

best practices

In School Personnel

INTERVIEWING & HIRING

In this Issue:

Diversity Hiring

A Theory of Action

Hiring the Contemporary
Teacher

Millennials and the Great
Divide

Change: A Process, Not
an Event

Boot Camp
Agenda & Sessions

80th Annual Conference

Best Practices for
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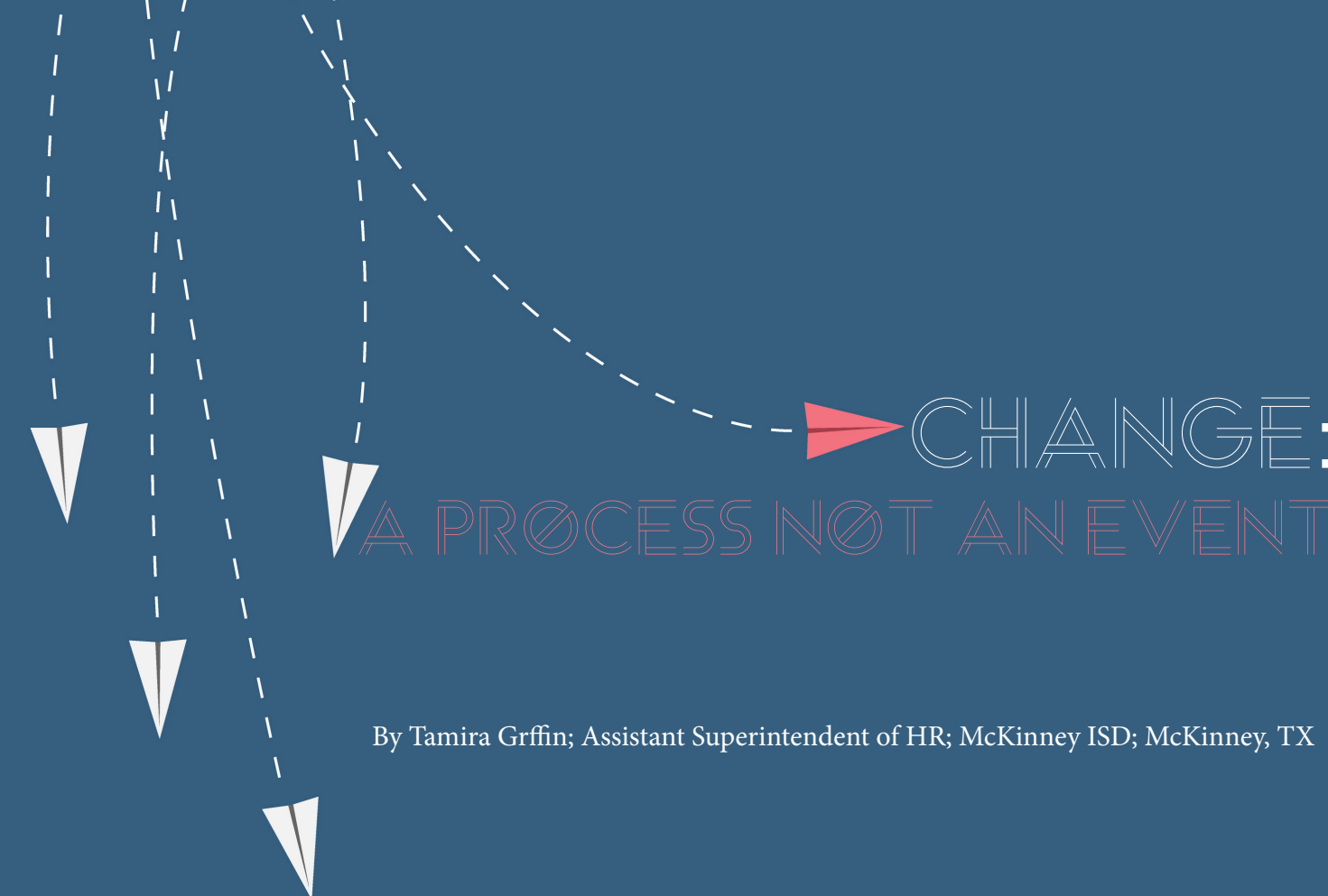
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IN THIS BEST PRACTICES:

- 3** Change: A Process, Not an Event
Tamira Griffin
- 5** Best Practices for Minimizing Claims of Unlawful
Discrimination During the Hiring Process
Frank B. Garrett III
- 7** 2018 Elite Sponsors
- 8** Diversity Hiring: It's Not as Black and White as You Think
Dandridge Floyd
- 11** A Theory of Action: Moving from Transaction to
Transformation for Diverse Hiring
Steve Grubb & Evan Mirolla
- 14** Hiring the Contemporary Teacher: Landing the Candidate
Who Can do the Job of Tomorrow, Not Just Today
Daniel Hartman
- 22** Millennials and the Great Divide: Why Are We Not Able to
Retain Them
Andrea Anthony
- 20** Hiring Qualified Teachers Even in a Tough Recruiting Climate
Melva Cárdenas
- 24** Attracting High-Impact Educators
Joseph Pettiford
- 27** Personnel Administrator Boot Camp Agenda and
Session Descriptions
- 31** AASPA's 80th Annual Conference



By Tamira Griffin; Assistant Superintendent of HR; McKinney ISD; McKinney, TX

Mahatma Gandhi said, “Be the change you wish to see in the world.” We cannot always wait for others; sometimes *we* must be the change agents. Although some changes consist of big pictures and grand gestures, most happen over time, the result of a few big decisions and many seemingly routine and smaller decision points. As a support department, HR is a team player with others on district-wide change initiatives. But sometimes we have our own changes that we want others to implement. We cannot expect campuses and departments to look at themselves critically and change (if needed) if we are not willing to do so ourselves.

I have now been in my “new” district for three years. During that time, our district has been through many positive changes. So has our department. I am excited about our present and our future. Being pumped up about future possibilities is a great thing. However, being part of something bigger than ourselves requires us to also be realistic about what is working and not working.

One thing we identified early on was that some of our HR work processes were duplicative, some were unnecessary and some were just convoluted and confusing! Second, and even more worrisome, www.aaspa.org

team members often did not understand why they were doing certain things but did not feel comfortable asking as they believed it would be seen as disrespectful to question the authority of the prior administration. In an effort to improve in those two areas, we developed a simple framework to identify concerns, collaborate with key players and streamline work processes. Every team member should have their voice heard. Each time a process review is initiated, it is done so with knowledge that we are doing a lot of things right but those few things we may not be doing right can taint the whole experience our customers have with HR.

We hired a person from another district who had demonstrated not only her general HR knowledge but also knew how to break down complex issues, map out processes and work with the team to put it all back together. Although we may develop specific goals for each process review, there are some over-arching parameters we expect to work within in each case. For example, we resolve to:

1. Dedicate resources to allow the process review to be completed and additional time to begin showing improvements after review findings are received and implemented.
2. Develop a simple framework/map/flow chart to

- identify concerns and create an action plan.
3. Collaborate with key players and stakeholders.
4. Encourage team members to share their expertise, as well as, their questions and concerns.
5. Streamline each work process for consistency and efficiency.
6. Whenever possible, move to consolidate systems and databases within HR.
7. Provide practical tools for our team members.
8. Document our work.
9. Provide professional learning opportunities for all HR team members throughout the year.
10. Continue to monitor and adjust as needed.
11. Share ideas with other districts and stay current on best practices.

Our goal is to eventually review all HR work processes but for this purpose we will focus on one of the most important process reviews we have completed to date: the hiring process. One of the first steps was to meet with the HR team members who are responsible for hiring. Some time was spent mapping out the current process (and at a later date the new and improved process). A sample map is available at: https://drive.google.com/file/d/10e6g_gt9eze_v7U5CcZjYNjhjBBMR8s5/view?usp=sharing.

