restrictions, conference protocol and end-of-the year procedures.

Tactic Seven was to conduct an internal audit comparing Teacher Insight screener scores with teacher performance to ensure it is accurately sorting talent for Blue Valley Schools. This is occurring at the time of this publication.

The seven tactics have been implemented or are in the process. The jury is still out regarding the effectiveness of each tactic, but we are seeing a positive trend in our recruitment efforts. Much work still needs to be undertaken to fulfill the exemplary teacher continuum. This work includes the expansion and refinement of our induction, mentoring and development programs to address career-specific needs from student teaching through professional licensure, enhancement of our evaluation system to ensure it is leading to professional growth, continuous improvement of our professional learning system in order to build capacity within all and the study and improvement of working conditions and compensation to increase retention rates. This is a journey, not a sprint, but we feel the results will be worth the effort.

Amy Dillon, Ed.D., serves as the director of human resources for certified staff for the Blue Valley School District in Overland Park, Kansas. Prior to her work in human resources, Amy served as a high school administrator and teacher. She holds a bachelor's degree in secondary education from the University of Kansas, a master's degree in educational leadership from Wichita State University, and a doctoral degree in educational leadership and policy studies from the University of Kansas. Amy is currently a member of the AASPA Recognitions Committee.



BOOM OR BUST:

The Future of Strategic HR in Education

By Emily Douglas-McNab, Director of Human Capital; Katherine Heynoski, Senior Specialist of Human Capital; and Thom V. Griffith, Director of Human Capital; Battelle For Kids

There appears to be a divide in education as to the future of the human resources (HR) department. Are HR departments doomed to be viewed as hurdle to clear before educators can move on to the "real" work of school? Will the HR function remain focused solely on transactional activities like paperwork and timecards, or will it become a more strategic part of the organization? Can HR work to make a difference in the lives of students? The answers to these questions depends on your outlook.

Futurists identify trends and 'forecast' what they believe will occur. This does not involve a crystal ball, magic potions or science fiction. Instead, they openly study various industries and data to look for trends that can be mapped to other industries. For this reason we are avid readers, writers and researchers of HR, organizational development, strategy, customer service and human capital management system (HCMS). When we look into the future of the HR for K-12 schools, we see a fork in the road. HR departments and leaders are going to be forced to decide—will they devote all of their time to transactional activities (which are important), or will they transform their department to focus on strategic HCMS, playing a larger part in the success of students, teachers and leaders? While this transformation will not be easy, the time has come to step-up and play a bigger role in the organization's overall strategy and student experience.

Depending on your point of view, the idea of making HR a more strategic part of an organization may either seem exciting or intimidating. Either way making this shift can be very challenging. The following is a list of barriers that we have personally experienced, read about or witnessed during our time as HR and HCMS change agents. As you read through this list, identify which of these barriers you face regularly and consider the steps that you can take to overcome them.

- Constrained by the Past: This is rooted in the belief that the purpose of the HR department is to carry out traditional or transactional operations that focus on compliance. This belief may be shared by members of the HR department who fail to recognize when the traditional way of doing things is no longer working or who take comfort in maintaining familiar routines. This point of view may also be held by employees outside of HR. It can become apparent when others resist the efforts of the HR department to direct initiatives and gain buy-in from stakeholders.
- Limited Influence and Authority: HR has no seat at the strategic decision-making table with other executives in finance, operations and academics. Further, a lack of understanding of the organization's strategy and HR's role in implementing that strategy, as well as an absence of an HR department strategy, vision and measures of success limits the ability of HR to be perceived as an influential leader in the organization.
- Risk Aversion: HR departments that have been burned by attempts to change processes in the past or who struggle with process fidelity are usually guarded and unwilling to try new things. If it didn't work before, why try something new?
- Task Orientation: When employees have a task orientation, they are more concerned with completing their defined job duties than with the outcomes of their work. HR departments promote a task orientation when rules and procedures are completely inflexible rather than keeping customers at the center of decision making and actions. Part of the challenge may be a lack of expertise in collecting and utilizing customer feedback to enhance customer experience.
- Data/Technology Gap: This can occur when HR departments lack the proper technology systems to manage, track and assess programs or the ability to use systems currently in place. Many times, departments with this issue are still operating with inefficient, manual processes and maintaining paper files.
- Professional Connections: Limited connection to professional associations and professional organizations, such as the American Association of School Personnel Administrators or Society of Human Resource Management, to gain insight, advice and research from other professionals.

