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In School Personnel



ONBOARDING

In this Issue:

Empowering New Teachers

Hook, Line & Sinker

Onboarding New Teachers

Closing the New Hire Knowledge Gap

Retaining Quality Educators through Comprehensive, Systematic Induction Programs

Boot Camp Agenda & Sessions

81st Annual Conference



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Closing New Hire Knowledge Gaps: How Onboarding Sessions Can Help Close the Gap for New Hires

By Dr. Latanza Harrison; Coordinator of HR; Alabaster City Schools; Alabaster, AL

As a longtime driver on major interstate highways in my state, I quickly learned the value of any kind of roadmap as an effective tool to assist me in getting to my desired destination. And, as a new start up district in a small suburban city, it became apparent that employees new to the district also needed a roadmap of some sort to navigate from the application process through the transition as a school district employee.

According to a recent research article by the Society of Human Resource Management (SHRM), *Don't Underestimate the Importance of Good Onboarding*, Arlene S. Hirsch, August 10, 2017, onboarding "offers an imprinting window when you can make an impression that stays with new employees for the duration of their careers." In the Alabaster City department of HR, it is our belief that we hire employees who are qualified, dedicated, innovative, student centered and engaged in continued learning. So, how exactly does this belief apply to practices in the district? Our HR team engaged in several brainstorming sessions to answer this question. What happened next was the start of our first onboarding program that helps all new employees navigate through the district using our Onboarding Roadmap. At the beginning of the school year, our superintendent, board members and other district staff all welcome new teachers at the start of a two-day Beginning Teacher Induction Program. This session focuses on information about the district, its mission, beliefs and expectations for the school year. Likewise, a two-hour onboarding session is conducted to provide information on policies procedures, benefits and payroll. Our onboarding sessions are pre-scheduled monthly so as new employees are hired they have opportunities to participate in one of the rolling sessions. Here is a sample of some of the topics covered during these sessions:

1. Policy Manual
 - a. Drug-Free and Alcohol-Free Workplace
 - b. Sexual Harassment Policy
2. Employee Handbook
 - a. The Basics of Attendance
 - b. Work Hours
 - c. Employee Leave – Professional, Personal, Sick, Vacation, FMLA, Sick Leave Bank, OTJ Injury Leaves of Absences, Military Leave, Comp Time / Overtime
 - d. Sick Leave – proper usage of sick leave
 - e. Sexual Harassment Training
 - f. Safety Training
3. Salary Schedule
4. Professional Educator Certification
5. Students First Act
6. Random Drug Testing

7. Educator Code of Ethics – Code of Ethics Standards
8. Human Resources File Requirements
 - a. Professional Educator Certificates (current)
 - b. Background Check
 - c. Official Transcripts - Sealed
 - d. Supplement EXP forms
 - e. Verification of Higher Degree
 - f. Digital onboarding documents
 - g. Changes of beneficiary, name, address, etc.
 - h. Sick leave transfer forms
 - i. Certificate of Completion of Ethics Commission Training Video
9. Substitute Management – PIN numbers, who needs subs, setting up profile
10. Onboarding Procedures
 - a. New Employee Checklist
 - b. Completing Forms
 - c. Confidentiality Form
 - d. Uploading Driver's License and Social Security Card
 - e. Printing Documents and Notary Services (Group Life Beneficiary, Confidentiality Agreement)

Payroll/Finance

1. Teacher Retirement / TRS Enrollment
2. Tax forms
3. Direct deposit information
4. Time sheet
5. Pay Day and Paycheck Viewer on website

Insurance

1. Allocations, 30 day enrollment period
2. Affordable Care Act advisory
3. Enrollment procedures and confirmation page
 - Proof of dependents- Marriage License, Proof of Residence, Birth Certificates
 - a. Member Online Services (MOS)
 - b. Hospital Medical Plan
 - c. Supplemental Medical Plan
 - d. Health Plan (HMO)
 - e. Optional Coverage Plans (Southland Benefit Solutions)
 - Cancer, Dental, Hospital Indemnity, Vision
4. Group Life Insurance
5. Wellness Screenings
6. 3 - 1 Rule
7. COBRA

Voluntary Payroll Deductions

- a. Supplemental Retirement Savings
 - b. Additional Insurance Benefits Information
- General Information
1. Employee Assistance
 2. Education Directory
- ID Badges



professional development is an integral component and it is provided for all new employees. During the two-hour onboarding session, a brief technology overview is presented to new employees. Additional technology professional development opportunities are offered from district personnel, local school technology coordinators and classroom teachers throughout the school year.