This was also the time when the “lead domino” was established. In other words, what were our most serious problems or concerns that must be addressed early on. Once the current process had been discussed with the team and mapped out, the review team discussed what the process should look like and started the documentation process. An implementation plan was established and a timetable for reflection, monitoring and adjusting was determined.

One tangible tool that came from the process review on the hiring process was what we affectionately refer to as a routing slip. A sample routing slip can be found at: <https://drive.google.com/>



Tamira serves as assistant superintendent and CHRO for McKinney ISD, near Dallas, Texas. She holds pHCLE, SHRM-SCP, and SPHR certifications. Tamira served as president for both the Dallas Human Resource Management Association and the Texas Association of School Personnel Administrators. She was the first recipient of the Dr. Mary Hopkins TASP Administrator of the Year award.

open?id=1RE7pqa3X0mLtJFAh--AQpqrz-Aa43MJO. Now you may be thinking this won't work for your district because you are trying to go paperless. Well, so are we. For the most part our processes are electronic; however, there are times when we need to confirm that every step was completed or where a bottleneck has occurred. The routing slip, found via the link above, is a great tool that travels with the new hire packet until completion. For our district, having this document was one of those times when we knew it was okay to not go with the flow.

Of course, there are other parts of the hiring process that aren't addressed here. For example, one of our team members reviews every teacher application and attachments and lets the person know what they still need to do in order to be considered in our district. Pre-screened candidates that have completed all aspects of the application are then put in a pool for principals. Another example is that our HR team is revamping our onboarding process, with an eye toward making it more streamlined, efficient and effective. While a process review could be conducted in these two example situations, they are currently working well, with no noted problems so they don't rise to the top of the priority list at this time.

All in all, the process reviews have been very positive and there are still several areas yet to do. Team members need to understand why the changes are needed and important. It will only cause more work if everyone does not implement correctly. Although there are things that need to be changed as a result of a process review, there are also a lot of things we are doing well and should be celebrated.

How have you successfully implemented change within your HR department?

BEST PRACTICES FOR MINIMIZING CLAIMS OF UNLAWFUL DISCRIMINATION DURING THE HIRING PROCESS

By Frank Garrett III; Partner; Robbins Schwartz Nicholas Lifton & Taylor, LTD.; Chicago, IL

The recruitment and hiring process presents significant challenges for employers in trying to employ the best qualified candidates without violating the many federal and state nondiscrimination laws. Mistakes or errors, even unintentional, can lead to charges and complaints of unlawful discrimination by aggrieved individuals. This article is designed to assist personnel administrators and their staff in implementing best practices in the recruitment and hiring process.

Advertising the Position

- Advertise the position to a large pool of applicants utilizing local and regional publications and websites. Use publications which are geared to a diverse audience.
- Make sure your ad includes a statement of non-discrimination/equal opportunity employment.
- Review any applicable collective bargaining language (CBA) to ensure that the advertising and “posting” process does not violate the rights of covered employees.

The Application for Employment

Often times the employment application will be used as a critical piece of evidence in a failure to hire and/or unlawful discrimination complaint filed by a disgruntled applicant. As such, it is important that the employment application is fully compliant with nondiscrimination laws.

- Review applications for employment on a regular basis.
- Use the employment application only to request information directly related to the applicant's qualifications and the district's law right to employ her/him.
- The employment application may lawfully contain

questions regarding criminal convictions or guilty pleas. This is especially true for school districts because some convictions will automatically disqualify an applicant for employment. Note that the EEOC and many state legislatures have instituted a push to ban these criminal conviction inquiries at the post-offer stage.

- If applicable, include a statement on the application that authorizes a pre-employment medical examination after a job offer is extended.
- Ensure that the application has a statement informing the applicant that providing false or incomplete information on the application will be cause for rejection, or if discovered later, discharge.
- Include a statement of non-discrimination in the employment application.
- Require all applications to be signed and dated and a statement that for those applications submitted online, the application's submission constitutes signature.

The Interview

The employment interview is probably the most important factor in selection of an applicant for hire. It is also an area filled with possibilities for mistakes and errors that can lead to claims of unlawful discrimination or unlawful failure to hire.

- Utilize well trained interviewers and/or hiring committee to conduct the interview. These individuals should be knowledgeable of employment hiring law and the district's personnel policies.
- Utilize standard written questions for all applicants (Do not “stray from the script.”).
- Interview questions should focus on the applicant's qualifications, employment history, degrees and

certifications, skills and training and other relevant work-related inquiries.

- Avoid questions that can be perceived as discriminatory or that may elicit unwanted information.
- Do not let the interviewee sidetrack the interview with casual conversation not relevant to the questions.

Reference and Background Checks

- Always ask for and check the references of applicant.
- Criminal background checks are generally required for public school employees and certain convictions will automatically disqualify an applicant from employment. For those convictions

which are not automatic disqualifications, consistently applied practices is key.

- Ensure compliance with the Fair Credit Report Act (FCRA) if credit checks are a part of the reference check process.
- Use of social media for reference checks should only be conducted pursuant to a written policy/procedure and applied consistently to similarly situated employees. Use caution in utilizing social media checks.

While preventing a rejected applicant from filing a charge or lawsuit is impossible to do, following the above best practices will help to minimize a district's risk from that possibility.



Frank B. Garrett III represents school districts, community colleges, local governmental bodies and public and private companies in all aspects of employment law, including complaints and charges of unlawful discrimination, wrongful termination, sexual harassment, civil rights violations, employee discipline and termination. Frank counsels and provides training to employers on all aspects of the employment relationship. Additionally, Frank is certified by the Illinois State Board of Education to provide school board member leadership training required under Section 5/10-16a of the Illinois School Code.

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DIVERSITY HIRING:

It's Not as Black and White as You Think



By Dandridge Floyd; Assistant Superintendent for HR; Oakland Schools; Waterford, MI

Over the last decade, population demographics across the United States have shifted dramatically with the Census Bureau projecting that by 2044 a minority majority will occur in the United States. What does this mean for classrooms across the nation? According to the U.S. Department of Education, the majority of students in classrooms are students of color, while only one in five U.S. public school teachers are individuals of color.

A recent study found that when students had teachers that shared their race, they reported feeling more cared for, more interested in their schoolwork and more confident in their teachers' abilities to communicate with them. There is increasing evidence that when students have teachers who resemble them, they perform better in school. However, the data illustrates that the majority of public school teachers are white, middle class, females. As school districts grapple with the unyielding teacher shortage, recruiting for diverse candidates seems near impossible. But for district's committed to diversifying their teacher ranks, here are a few options:

INSIDE OUT EVALUATION

Before embarking on a massive upheaval of your district's recruitment process, it is critical to assess the

support for diversity recruitment. Successful diversity initiatives are embraced top down and actively incorporated throughout. There are three questions to begin this analysis: (1) WHY IS DIVERSITY IMPORTANT TO US? (2) DOES OUR CURRENT CULTURE AND CLIMATE SUPPORT DIVERSITY AND INCLUSION? (3) HOW WILL WE, AS AN ORGANIZATION, DEFINE DIVERSITY? Undoubtedly, the answers to each of these questions will be different for each district, but each are critical to assess readiness to embark on this rewarding journey.

In determining why diversity is important to your district, start with the end in mind. What value added benefit does your organization believe a diversity and inclusion initiative will provide? Once you identify the intended benefits of a diversity initiative, the next imperative step is to assess your district's current culture and climate. Diversity does not work without inclusion. Ask the question: If our diversity recruitment initiatives are successful, will recruited candidates be welcomed into an accepting environment? As you ponder this inquiry, consider the environment in your district and the climate to support the following potential hires:

- A Muslim woman wearing a hijab
- A transgender male

- A candidate in a wheelchair
- A pregnant candidate

If you are unsure, consider conducting a diversity and inclusion climate assessment with stakeholders before proceeding.