To transition to a highly effective and strategic HR system, benchmark best practices and put new processes into place. Additionally, organizations must tackle the many barriers that can stand in the way of converting an HR department. This takes time, patience and individuals with deep knowledge and understanding of what your HR function IS and what it COULD be.

How does an HR department and HR staffers become more strategic?

1. Ensure an HR leader is part of the strategic planning process. If you're part of a district that does not have a strategic plan, ask why and how you can support that process! If you are unable to be part of the group that designs the plan, then support the planning team by providing a positive outlook and all of the data and information they ask for.
2. Build an HR strategy, plan and measures that align and support the district's strategic goals. Ensure all HR staffers understand their role in fulfilling these goals.
3. Work to have an HR representative included in leadership meetings to share the message and power of strategic HCMS and help others understand why focusing on people management and talent growth is important. Use data to build a case for how looking at talent as an organization asset is a must. Engage in conversations with organization leaders about developing people-strategies.
4. Be in-touch with the needs of building staff and leaders. Have conversations with other department staff concerning their work and the talent requirements. The ability to understand the people you serve and their needs allows you to connect dots and work towards establishing services that add value.
5. When rolling out new projects, consult research, other districts and best practice. Then build a business case that includes your expected project return on investment. When you do this and align your work to the strategic plan, it can only help!
6. Adopt HR technology or implement process improvements to streamline transactional activities. This frees up time for HR staff to focus on more strategic work.
7. Grow your knowledge of the organizations external political, economic, social and technological barriers. Understanding local, state and federal issues can only help to bring relevance to the department.
8. Deepen your expertise when it comes to HR practices and specific strategic HCMS competencies. If you're not working to grow and stay connected, chances are that you're falling behind. Find a mentor or a learning community to support your growth.

The challenges faced by schools and the needs of students continue to grow. If K-12 educators are going to meet the challenge of preparing all students to succeed in school, career and life, then we predict a boom in strategic HCMS. While transactional functions are a foundational part of the work of an HR department, HR also needs the ability to align talent with the future needs of the organization. This involves attracting new talent as well as working to retain and grow current staff to ensure student success.

Emily Douglas-McNab, MLHR MBA SPHR SHRM-SCP LSSBB
(Follow on Twitter: @EmilyDouglasHC)
Emily works for the education nonprofit Battelle for Kids. She has been providing strategic consulting in the education sector for eight years and has more than 23 years of experience in nonprofit management. Emily has a Master's degree in human resources and her MBA from The Ohio State University, Fisher College of Business.

Katherine Heynoski, Ph.D. LSSBB
Katherine works for the education nonprofit Battelle for Kids. She has more than 15 years of experience researching, facilitating and leading change. At the heart of her work is a desire to help individuals, teams and organizations continuously improve their practice. Katherine has served on the board of the Organization Development and Change Division of the Academy of Management and is co-author of the book, *The Best Teacher in You: How to accelerate learning and change lives*.

Thom V. Griffith, MLHR
Thom works for the education nonprofit Battelle for Kids. Prior to joining BFK, Thom worked for a professional employment organization. His additional experiences as athletic coach, as ACT coach at an Early College high school and as volunteer with Big Brothers Big Sisters factor in to his advocacy for students and educators. For the past five years, Thom has supported various districts and organizations who have been the recipients of large federal grants.

7 Strategies to Build Valuable Partnerships Throughout Your District

By Edward Wilson; Director of Strategic Planning & Partnerships; PeopleAdmin

How do you ensure the HR priorities are aligned with the priorities and efforts of central administration and the various departments throughout the district?