In an effort to increase knowledge, improve retention rates and classroom instructional practices in the district, we also employ a Beginning Teacher Mentor (BTM) Program as part of the district's onboarding program. According to Strong and Ingersoll (2011; as cited in William B. Ribas, Carol Ann Gregory and Cynthia MacKay Marchand, *Induction and Mentoring Teachers New to the District*, Third Edition, 2014) there exists "a positive relationship between two years of mentoring and teacher classroom instructional practices." It is the formation of this positive relationship that makes the mentoring process an essential component of the transition from an applicant to an employee in our district. Thus, all first-year teachers are assigned a BTM. The BTM is a local district staff member who works with the beginning teacher for two consecutive years. BTMs are trained at the beginning of the school year and receive additional training opportunities throughout the year on a quarterly basis. During year one, new teachers receive training in needs assessment areas, communicating with parents, grade level knowledge, lesson planning, extra curriculum and behavior issues. Also, all first-year teachers participate in a Professional Learning Community (PLC) regarding the first year teaching experience. However, resources for the PLC may vary from year to year. During year two, teachers receive training in areas of need based on an additional assessment, lesson planning, and behavior issues. Additionally, all second-year teachers participate in a PLC regarding expectations and topics for second year teachers. BTMs are provided face-to-face sessions on topics as outlined in the ACS BTM resource manual. The sessions maybe weekly, monthly or as needed based on the individual needs of the beginning teacher.

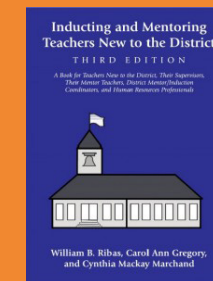
Employees new to our district are definitely given an Onboarding Roadmap, technology support and a BTM that helps to ensure that they reach their desired career destination.



Dr. Latanza M. Harrison is currently the Coordinator of Human Resources in the Alabaster City School District in Shelby County, Alabama. She has served in this role since 2014. Prior to 2014, she served as a Director of Federal Programs, Director of Human Resources, Middle School Specialist, and Middle School Assistant Principal. She has been employed with Alabaster City Schools since 2013.

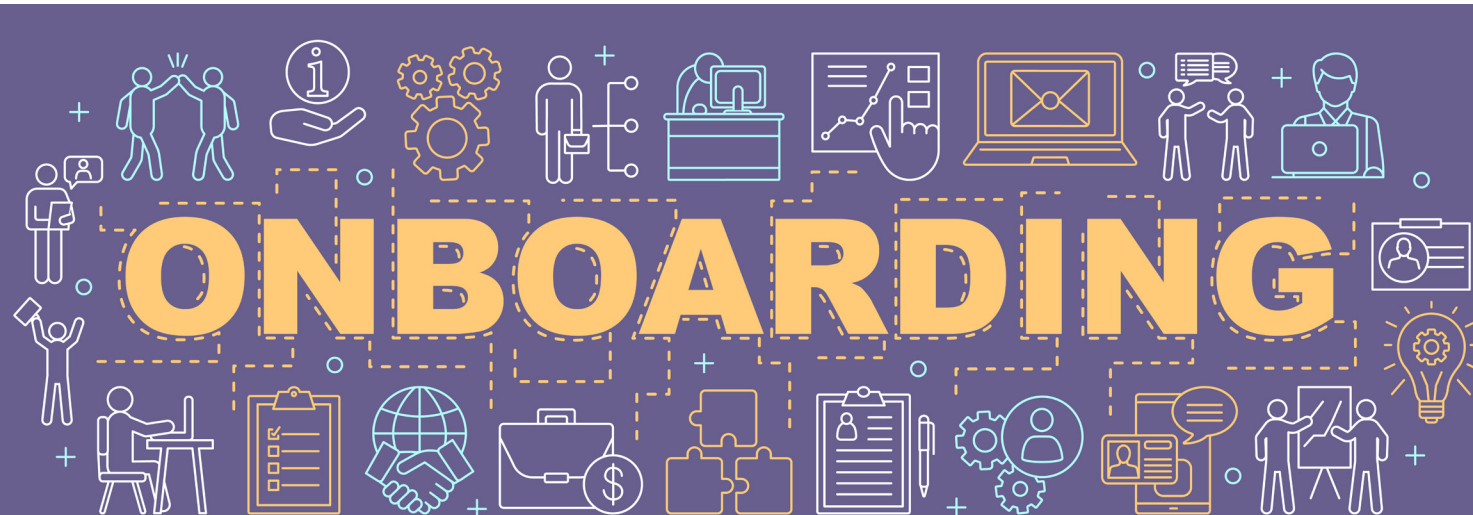
Want a comprehensive resource for hiring and inducting new teachers? Check out *Inducting and Mentoring Teachers New to the District*.
By Dr. William B. Ribas
Price: \$48 for AASPA members