As diversity comes in many forms, I urge you to consider a multitude of individual characteristics including but not limited to race, ethnicity, religion, gender, veteran status or disability. Exploring what diversity means to your district, assessing your current climate and culture and how you will define are the first steps in diversifying your teacher ranks. Finally and most importantly, this should not be leveraged as an HR initiative; rather, diversity recruitment efforts must be owned by all as a district-wide initiative.

POSTING THE POSITION

Most school district's recruitment plan consists of posting and praying the right candidate applies. As the teacher shortage leaves many vacancies unfilled throughout the nation, recruiting for diverse candidates requires a labor intensive targeted recruitment process. Consider these strategies as you are developing your recruitment initiatives:

- **Partnering with diverse organizations to advertise your teacher vacancies.** This may include diverse fraternities and sororities, veteran job boards and diverse professional associations such as: Hispanic/Latino Professionals Association, IMDiversity, Professional Diversity Network, HBCUConnect.com, military.com, National Association of Asian American Professionals and Employ Diversity.
- **Collaborating with an Urban Teacher Residency Program** which encompasses yearlong paid teaching residency programs comprised of majority minority teachers in your district, and as a bonus, teachers commit to teach for a specified timeframe.
- **Recruiting candidates from Alternate Routes to Certification Programs** can greatly enhance diversity as these individuals are typically changing careers and, in many instances, of a diverse background.
- Finally, if your district's teaching population is not

diverse, **strongly resist** the urge to fill positions through word of mouth. Word of mouth has the potential to perpetuate an insular hiring process which could result in inequitable access to employment opportunities for minority candidates.

SCREENING THE SCREENERS

If school districts could blindly screen candidates like NBC's *The Voice*, bias in applicant screening and interviewing would be reduced greatly. Unfortunately, applicant screening and interviewing has inherent, often unconscious bias. Unconscious bias stems from one's tendency to organize the brain by categorizing easily observed criteria such as age, weight, skin color and gender. Many times we automatically assign presumed traits to anyone we subconsciously put in those groups. A woman with young children will miss work; men are better leaders than women.

The most common type of unconscious bias to affect the recruitment process is the *similarity bias*. We tend to gravitate towards the familiar and what feels most safe. It's much easier and it feels good to hire someone who has similarities to us. The risk of unconsciously employing the *similarity bias* is that non-similar, qualified candidates are overlooked. So how can you limit the effect of unconscious bias on your decision-making during the interviewing and screening process?

1. Take the [Harvard Implicit Association test](#). The test is a simple and scientific way of measuring unconscious biases across a variety of categories—race, weight, disability, age, sexuality, gender and more.
2. Acknowledge you have unconscious bias. Brains are biased.
3. Resist the temptation to dispute the findings of #1 above.
4. Encourage individuals involved in the recruitment and selection process to perform steps 1-3.
5. Engage multiple, diverse screeners of candidates' applications to ensure broad perspective. More than one person should screen applications.
6. Consider blind screening of candidates which includes removing non-essential data that can lead to biased assumptions such as: name, address, dates of graduation and college(s) attended.
7. Participate in facilitated discussions and training sessions promoting bias literacy.

IMPARTIAL INTERVIEWING

Because unconscious bias is so deeply embedded in our daily lives, rooting out and minimizing bias in hiring requires intentionality. This necessitates human resource professionals to be vigilant of the common pitfalls where bias in interviewing exists. Things to consider as you embark on your next diversity recruitment effort:

- Create a diverse interview panel for candidate interviews. Consider including individuals with diverse backgrounds including ethnicity, gender, broad age range and experience levels.
- Use a standardized structured approach process for candidate questions. Unstructured interview processes create risks of inequality.
- When preparing for the interview process, be clear about the vacancy you are recruiting for and decide up front what behavioral and technical

skills are paramount for a successful candidate. Design interview questions that can assist you in lifting up those qualities in candidates. Ask the same questions of each candidate to ensure a fair assessment.

- Most importantly, determine if your interview questions are inherently biased. Many common interview questions can create unintended bias for candidates. A few examples are in the chart below.

There is no silver bullet for diversity recruitment. It is a journey not a destination. Reducing unconscious bias by employing the strategies above with fidelity can greatly enrich your district. If you're not actively including, you're unconsciously excluding. Remember, rainbows are beautiful because they are different colors.

INTERVIEW QUESTIONS	POTENTIAL BIAS	CONSIDER
Tell us about yourself?	Often candidates will provide non-job related information in their response which can bias the interview team.	Please tell us about your professional experiences and how that experience has prepared you for this role.
Please describe an outstanding lesson you have taught? Why was it so meaningful?	Can potentially bias against a new teacher with less or no experience.	Please describe what an effective lesson for students in kindergarten looks like?
Please explain how you would utilize [Insert Your District's Program Here] approach to improve literacy?	Candidates may be considered less qualified if they don't have experience with your district's specific program or initiative without consideration that external candidates may have limited access to a variety of programs.	What is your approach to improving literacy? Give examples of how you would utilize this approach.



Dandridge is a labor and employment attorney with more than 10 years of progressive experience providing strategic, legal and human resource leadership to for-profit and public sector organizations. She is currently the assistant superintendent of human resources and labor relations for Oakland Schools, one of Michigan's largest intermediate school district, where she provides leadership and governance on matters ranging from workforce management and collective bargaining to alternative dispute resolution and discrimination risk management, to Oakland County's 28 public school districts supporting 200,000+ students.

A THEORY OF ACTION:

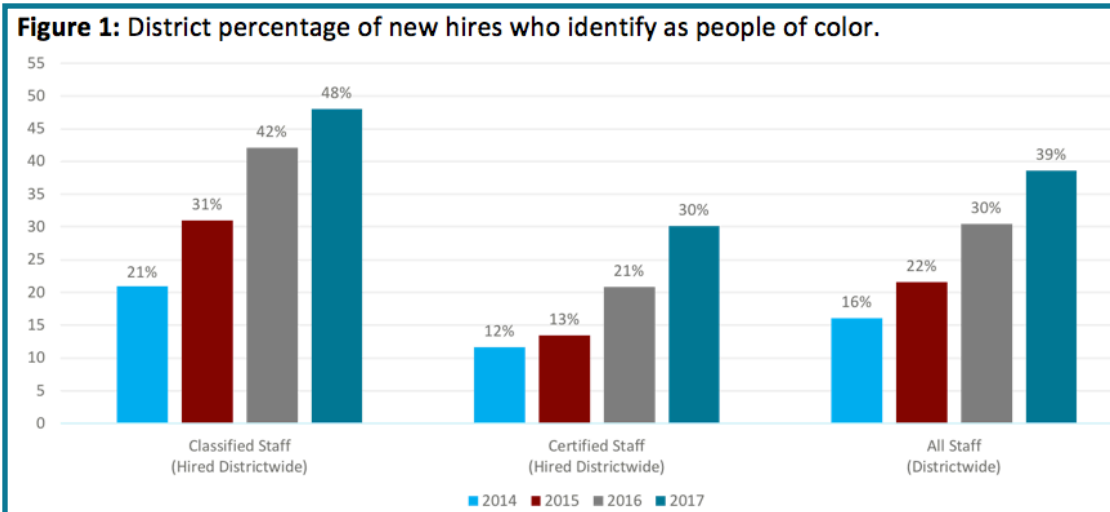
Moving from Transaction to Transformation for Diverse Hiring

By Dr. Steve Grubb; Chief Talent Officer; & Evan Mirolla, Intern; Highline Public Schools; Burlen, WA

Growing bodies of research and major practitioner-based institutions highlight the importance of teachers of color in the demonstrated achievement of students of color (Figlio, 2017). Today, there remain substantial gaps across the nation in the opportunity for those same students to interact with teachers who look like them (Goldhaber, et al., 2015; Bill & Melinda Gates Foundation, 2015). The risks of this opportunity gap are showcased with studies that emphasize an increased proficiency of teachers of color, in comparison to their white colleagues, in forming and maintaining meaningful connections, culturally responsive practices and high expectations of achievement with diverse students (Yang & Davidson, 2014; Egalite, et al., 2015; Goldhaber, et al., 2015; Egalite & Kisida, 2016; Summerhill, 2016; Figlio, 2017).