Priorities and expectations can become misaligned due to some of the inherent barriers that prevent teams from working together strategically. The silo effect can prevent HR from having visibility into the various departmental priorities, strategies and tactics. Most departments are generally extremely busy, so perhaps it becomes easier to focus on managing the day-to-day operations rather than dedicate time to planning strategic initiatives that may take longer to execute. Ultimately, opportunities to make a significant impact on talent management processes may be missed.

When it comes to recruiting certified and non-certified employees, a true partnership with HR can enhance the process by leveraging each departments' strengths. When partnerships exist, HR can free up their colleagues to utilize discipline-specific expertise in appropriate parts of the recruitment process, while HR executes other strategic or tactical elements of the process. Ultimately, time is saved, efficiencies are gained, and the process can be continually improved so outcomes can be tracked and effectiveness can be measured.

Every district wants to hire and retain teachers who can positively influence student outcomes. However, sourcing the ideal candidates can be an extremely challenging task, and quantifying their skills and abilities can be even harder. Leveraging tools that capture and rank candidates based on attitudinal characteristics, abilities and skills can help the hiring process become more efficient and effective. Once the best candidates are identified and selected, the critical task of onboarding new employees can leave a lasting impact on how they perceive the HR department.

Part of the challenge is understanding what your HR department's brand communicates to the district and to prospective employees. Depending on an employee's or department's experience with HR, they can view HR as a true business partner or a barrier to progress. If your team is inconsistent or unhelpful, that news is going to travel, just like the word spreads if your team is helpful and viewed as a valuable resource.

The good news is that regardless of your departmental reputation, there are easy ways to build collaborative relationships and help the district hire and retain the best and brightest employees. Through strategic outreach and the execution of planned initiatives, HR departments can continually provide value to their district. Below are seven simple strategies to build bridges and expand HR's strategic influence across the district:

1. Follow up on basic requests

Follow up on emails and other HR service requests in a timely manner. When basic task completion is going well, more complex problems to solve and strategic initiatives to execute will soon follow.

2. Don't overcommit

Only commit to initiatives if you have the capacity and capability to execute, otherwise, you can damage your personal and departmental reputation if you don't deliver the outcomes promised.

3. Check in

Randomly reach out to department administrators to see how things are going, and proactively offer assistance. Scheduling regular business review meetings with key personnel or departments can also enhance good will and help align priorities.

4. Acknowledge roles in the district ecosystem

Get to know the employees across the district and acquaint your team with insights into how other departments are specifically contributing towards district successes.

5. Facilitate connections

If a department is struggling with an issue, but another department has a good solution for the same or similar issue, connect those departments so they can discuss ways to leverage existing solutions.

6. Conduct needs assessments

Proactively meet with departments and let them know that you want to help address some of their challenges. Outline their top challenges, then find ways to help them address the issues. Easy wins can build momentum.

7. Maintain a talent pool

Keep a pool of highly qualified applicants who have desirable skill sets or may have been finalists for other positions, so when new positions become available, you can add vetted candidates to the applicant pool and perhaps speed up the decision-making process.

As the Director of Strategic Planning & Partnerships at PeopleAdmin, Edward Wilson is committed to improving academic and administrative operations by building relationships that harness the power of innovative technologies and thought leadership. Dr. Wilson has served in a variety of roles across the education landscape. As a former human resources director at the University of Kansas Medical Center, he orchestrated the strategic transformation of several internal and external functions while leading the HR Information Systems, Strategic Initiatives, Organizational Development & Training, and Rewards & Recognition departments.

Edward holds a bachelor's degree in computer information systems and master's degree in education from Grambling State University, as well as a doctorate in educational leadership & policy studies from the University of Kansas.

Is Your Background Screening Methodology Leading the Way, or a Best Practice in Attracting Risk?

By Deann Gibson; Director of Business Development; BIB

Headlines such as, "School volunteer arrested on child abuse charges" and "High school teacher arrested, accused of having sex with student" are becoming all too common these days.