The challenges in bringing this research to a reality are deeply rooted in our system and history. Following the 1954 ruling of *Brown v. Board of Education*, nearly a third of black teachers lost their jobs. An implicit assumption that white schools were better than black schools and thereby white teachers were better than black teachers drove the integration of US schools (Fairclough, 2007). Subsequently, we have had substantial gaps in the recruitment and retention of a diversified teaching workforce in our nation's schools across generations (Hansen & Quintero, 2018). Systemic narratives of the lack of opportunity, success and diverse representation in school positions and leadership has kept today's students of similar backgrounds from pursuing teaching careers (Staples, 2007). The solution for such an expanded and deeply rooted problem is not a one-time initiative but rather an approach that seeks to develop and implement a meaningful and locally-driven solution over the course of generations through a concrete theory of action.





Highline Public Schools, a mid-sized urban district in the Pacific Northwest serving about 20,000 students representing families that speak more than 100 languages, provides a case worthy of attention. Highline Public Schools is an extremely diverse district in a predominantly white

state. Data from the Washington State Office of the Superintendent of Public Instruction reports that 44.9 percent of K-12 students in Washington are students of color, while the teacher workforce is made up of 10.7 percent teachers of color. Within Highline Public Schools 77.1 percent of K-12 students are students of color, while teachers of color make up only 16.7 percent of their workforce. Though the gap is substantial and reflective of nationwide and statewide trends, Highline Public Schools has achieved a near 20 percent increase in newly hired teachers of color over the course of three years. [See Figure 1].

With the promise of knowing every student by name, strength and need, Highline Public Schools set a vision of success for all students in an increasingly diverse community. The demand for diverse teaching candidates is high in the Puget Sound region. Deliberate efforts to strengthen Highline schools, community, and students through innovative hiring practices were made. Central to the five-year vision established by the school board and superintendent was an expectation of increased workforce diversity. This set a cascade of innovations and strategic moves to repurpose and reposition human resources and the support of personnel within the district and its schools. Still, there was a shared understanding—grounded by experience—that diversification of the workforce occurs when hiring is centrally managed and early, based upon projected vacancies, rather than school-directed and reactive to openings due to actual retirements and resignations.

With prompting from a university thought-partner, the human resources team recognized the need to develop a clear theory of action to guide and frame the change process. Specifically, the team ventured that the automation and streamlining of transactional tasks, such as processing leave requests and automating the issuance of contracts, would free the needed capacity to target workforce planning and development—two components believed central to establishing a diverse pool of highly-qualified teachers. A smaller and more efficient employee services team created the capacity to build out the recruitment and workforce planning team, which focused on projecting vacancies, recruiting locally and building partnerships and internal growth pipelines of talent and leadership.



A concrete result of this newfound capacity within the theory of action was the district bilingual teaching fellows program. In partnership with a local university, the workforce planning team developed a program for bilingual tutors to obtain teaching credentials while serving in their current role within the district. Ten of the 16 newly

certificated teachers were then hired by the district to serve in teaching roles in dual language schools – an integral step toward the overall district goal of all students graduating bilingual and biliterate by 2026.

Highline Public Schools provides a proof-point of possibility in action. More specifically, the human resources department made three key moves to increase capacity to address priorities:

1. Anchored change in a theory of action specific to human resources.
2. Redesigned the role of employee services.
3. Restructured workforce planning and development efforts.

Such an intentional and aligned shift in human resource practice from transaction to transformation has yielded substantial gains in diversifying the district's teacher workforce.



Dr. Steve Grubb is the chief talent officer at Highline Public Schools. Steve promotes and implements HR values by planning and managing programs and staff to recruit, retain and promote a diverse, highly qualified staff at every level of the school district. He also develops organization strategies by identifying HR issues for administrators related to labor relations.



Evan Mirolla is a Masters candidate at the University of Washington in Education Policy, Organization, and Leadership Studies for K-12 Systems. He is currently an intern in the Highline Public Schools Human Resources department.

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Hiring the Contemporary Teacher

Landing the Candidate Who Can Do the Job of Tomorrow, Not Just Today



By Dr. Daniel Hartman; Assistant Superintendent; South Western School District; Hanover, PA

There is no doubt that the landscape of K-12 education is rapidly changing thanks to significant increases in access to ideas, research and information. The desire to transform schools from the Industrial Age, factory-model institutions that are commonplace to dynamic environments that personalize and customize the learning experience for students, provide authentic learning opportunities and embrace innovation, creativity and empowerment, has become the vision in many educational circles and organizations across the land. Moreover, the reliance on and leveraging of technology to amplify this new vision of learning has

become a lynchpin of reform efforts. Future-focused administrators and leaders need to hire future-ready teachers who are equipped to not only succeed but thrive in this ever-evolving landscape.

An abundance of research on teacher hiring practices and personnel processes exists which focuses on effective selection processes, assessing quality and fit of candidates, and other pragmatic decisions involved in hiring qualified teaching candidates (Cutis, R.E., & Wurtzel, J, 2010; Loeb, S., Kalogrides, D., & Betteille, T., 2012; Rose, D.S., English, A., & Gillespie-Finney,

T.; and Simon, N.S., Moore-Johnson, S., & Reinhorn, S.K., 2015). Although the research has helped to distinguish effective hiring practices from ineffective ones, as learning organizations begin to redefine and transform what an appropriate education and learning environment should look like, these practices must be recalibrated to ensure they elicit the new skill sets, qualities, and mindsets contemporary teachers need to lead the 21st century learner.

Defining the Contemporary Teacher

As modern learning environments and structures become more prevalent, the skill sets, mindsets and qualities of teachers are changing. Teachers are no longer just expected to deliver a standards-aligned curriculum and lesson plans but need to be researchers and developers of authentic, rigorous and personalized learning experiences. No longer will simply engaging students in learning suffice, but there is an expectation to empower students so that they have agency of their own learning. There is also an increased expectation for teachers to take responsibility for their own professional learning and continual growth versus being a passive bystander of mandated professional development. Additionally, the successful contemporary teacher not only needs to know how to manage the physical classroom space and resources but be able to manage digital learning spaces and navigate the myriad of web-based resources that can be leveraged to enhance learning.

In their book, *Bold Moves for Schools*, Jacobs and Alcock (2017) identify the following six capacities for contemporary teachers in new learning environments:

- Teacher as self-navigating professional learner.
- Teacher as social contractor.
- Teacher as media critic, media maker and publisher.
- Teacher as innovative designer.
- Teacher as globally connected citizen.
- Teacher as advocate for learners and learning.

Similarly, the International Society of Technology in Education (ISTE) *Standards for Educators* (2017) and the International Association for K-12 Online Learning's (2014) *Blended Learning Teacher Competency Framework* aim to help identify the necessary competencies teachers must possess to succeed in contemporary and future-focused learning environments. These various frameworks and tools,

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as well as others that have emerged recently, can help school leaders identify the knowledge, skill sets, qualities and mindsets they want to look for in potential teaching candidates.

Strategies for Future-Focused Hiring

Too often, schools update their strategic design but fail to recalibrate their human capital strategies, including hiring practices, to align to their new vision for teaching and learning. The following suggestions offer some intentional and pragmatic steps school leaders can take to ensure their hiring practices are aimed at landing teachers with the skills and dispositions needed to reach their schools vision:

1. **Revisit Hiring Protocols Frequently:** Much of the literature and research on effective hiring practices points to how critical "fit" is (Curtis & Wurtzel, 2010; Rose, et al., 2014); however, what is a good fit for an organization yesterday may not be the same as tomorrow, depending on the organizations evolving vision and mission. Prior to hiring for a teaching position, consider having the hiring team create a chart that lists all of the critical skill sets (The ideal candidate must be able to . . .), knowledge and understandings (The ideal candidate must know . . .) and traits (The ideal candidate should be . . .). Once these critical attributes are identified, develop interview questions and performance tasks for each one based on the following levels:
 - **Level 1- Beliefs, Values, Attitudes** Example: As a teacher, do you feel it is more important to be an innovator, director, mediator or facilitator? Why?
 - **Level 2- Knowledge Theory, Research** Example: Identify two to three conditions that must be present for students to be empowered to take ownership of their learning.
 - **Level 3- Real Experiences** Example: Explain or show us evidence of a time where you have created a standards-aligned learning experience that was personalized to meet the needs of all of your students.
 - **Level 4- Vision** Example: What are two to three traditional school practices/procedures that demotivate learners, and how can we change these practices? Once questions and/or performance tasks have been mapped out in this manner, the team can then develop the interview structure, scope and sequence.

2. Reimagine Performance Tasks: Having potential teacher candidates complete some type of performance task has been a well-established practice in many schools for some time. Frequently, this involves having the candidate develop a lesson plan based around an assigned standard and either teaching the model lesson in front of a real audience or at a minimum reviewing the lesson plan with the interview panel. Although this practice has merit, consider adapting performance tasks to be more in line with the learning experiences we want teachers to be able to design and implement. One suggestion would be to not only give the teaching candidate a content standard to align their lesson to but to have them also be required to integrate a selected *ISTE Standard for Students* (2017). Then have candidates develop a learning experience with multiple entry points based on student readiness that takes in considerations for how students can be self-paced in place of developing a traditional stagnant lesson plan.

3. Reconsider Traditional Metrics and Indicators of Successful Candidates: Innovative technology company Google has gained notoriety for many things, including their hiring practices. Google has determined that metrics and indicators of applicants such as test scores, GPAs, and the college a candidate went to often fall short of being

an accurate predictor of the individuals success once they are employed. Instead, Google focuses on looking for attributes they have found to be more predictive of an employee's ability to thrive in their work environment, including cognitive/ learning ability (not one's I.Q. but rather their ability to think and process new information on the fly), emergent leadership (not traditional leadership roles or formal positions such as being president of student council but the ability to step up and lead when faced with a problem), and humility/ownership (the ability to take ownership of actions, accept failure and a willingness to learn from others) (Friedman, 2014). Schools that are trying to create more innovative organizational structures and learning environments can take a lesson from Google and other companies by trying to tease out these attributes from candidates during the hiring process.

There has never been a more exciting time to be in education than today, especially for individuals who embrace change, can adapt to new expectations and environments and are willing to take on the challenges and complexities of teaching and learning. Being intentional and purposeful in their hiring practices can lead to landing teachers equipped to succeed and thrive in the evolving landscape of today and tomorrow's schools.



Dr. Daniel W. Hartman is currently the assistant superintendent in the South Western School District in York County, PA. He has served in this role since 2016, prior to which he served as a middle school assistant principal and middle school principal within the same district since 2009. Dr. Hartman obtained his doctorate in educational leadership from Immaculata University, has a master's in educational administration from Temple University, and a bachelor's in social studies education from Elizabethtown College.



By Andrea Anthony, Ed.D., J.D., pHCLE; Assistant Superintendent of HR and Student Services; Rutherford County Schools; Murfreesboro, TN

According to 2016 *State Street Global Advisors*, 60 percent of millennials have changed jobs in the last five years for up to four times. There are almost 80 million millennials, and they will make up 50 percent of the U.S. workforce by 2030. We must discover why we are not able to retain the millennials. The more educated the millennial, the more likely he or she will look for new employment opportunities. ACT.org says students are being less interested in teaching as a profession. Millennial workers bring little loyalty to their careers with 60 percent leaving within three years of their hire date. They saw with the 2007 recession that commitment did not prevent layoffs. During the years of 2013-2016, our Tennessee district had 21 percent of our teachers with three or fewer years of experience. From 2016 to now, our workforce in the one to three years of experience range has increased to 35 percent. This trend will continue to rise with the millennials.

For the 2016 ACT, only five percent of the two million U.S. high school graduates who took the test stated that their career choice was to be an educator. So, is teaching not attracting the top talent? Oddly enough, those who did mark they have an interest in education have below-average scores in math and science on the ACT. The statistics reveal that 95 percent are interested in early childhood and elementary education and are mainly female. All the while, our needs at the district level are in math, science and special education. Our teacher preparation programs at the university level must help us to match our shortage needs while training students to be prepared for classroom management. With teacher shortages, educator preparation programs nationwide are seeing a decline up to 50 percent in students completing the teacher licensing requirements. Our local university, Middle Tennessee State University, which was once named a "normal" college for teachers in the early 1900s, has experienced a 45 percent decline in licensed teacher graduates. What can we do as a district? We

can partner with our career and technical division and provide a grow your own employee program. There are student courses especially at the high school level and in some instances at the middle school level that can give our students a sampling of what an education career is all about. In Tennessee, our course area is called Teaching as a Profession. We are working toward providing incentives and scholarships for these students to become educators. Incentives and scholarships are significant because more than 60 percent of our teachers take jobs within 15 miles of their hometown.

Are there areas that are non-negotiable in helping a millennial to stay? Some of our most recent survey results match what Society of Human Resource Managers has found to be true. Millennials say they leave due to a lack of career advancements. What can we do to develop educators' leadership positions? We created a mentoring program to match millennials with more seasoned educators. We have taken advantage of rotating our educators through different roles so they can obtain new expertise, i.e. teacher instructional leaders and PLC team leaders. We must fully develop their leadership skills. This is tied to better compensation (salary and benefits) and makes us aware that we must ensure that our total compensation is competitive for educators. The key is to address compensation gaps. We can assist our employees with developing skills which stretch them forward and help them to earn promotions. Millennials state they want a more flexible work environment with remote work opportunities that often do not align with a career in education. The lack of flexibility and remote work opportunities are reasons why 27 percent of millennials are self-employed, and 31 percent feel they earn enough money to lead their life as chosen. They find that employment family-friendly policies make it easier to balance both life and work issues.

In 2013, PricewaterhouseCoopers conducted a study revealing millennials' belief that productivity should be measured by the output of work performed, not by the number of hours worked. They view work not as a place but as a thing. They want their colleagues to be a second family and want a workplace of like-minded employees. This would be what we refer to in education as a "good fit" in culture. A 2011 Pew Research survey revealed that of the 800 millennials asked, only 30 percent viewed their job as a career. If you break the data down further those at the 18-24 years old range—in our new teacher age range—only 11 percent viewed their job as a career. This survey was given in the same time range of the 2013 National Center for Teaching Quality survey. Former U.S. Department of Education Secretary Arne Duncan reported that most teacher preparation programs received low scores and these low-ranking programs created teachers who are ineffective and are underprepared. Take these results and match a new teacher with a challenging classroom/assignment and you have a recipe for

a trial by fire disaster. Once the millennial leaves due to this lack support, the school district is then left with thousands of dollars lost in their professional development investment. Then the search is on again to find the next replacement teacher.