Are your hiring practices - specifically regarding your background check process - safeguarding against your district from hitting the news cycle for the wrong reasons?

While there is no database containing records from every county in the U.S., either by some level of government or commercially, there are best practices your administration can put into place to ensure your school district doesn't become tomorrow's headline fodder.

Why Negative Headlines are So Common

There are 3,144 counties in the U.S., each with its own court system equating to approximately 5,400 courts. Unfortunately, there is no standardization to how data is reported or what is required for criminal records. These records are the same ones relied on for important employment and volunteer placement decisions.

Due to the lack of standardization there is no consistency with personal identifiers. For example, one jurisdiction may include full name, date of birth (DOB) and address, where another may only include full name and age.

To make it even more challenging, social security numbers (SSNs) are not stored or available to use for searching criminal records, meaning there is no unique identifiers provided. This poses a risk to your school district in understanding exactly who is spending time around children, adolescents, teenagers and other employees.

The lack of standardization and unique searchable identifiers available to search all criminal records make it easy to miss criminal records when doing some background screens, which leads to negative headlines.

Mitigating the Risks Through Best Practices

While employment screening requirements may vary by state, if you have a choice of employment screening and/or volunteer screening methodology here are a few things to keep in mind when deciding how to prevent risk.

How healthy is your data? States do not directly obtain the information in their databases, much of the information received is through their county records. Ideally, the information when entered would be correct and complete; however, in many cases the records are either inaccurate or contain missing data. It's important for you to know the quality of your local and state data, not to mention, not everyone has always lived in the same state as your district. You'll need to assess what screening methods you are using to get the best data from every state your applicants come from.

Are you unknowingly blindsiding your applicants? If required to take a government-based FBI fingerprint background check, most applicants never receive a copy of their report so in the event a person is disqualified for a position they most often do not know why. If the record is not correct, which often times it is not, they cannot respond to you. Background check companies (also known as Consumer Reporting Agencies or CRAs) can provide a letter to the candidate on behalf of the employer as to what appeared on their background check that may have lead to their candidacy being disqualified for a role.

What is your background check costing you? In many school districts budgets are already lean, and it's sometimes difficult to understand the pricing from different background screening companies. Not all background checks are the same and the best approach is to ask. "Are we getting the best quality screen for a fair price?" Selecting background checks based on the lowest cost can lead to buying a low quality screen. Ask your vendor, "Can we screen better and how much would it cost?" That should help answer the questions regarding the quality you are buying.

Turnaround time has ripple effects. Time is not always on your side when making employment placements or needing that last minute volunteer for a field trip or coaching replacement. Delays predominately experienced are related to the jurisdictions you are searching. In many cases, a court runner is physically going to a court house to conduct the search for your applicant. This manual process, although highly effective, can lead to longer turnaround times due to court access hours and even the amount of staff or technology they have to help the court runner conduct the search. It's important for you to know of any jurisdictions that you may be accessing regularly that could drive common delays.

The good news is the vast majority of quality background checks are completed in less than 72 hours. However, one cautionary message, if your district is getting results instantly or in a just a few hours you can suspect you are buying the cheapest background check possible that could have serious quality issues.

Are you getting the full story? Inaccuracies in reports can't provide the detail you need when making a hiring decision or preventing a dangerous person from becoming a volunteer. When records are missing, or pertinent information from a record is missing, such as final dispositions it becomes challenging to make effective hiring decisions. Making sure you're getting the best data possible from as many sources as possible insures you're getting the full story. Choosing a different approach or unknowingly using a low quality screen means it's just a matter of time before the headlines begin.

Protecting What Matters is the "why" I work for at BIB...... it is our mission. Background checks are not created equal and understanding those differences are important when developing a well-crafted program. In addition, becoming familiar with State and Federal Guidelines that govern the background screening industry may also serve you well when developing and/or enhancing your current program.

With more than 20 years speaking in public forums that range in topics from leadership and personal growth to business development and operational efficiencies, she welcomes any opportunity to spend time with you understanding your current background check program and provide you a Background Screening Program Analysis including some potential recommendations for best practices. She can be contacted via email at dgibson@bib.com.