How do human resources professionals describe millennials compared to how they express themselves? Look at the 2013 Beyond.com survey results above. On the topic of people savvy, HR leaders found millennials to be at 14 percent, which millennials rated themselves at 65 percent. 86 percent of HR leaders found them to be tech savvy, while millennials reported themselves at 35 percent. The most significant disconnect is how HR leaders found them to be only one percent loyal, which millennials reported themselves to be at 82 percent. Millennials do not view turn over or not staying with a job as bad. HR leaders found them to be 39 percent fun-loving, which millennials reported at 14 percent. Another area of significant disconnect on perceptions is being a hard worker. HR leaders found millennials to be at 11 percent and Millennials say they are at 86 percent. It appears in this survey that HR leaders find millennials to be all play and no work. Millennials report themselves as hard working and loyal while they are at their current placement. They do not feel there is a significant divide. Millennials must rise above these perceptions and help ease the perceived great divide.

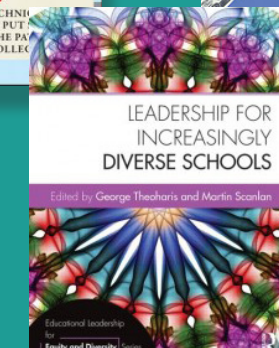
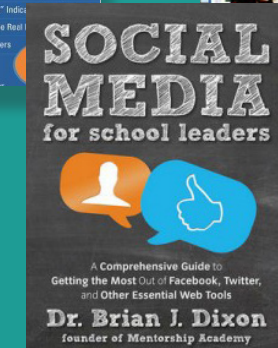
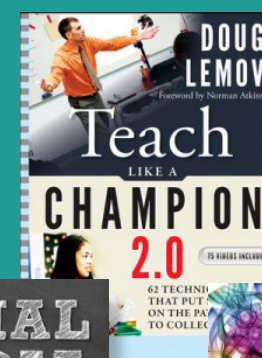
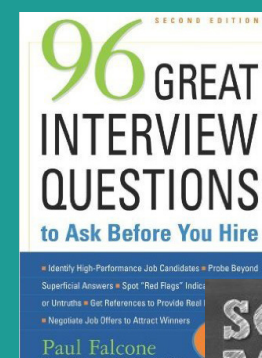


Dr. Andrea Anthony began her secondary education career 25 years ago and is continuously recognition for her leadership and vision in helping her high school move from a state target school to a 2011 National Blue Ribbon School. She began her leadership role as a high school mathematics department chair 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, an executive principal for 12 years and her district's coordinator of secondary education. She has been recognized as Tennessee's NASSP Principal of the Year and Tennessee's Mid-Cumberland Supervisor of the Year. Currently, she serves as the assistant superintendent of HR and student services for Rutherford County Schools. Dr. Anthony went back to get her second doctorate in law, citing so much of administration deals with the law and employing a world class staff. She added her SHRM HR generalist certification and pHCLE certification. Dr. Anthony 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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HIRING QUALIFIED TEACHERS EVEN IN A TOUGH RECRUITING CLIMATE

By Melva V. Cárdenas; Strategic Education Advisor; TalentEd; Austin, TX

Throughout the U.S., hiring qualified teachers is akin to finding a needle in a haystack. The number of teachers applying for positions isn't keeping pace with the growing number of job postings, which is causing significant shortages.

The shortage is not new as all 50 states plus Washington, D.C., have reported a shortage of teachers since 2005. However, the Learning Policy Institute estimates there could be a nationwide shortfall of 112,000 teachers by this year.

School districts across the country are struggling to grow their candidate pools and are challenged with filling hard-to-hire teacher positions in subjects such as math, science, bilingual education and certain foreign languages.

The race to quickly identify, hire and onboard the right educators is on, and innovative school districts are turning to new methods and technology to help. Whether you work in education or manage people processes for other tough-to-hire industries, learning how successful school districts use data and technology to improve their hiring and retention processes can help you as you seek to improve your own.

Double Down on Recruiting

When shortages strike, the competition for that small pool of superstar candidates heightens. That's why it's critical to invest more in recruiting efforts.

As an initial step, work with your team to develop

effective recruitment plans — including scheduling regional job fairs, searching for applicants on relevant job boards, and partnering with education preparation programs — to build your candidate pipeline. And while slow to adopt social media as a recruiting resource, school districts now are turning to sites such as LinkedIn and Facebook to scout for teachers.

The easier you make it for active and passive job seekers to find your available positions, the greater your candidate pool will be.

Get Organized

Once you begin building your candidate pool, keep it organized.

For savvy school districts, transitioning scattered and often manual people processes into one digital hub has been a game changer. They can manage everything from job postings and interview schedules, to reference checks and diversity reports in one place.

Organization breeds speed in the hiring process, which is vital in a competitive hiring scenario like shortages. Research shows that if it takes more than 30 days to make an offer to a candidate, the odds of them rejecting that offer go up by 60 percent.

Use Data to Make Hiring Decisions

Candidate interviews play an integral role in hiring, but they don't always paint the full picture.

“**Research shows that if it takes more than 30 days to make an offer to a candidate, the odds of them rejecting that offer go up by 60 percent.**”

Some school districts are going beyond vetting qualifications and conducting interviews, relying on predictive analytics to determine a candidate's likely influence on student achievement.

Through research-based assessments, school districts gather data on each candidate and can statistically determine if they have the right skills, cognitive abilities and attitudinal factors to be a fit. The most effective teacher candidate assessments are backed by decades of education research and data studies of several diverse school districts.

Lean on Your Learnings for Onboarding

In-depth information provided by candidate assessments can help in the onboarding process, too. It gives you a better sense of the person you're hiring and how they respond to different methods of training and information delivery.

While much of the focus in staff shortage scenarios is placed on recruiting talent, learning how to retain

that talent is imperative. Retention starts with a positive onboarding experience that goes beyond basic orientation and completing employment paperwork.

According to the Society of Human Resource Managers, employees who attended a well-structured onboard program are 69 percent more likely to remain with that employer for three years. Well-structured onboarding helps new hires acclimate to social and performance aspects of their job, so they're well-prepared to dive into their new roles quickly and effectively.

Professional Learning Matters

In addition to candidate vetting and onboarding, school districts thriving in retention are using data to develop personalized professional learning plans. Advanced technology used in these districts analyzes student performance data and teacher performance data to customize professional learning offerings for each teacher's needs.

This type of personal attention aides in retention and has a tremendous impact on student outcomes. Some reports show teachers who receive substantial professional development can boost their students' achievement by more than 20 percentile points.

Their Solutions Might Be Your Solutions

While these are only a few ways school districts are addressing the teacher shortage, they are some of the most impactful and easy to duplicate across the country.



A 33-year veteran educator and HR leader, Melva Cárdenas held roles as a teacher, principal and HR executive director in Midland and Round Rock Independent School Districts, both in Texas, and currently serves as a field supervisor for an educator certification program and a strategic education advisor at TalentEd.

Since retiring from the public schools in 2008, she served as director of educator certification at the Texas Education Agency (TEA) and executive director for the Texas Association of School Personnel Administrators (TASPA).

Melva earned a Bachelor of Science in elementary education and a Master of Education in school administration from Sul Ross State University in Alpine, Texas. She holds Texas educator certificates in elementary first through eighth grade with bilingual and English as a second language endorsement and mid-management administrator.



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ATTRACTING HIGH IMPACT EDUCATORS

How Technology Can Improve Immediate and Forward-Looking Recruiting Efforts

By Joseph Pettiford; Chief HR Officer; Jefferson County Schools; Charles Town, WV

At Jefferson County Schools, we're committed to ensuring students are surrounded by teachers who can help them grow, learn and develop into tomorrow's leaders.