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Still working on updating those job descriptions? Check out our database of 375 samples. Some of our most popular categories are:

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- Health Services
- Special Education
- Support Staff
- Teaching
- Technology
- Transportation
- Principal/Assistant Principal
- Recruitment Administrator/Specialist
- Assistant Superintendent

Please email molly@aaspa.org for more information.

AASPA Personnel Administrator Boot Camp

June 22 - 23, 2017
8:00 a.m. - 4:30 p.m.
Little America Hotel -Salt Lake City, UT

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!

TIME/JUNE 22	BASIC TRAINING	ADVANCED MANEUVERS
07:30 am – 08:00 am	Continental Breakfast & Registration ***Breakfast Sponsored by Proximity Learning***	
08:00 am – 08:15 am	Welcome & Introductions *Kelly Coash-Johnson, Executive Director, AASPA*	
08:15 am – 09:30 am	Lessons from the Mouse: Applying Disney World's Success to Your HR Department, Career and Life *Dr. Justin Schooley*	
09:30 am – 10:45 am	HR 101: A Primer for Newbies – *Dr. Beth Dalton*	Working with Struggling Teachers – *Annette Brinkman*
10:45 am – 11:00 am	Networking Break – ***Sponsored by Aetna***	
11:00 am – 12:00 pm	Work Would Be So Much Easier If It Weren't for All the Other People *– Jason Liewehr*	Termination for Cause and At-Will Pitfalls – *Blake Ostler*
12:00 pm – 01:00 pm	Networking Lunch	
01:00 pm – 02:00 pm	Everything Counts – Even Post-Its! *– Dr. Kerry Parker*	Social Media and the Internet – *Heidi Adler*
02:00 pm – 03:15 pm	Overview of Federal Laws – *Heidi Adler*	Running an Effective HR Department and Implementing Best Practices – *Dr. Justin Schooley*
03:15 pm – 03:30 pm	Networking Break – ***Sponsored by STEDI.org***	
03:30 pm – 04:30 pm	How to Hire a Teacher – *Dr. Lisa Andrejko*	Investigating Employee Misconduct: Ten Steps to Getting It Right *– Dr. Kerry Parker*
04:30 pm – 06:30 pm	Networking Reception	
TIME/JUNE 23	**BASIC TRAINING**	**ADVANCED MANEUVERS**
08:00 am – 09:15 am	Breakfast Table Talks - Recruitment/Retention - My Teacher Did What?!?! - Attracting and Working with the New Generation ***Breakfast Sponsored by PeopleAdmin***	- Onboarding Programs - Getting Off to a Great Start in HR
09:15 am – 10:45 am	Sponsor Presentations	
10:45 am – 11:00 am	Networking Break – ***Sponsored by RIVS***	
11:00 am – 12:15 pm	FLSA and Overtime – *Joan Andrews and Nina Kim*	Teacher Evaluations – *Dr. Lisa Andrejko*
12:15 pm – 01:30 pm	Networking Lunch	
01:30 pm – 02:45 pm	Legal Update & Best Practices in FMLA Administration – *Clint Hansen*	Diversity – *Emily Douglas McNab*
02:45 pm – 03:00 pm	Wrap Up & Evaluation *Kelly Coash-Johnson, Executive Director, AASPA*	

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

Session Titles and Descriptions
AASPA Personnel Administrator Boot Camp
June 22-23, 2017 – Little America Hotel, Salt Lake City, UT

Best Practices for Strategically Hiring Top Candidates
Presented by Dr. Lisa Andrejko, Retired Superintendent, Strategic Education Advisor, PeopleAdmin, Shawnee, KS
Learn strategies for early recruiting, marketing, communication and interviewing to attract and identify top candidates as well as become their district of choice.

Everything Counts - Even Post-Its!
Presented by Dr. Kerry Parker, Executive Director of Human Resources, Clovis Municipal School District, Clovis, NM
Learn strategies to support clear and constructive communications related to performance concerns. Receive documentation templates that will hold up in court and protect just-cause and due process rights.