Because of our location—rural West Virginia—we face unique challenges. We're located in an area that has the nation's highest percentage per population of opioid addiction in the country, which leads to us serving a large number of students who have high Adverse Childhood Experience scores.

Put simply: We have to use every tool at our disposal to attract the very best teachers.

We currently use a predictive analytics tool that allows us to objectively assess the future impact of candidates and provides a roadmap for their professional learning, and we are making an immediate impact on teacher hiring.

But perhaps more importantly, we're laying the groundwork to attract our next generation of high-impact educators.

IMMEDIATE IMPROVEMENTS

A typical building administrator or principal is really a CEO. Because they typically spend the bulk of their day solving challenges and managing

multiple priorities, the only time they really have the opportunity to go through resumes is at night or on the weekends. Fortunately, with JCS's data-based assessment, they can very quickly identify top candidates based on impact, performance and opportunity.

Our tools allow us to improve the experience for new hires as well. Having been recently recognized by MSN as the best school district in the state of West Virginia and consistently being known as a top performing school district, we are fortunate to have also successfully been the first in the state to implement and use this type of technology tool. Using tools that integrate on a larger platform allows us to also prepare Professional Development Profiles for all new teachers that identify strengths and opportunities for growth. As a result, we can drive impactful professional learning starting on day one. A principal or building leader can sit down with a new teacher and say, "Now that we've got a plan, let's talk about how we're going to invest in you and help you grow." That's something we didn't have before, and it allows us to engage with new hires on a much higher level.

ATTRACTING THE NEXT GENERATION OF HIGH-IMPACT EDUCATORS

The value of using personalized data to transform hiring truly takes shape when considering the long-term benefits: using data analytics tools don't only improve hiring today, they will improve the quality of candidate pools far into the future.



As Jefferson County Schools' top human resources executive, Joseph Pettiford is responsible for creating innovative ways to deliver services and information to employees and establishing a culture of intention and systems and training that will ensure educators deliver the highest level of instruction and impact to students. Pettiford possesses advanced degrees in business and human resources and is a certified Senior Professional in Human Resources (SPHR) through the HR Certification Institute (HRCI) and SHRM's Senior Certified Professional (SHRM-SCP). He is also an ISO 9000 Certified Internal Auditor and a Lean Six Sigma Yellow Belt. Since 2006, Pettiford has served as an adjunct professor in higher education at various universities where he has taught graduate and undergraduate courses in HR, business and labor relations.

Ultimately, it will help us develop better marketing. We'll look at statistics for where our best applicants are coming from and know where to target our marketing dollars, so we can direct our marketing and outreach efforts more strategically.

We also plan to use data to empower students in higher education.

Our district has partnered with a local university to attract recent graduates, and we plan to share insights gained from our data to help the university better prepare students pursuing careers in education.

We can impart some of our high-level findings with the university and say, "Here are some of the opportunities that your faculty can tackle, and here are some of the areas where we're seeing very strong attributes from your students that you may want to promote."

CONCLUSION

As with all of our district's initiatives, this plan is about developing an atmosphere of performance. And ultimately, it's about seeing better measurements from the student—whether that be higher test scores, greater participation in extracurricular activities, lower absenteeism rates, lower discipline rates or any other indication of progress.

It takes time to evolve, but that's what we're moving to.

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And don't forget to join us on the second and fourth Tuesday every month for our #K12Talent Twitter chats. Discuss topics like interviewing, recognitions, hiring remorse, preparing for new school years with other human capital professionals.

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June 21 - 22, 2018

Marriott Chicago O'Hare - Chicago, IL

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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!

WEDNESDAY, JUNE 20		
06:30 pm – 08:00 pm	Networking Reception – Sponsored by RIVS	
THURSDAY, JUNE 21	BASIC TRAINING	ADVANCED MANEUVERS
07:30 am – 08:00 am	Continental Breakfast & Registration Sponsored by Proximity Learning	
08:00 am – 08:15 am	Welcome & Introductions <i>Kelly Coash-Johnson, Executive Director, AASPA</i>	
08:15 am – 09:30 am	Lessons from the Mouse: Applying Disney World's Success to Your HR Department, Career and Life – <i>Kelly Coash-Johnson</i>	
09:30 am – 10:45 am	HR 101: A Primer for Newbies – <i>Beth Dalton</i>	Navigating the Legal Liability Minefield in the Recruitment, Interview and Selection of Qualified Applicants - <i>Frank B. Garrett III</i>
10:45 am – 11:00 am	Networking Break – Sponsored by Aetna	
11:00 am – 12:00 pm	Employee Handbooks: Practical & Legal Considerations, How to Create, What to Include & What Not to Include – <i>Scott Macdonald</i>	Creative Approaches to Filling Your Vacancies – <i>Sara Skretta</i>
12:00 pm – 01:00 pm	Networking Lunch	
01:00 pm – 02:00 pm	Employee Discipline – <i>Brian White</i>	Hired to Retired: High-Quality Induction for Retention – <i>Beth Dalton</i>
02:00 pm – 03:15 pm	Legal Update & Best Practices in FMLA Administration – <i>Scott Macdonald</i>	School Data Breaches: Are You Prepared? – <i>Steve Puszis</i>
03:15 pm – 03:30 pm	Networking Break – Sponsored by Edustaff	
03:30 pm – 04:30 pm	Overview of Federal Laws – <i>Brian White</i>	The Student Teacher Pipeline – <i>Sara Skretta</i>
04:30 pm – 06:30 pm	Networking Reception – Sponsored by TalentEd	
FRIDAY, JUNE 22	BASIC TRAINING	ADVANCED MANEUVERS
08:00 am – 09:15 am	Breakfast Table Talks - Recruitment/Retention - My Teacher Did What?!?! - Onboarding Programs - Getting Off to a Great Start in HR - Attracting and Working with the New Generation Breakfast Sponsored by TalentEd	
09:15 am – 10:45 am	Sponsor Presentations	
10:45 am – 11:00 am	Networking Break Sponsored by SparkHire	
11:00 am – 12:15 pm	Wage and Hour Issues for Schools – <i>Bill Pokorny</i>	Facebook Fiascos and Free Speech: Teachers and the Internet – <i>Sally Scott</i>
12:15 pm – 01:30 pm	Networking Lunch	
01:30 pm – 02:45 pm	Best Practices in Teacher Evaluation – <i>Renee Zoladz</i>	The Nuts and Bolts of Internal Investigations – <i>Dana Fattore Crumley</i>
02:45 pm – 03:00 pm	Wrap Up & Evaluation <i>Kelly Coash-Johnson, Executive Director, AASPA</i>	

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Session Titles and Descriptions
AASPA Personnel Administrator Boot Camp
June 21-22, 2018 – Marriott Chicago O’Hare, Chicago, IL

PM Best Practices in Teacher Evaluation
Dr. Renee Zoladz, pHCLE, Associate Superintendent for Instructional and Personnel Services, Grayslake Community High School District 127, Grayslake, IL
 The purpose of teacher evaluation is twofold: a pathway for promoting teacher growth and development as well as an accountability tool to measure teacher competence. What are best practices in teacher evaluation? What types of tools are used to accomplish these goals? As an HR Administrator, what is your role in the process and what shared accountability exists among your district and building administrators? Come to this session to learn what you need to put into place to ensure your district has a high-quality system that is compliant, reflective of best practice, utilizes technology, and promotes teacher learning. In addition, we will review your collective bargaining agreements and the need for HR monitoring of teacher evaluation to keep your union grievance free.

SR Creative Approaches to Filling Your Vacancies
Sara E. Skretta, Ed.D., PHR, Certification Officer, College of Education & Human Sciences, University of Nebraska, Lincoln, NE
 As the teacher shortage affects districts across the country, human resource professionals must be cutting edge and creative when recruiting to fill vacancies. Partnering with colleges/universities to provide students with a path to employment early in the educator preparation program (EPP) can provide districts with an outstanding teacher who is ahead of the curve! This session will provide a brief overview of the teacher vacancy issue, as well as options for partnering with EPPs to build your pipeline of future teachers.