The Family and Medical Leave Act: Best Practices in FMLA Administration
Presented by Clint Hansen, Attorney, FabianVanCott, Phoenix, AZ
Attendees will learn about the latest compliance issues and legal updates in light of the revised federal regulations and court decisions, as well as changes and proposed changes by the U.S. Department of Labor.

Avoiding Liability Under the Fair Labor Standards Act
Presented by Joan Andrews and Nina Kim, Attorneys, Fabian VanCott, Salt Lake City, UT
Learn how to avoid common issues and missteps in the wage and hour arena, including minimum wage, overtime compensation, employee classifications and exemptions, and mandatory recordkeeping.

HR 101: A Primer for Newbies
Presented by Dr. Beth Dalton, Assistant Superintendent for Human Resources, Kildeer Countryside Community Consolidated School District 96, Buffalo Grove, IL
New to HR? Excited, but nervous? Join us for this session geared toward new HR Administrators. Learn HR basics, tips and tricks of the trade.

HR's Role in Effective Teacher Evaluations
Presented by Dr. Lisa Andrejko, Retired Superintendent, Strategic Education Advisor, PeopleAdmin, Shawnee, KS
Enhancing teacher effectiveness to managing defensible terminations. Learn and discuss strategies for implementing effective teacher evaluations.

Investigating Employee Misconduct: Ten Steps to Getting It Right
Presented by Dr. Kerry Parker, Executive Director of Human Resources, Clovis Municipal School District, Clovis, NM
In this session, you will learn and apply the top ten steps to investigating allegations of employee misconduct, while protecting employees and the employer from further liability and exposure.

Lessons from the Mouse: Applying Disney World's Secrets of Success to Your HR Department, Career and Life
Presented by Dr. Justin Schooley, Associate Superintendent of Human Resources, Berkeley County Schools, Martinsburg, WV
After years of customer service complaints regarding HR Staff? What can an HR Director do to create change? What can you learn from a mouse? The Walt Disney Company has been delighting and entertaining millions of people for years. Applying Dennis Snow's Lessons From the Mouse's ten no-nonsense, practical principles can reshape customer service and restore excellence organizations, careers, and lives. This keynote presentation will offer timeless, straightforward advice that can be applied to any situation or organization.

Alphabet and Title Soup: Title IV, VII, IX, ADEA, FMLA, FLSA and ADA-- An overview of federal employment laws
Presented by Heidi Adler, Attorney, Lear & Lear, LLP, Salt Lake City, UT
The session will provide the basics about the requirements and protections of various federal regulations. The presenters will help school administrators understand the regulations and apply them in challenging situations.

Running an Effective HR Department and Implementing Best Practices
Presented by Dr. Justin Schooley, Associate Superintendent of Human Resources, Berkeley County Schools, Martinsburg, WV
In order to run an effective human resources (HR) department, you must devise a strategy for achieving key HR needs, requirements, and strategies. These goals can be achieved by using various management processes. Planning and implementing is an effective method of determining an organization or department's course over the next year, as well as setting measurements of success. This presentation is designed for the newly appointed HR Director wondering where and how to begin.

Facebook, and Twitter, and Memes, Oh My!: When Social Media Becomes the Wicked Witch of the School Yard
Presented by Heidi Adler, Attorney, Lear & Lear, LLP, Salt Lake City, UT
Social media presents a myriad legal and practical challenges in public schools. What can and can't administrators discipline teachers for when it comes to online activities? Where does free speech end and insubordination begin? This session will help administrator navigate the ins and outs of the ever-changing world of social media as it applies to schools.

Termination for Cause and At-Will Pitfalls
Presented by Blake Ostler, Attorney, Ostler Moss Thompson, Salt Lake City, UT
This presentation addresses the Federal, State, Local and common law pitfalls associated with employee discipline and the best practices and options for effectively disciplining employees.