PM Employee Discipline
Brian White, SPHR, SHRM-SCP, Executive Director of Human Resources and Operations, Auburn-Washburn USD 437, Topeka, KS
 The goal of employee discipline is to address and correct performance concerns. You don’t need ESP to be effective, but you will learn about “E.S.P.” and its importance to changing behaviors and performance. Participants will learn how to provide feedback in a way to best communicate with an employee to improve performance concerns before they become a disciplinary issue. Unfortunately, there will be times where discipline becomes necessary. Best practices for documentation and writing effective discipline will also be discussed.

RM Employee Handbooks: Practical & Legal Considerations, How to Create, What to Include & What Not to Include
Scott Macdonald, Senior Associate, Macdonald & Associates, Middletown, CT
 Attendees will learn the purposes of employee handbooks, how to create and revise handbooks, what to include and not include (a checklist will be provided), how to organize and customize the handbooks, practical and legal implications, tips and common mistakes.

RM Facebook Fiascoes and Free Speech: Teachers and the Internet
Sally Scott, Attorney and Leah Farmer, Attorney, Franczek Radelet P.C., Chicago, IL
 What can you do when teachers post inappropriate content, lambast your district, or discuss students on the internet? This interactive session will walk you through actual scenarios to outline what your options are.

RM The Family and Medical Leave Act: Best Practices in FMLA Administration
Scott Macdonald, Senior Associate, Macdonald & Associates, Middletown, CT
 Attendees will learn about best practices in FMLA administration, along with useful, practical tips and tools will be provided that will enable attendees to facilitate FMLA administration through HR staff and train supervisors. Documents and forms will be provided to use in managing FMLA leaves.

OB Hired to Retired: High-Quality Induction for Retention
Beth Dalton, Assistant Superintendent for Human Resources, Kildeer Countryside Community Consolidated School District 96, Buffalo Grove, IL
 Studies show that new teacher turnover can be cut in half by providing a comprehensive induction program. In addition, induction programs are one of the best ways to begin to acculturate new employees into your school system. This presentation will introduce you to one school district’s program and offer ways in which you can design a program that meets your needs.

SR HR 101: A Primer for Newbies
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.

OC Lessons from the Mouse: Applying Disney World’s Secrets of Success to Your HR Department, Career and Life
Kelly Coash-Johnson, Executive Director, American Association of School Personnel Administrators, Overland Park, KS
 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.

SR Navigating the Legal Liability Minefield in the Recruitment, Interview and Selection of Qualified Applicants
Frank B. Garrett III, Partner, Robbins Schwartz, Chicago, IL

RM In the interactive session, attendees will participate in identifying common, and not so common, mistakes in the recruitment and hiring process and learn how to avoid these mistakes which can lead to charges of unlawful discrimination, failure to hire and other claims.

PM The Nuts and Bolts of Internal Investigations
Dana Fattore Crumley, Attorney and Shelli Anderson, Attorney, Franczek Radelet P.C., Chicago, IL
 Maintaining a positive and productive work culture often requires human resource professionals to examine misconduct or review complaints that are not identifiable through regular supervision and oversight. In this session, you will receive step-by-step guidance on conducting comprehensive investigations of misconduct and complaints, including identifying the scope of the investigation, developing interview questions, handling difficult witnesses, preserving evidence, working with law enforcement to address criminal misconduct, and creating effective documentation that will stand up to legal challenge. The session will also address handling high-stakes investigations in the current “Me too” environment in a manner that manages potential conflicts of interest and helps maintain an open and positive culture and climate.

PM Overview of Federal Laws
Brian White, SPHR, SHRM-SCP, Executive Director of Human Resources and Operations, Auburn-Washburn USD 437, Topeka, KS
 If you don’t understand basic employment law you are putting your district and career in jeopardy. From ADA to USERRA, participants in this interactive session will learn about the basic employment laws that every school district HR administrator should know.

RM School Data Breaches: Are You Prepared?
Steve Puiszis, Attorney, Hinshaw & Culbertson LLP, Chicago, IL
 Data breaches can affect any organization. And increasingly they are. But the massive problems that these incidents cause are uniquely exacerbated for schools. This presentation will cover practical risk management strategies to help mitigate the risk posed by hackers using ransomware, keyloggers and other malicious tools. It also will address state data breach notification requirements and protocols for schools in the event of a breach. Attendees will come away armed with useful information that can be used to protect their schools, students and personnel.

SR The Student Teacher Pipeline
Sara E. Skretta, Ed.D., PHR, Certification Officer, College of Education & Human Sciences, University of Nebraska, Lincoln, NE
 Recruiting student teachers can assist you in your recruitment efforts. This session will discuss some of the nuances of recruiting and hiring with a focus on pre-service teachers. Specific topics will include areas like what pre-service teachers look for in potential employers and the timing of hiring.

PM Wage and Hour Issues for Schools
Bill Pokorny, Attorney, Franczek Radelet P.C., Chicago, IL
 This session will provide an overview of wage and hour law focusing on issues relevant to schools and address common mistakes that can lead to liability, including employee misclassification, off the clock work, recordkeeping issues, and overtime calculation errors.





With Lake Michigan (the 5th largest body of fresh water in the world) and nearly 600 parks, Chicago is an ideal location for you to stay and play after AASPA's Personnel Administrator Boot Camp. A beautiful, safe, and vibrant destination, Chicago combines unparalleled access to natural recreation, a bustling economy, dynamic nightlife, remarkable history, warm hospitality, sporting events and attractions, like the Chicago Riverwalk, Navy Pier, Millennium Park and Willis Tower.



This program has been approved for 16 recertification professional development points through the American Association of School Personnel Administrators (AASPA) for the Professional Human Capital leader in Education (pHCLE) certification. This program has been approved for 10.5 recertification credit hours through the Society for Human Resource Management (SHRM).

Certificates will be available at the end of the workshop.

The use of this seal is not an endorsement by HCLE or SHRM of the quality of the program. It means that this program has met HCLE and SHRM criteria to be pre-approved for recertification.



AASPA 80TH ANNUAL CONFERENCE

MINNEAPOLIS, MN | OCTOBER 9 - 12, 2018

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AASPA's 80th 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 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 80th 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 Minneapolis! 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 "Master, Motivate and Move" in Minneapolis!



WEDNESDAY,
OCTOBER 10
The Positive
Psychology
Revolution of
Educators

By Amy Blankson

The education world has unique challenges that have been well-studied in the field of positive psychology. Amy—named a Point of Light by two US Presidents for cracking the code on how to create positive change—combines her nonprofit experience as an Executive Director with her cutting-edge research at corporations like Google to illuminate the science of happiness in an applied, interactive and entertaining way.



THURSDAY,
OCTOBER 11
Relationship
Readiness
By Adam Saenz

Most of us already know that relationships matter in any field, but particularly in education. The question is: how? How do I build life-impacting relationships with students, their families, or anyone I serve in my capacity in the school system? There is a framework—the practice of four essential skills that will posture and position any professional to a place of relational readiness. 1) Reflecting; 2) Directing; 3) Connecting and 4) Protecting.



FRIDAY,
OCTOBER 12
Leading with
Greatness
By Jermaine Davis

What makes great leaders great? Great leaders C.A.R.E.! They intentionally Create a Rare Experience in the lives of their employees, colleagues, and customers. Have you ever wondered why great leaders don't burn out? It is because they get things done through and with the strengths and talents of their motivated and engaged employees. Research shows, people don't leave teams and organizations, they leave bad and incompetent leaders.



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American Association of
School Personnel Administrators
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