Working with Struggling Teachers
Presented by Annette Brinkman, Attorney, Lear & Lear, LLP, Salt Lake City, UT
Participants will leave the session with the tools to diagnose struggling teachers and provide prescriptive assistance for immediate growth through:

1. Understanding specific diagnostic data collection tools and the processes that will enable them to determine the initial point of interaction and
2. Specific skills and strategies to work with a struggling teacher.
3. Discussing and analyzing leveled components of effective classroom management for all teachers to maximize student engagement.
4. Utilizing the continuum of evaluation ---- collaboration to determine the appropriate stance for working with a struggling teacher.

WIRED for Diversity

Presented by Emily Douglas-McNab, Director of Human Capital, Battelle for Kids, Columbus, OH

Finding high quality individuals to serve in various roles within your organization is complex. This task becomes more difficult when looking for individuals with diverse experiences and backgrounds. In this session, we will learn about techniques and free sources to boost you recruiting effectiveness! Review best practices in recruiting, sourcing and HR branding; how to target extremely specific resources and comb through social media sites; and how to locate new organizations and job boards. You may even pick-up a few helpful Internet navigation and search tricks along the way.

Work Would Be So Much Easier If It Weren't for All the Other People

Presented by Jason Liewehr, Director of Secondary Personnel, Carrollton-Farmers Branch ISD, Carrollton, TX

By minimizing difficult communication patterns, we can reduce the number of employee complaints and coach our employees to reduce difficult behavior to make the workplace a more productive environment.

Combining the amenities of a major metropolitan area with the friendliness of a quaint, mountain town, Salt Lake is an ideal location for you to stay and play after AASPA's Personnel Administrator Boot Camp. A beautiful, safe, and vibrant destination, Salt Lake combines unparalleled access to natural recreation, a bustling economy, dynamic nightlife, remarkable history, warm hospitality, and Utah's Greatest Snow on Earth.™

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REACH FOR THE STARS

AASPA 79TH ANNUAL CONFERENCE

PHOENIX, AZ

OCTOBER 17 - 20, 2017

AASPA's 79th 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 (keynote speakers, pre-conference and clinic workshops, education and ignite sessions) 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.

AASPA's 79th Annual Conference is a must attend event for any ambitious, school administrator who is committed to HR and passionate about their own professional growth. You will have the opportunity to network with your peers in the field of school HR; stay up-to-date in your knowledge of new trends, laws and strategies; gain a solid grounding in tried-and-true HR fundamentals and gain unique insight into new practices. Learn what's necessary to stay competitive by discovering new innovative products and services from our business partners and enjoy time in the city of Phoenix! You won't want to miss the fun and energy of the Welcome Reception, the VIP Celebration as well as the State and Hospitality Receptions. You are sure to "Reach for the Stars" at this engaging event!

WEDNESDAY, OCTOBER 18

Crucial Conversations

By David Nelson

Leaders were observed struggling with poor performance, stalled change initiatives, low productivity, and strained relationships—confirming that leaders who avoid talking honestly with the right people about the right issues can expert poor results.

On the other hand, top-rated leaders routinely employ skills that turn diverse thought into synergy and synergy into results by mastering crucial conversations.

THURSDAY, OCTOBER 19

The Irresistible Power of Strategic Storytelling

By Kindra Hall

The shift from a transactional economy to a connected one has people scrambling; when surveyed, companies admit they believe a substantial portion of their revenue is under threat as a result. Businesses, brands, sales forces, marketing teams and leaders at all levels are desperately trying to capture attention and resonate with consumers who expect more. Is there a secret weapon? A silver bullet to humanize and connect? Yes. The answer is strategic storytelling.

FRIDAY, OCTOBER 20

The "Art" of Change and Innovation

By Tim Decker

Prepare to be amazed as world-renowned speed painter Tim Decker whips up masterpieces in minutes. He has appeared on TV dozens of times and his work and performances have been seen by George H. W. Bush, Muhammad Ali, Jimmy Kimmel, Arnold Palmer, Jimmy Carter and Kim Kardashian to name a few. Join Tim as he not only creates but also motivates with an upbeat keynote on change and innovation.

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