This book covers all the facets of your hiring and induction process, with topics like: running district orientation programs, building support teams and mentoring new teachers to the district. Additionally, discover the leading causes of new teacher failure and what you can do to avoid it



The roadmap doesn't stop with the onboarding session but rather it continues as the information technology department offers a wide-range of technology support and resources to our employees. Technology

THE IMPORTANCE



PLAYS IN KEEPING TALENTED TEACHERS

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

Think back to the best teachers you had growing up. They were likely warm, enthusiastic, accessible and influential in ways that had a profound impact on your life. Now, imagine attending kindergarten through 12th grade without these teachers' guidance, supervision and care.

Today's education system is losing teachers at an alarming pace. With teacher burnout at an all-time high, school districts must rethink and rework the ways in which they attract, recruit—and most importantly—retain talented teachers.

Losing and replacing teachers is costly. An Alliance for Excellent Education report revealed that nearly half a million U.S. teachers move or leave the profession annually – attrition that costs the nation close to \$2.2 billion annually. The report further cited that turnover is particularly high among new teachers, with 40 to 50 percent leaving the profession after five years. What's more, a 2017 Learning Policy Institute article shared that urban school districts spend more than \$20,000 on each new hire, including school and district expenses related to separation, recruitment, hiring and training. If the new employee leaves before two years, that money is lost.

That's why onboarding and establishing a positive professional development dynamic with teachers early

on is so important.

First Impressions Leave a Lasting Mark

To see improvements in teacher retention, school districts must shift from viewing onboarding with an orientation mindset. While teacher orientation may include new hire paperwork and a review of the employee handbook and policies, onboarding is more expansive and should help teachers acclimate to the social, cultural and performance aspects of the job. When executed correctly, onboarding should ensure teachers:

- Feel welcomed and engaged.
- Are prepared and confident.
- Understand the district's mission/goals and school culture.
- Feel valued and connected.

A report by New TeacherProject shows that administrators offering high-quality onboarding programs along with district orientation enjoy a greater than 93 percent new-teacher retention rate.

The ABC's of Onboarding

Aside from transitioning away from a simple orientation model, successful onboarding relies on three basic rules of engagement: ambassadorship, branding and communication.

- Ambassadorship starts before the candidate is even

- hired and should focus on relationship building.
- Branding—think your website and newsletters—ensures your school feels reachable and accessible.
- Communication should be frequent with candidates and new hires. Maintain open and ongoing dialogue through notes, phone calls and 'ask me anything' sessions.

In addition to the ABC's, setting new teachers up to thrive requires focusing on the four C's: compliance, clarification, culture, and connection.

- Compliance ensures basic legal and policy-related rules and regulations are followed.
- Clarification guarantees an understanding of the job and related expectations.
- Culture instills a sense of formal and informal organizational norms.
- Connection establishes interpersonal relationships and information networks.

Regarding connection, many of the best onboarding programs pair a new teacher with a mentor or buddy to begin building their information network.

These building blocks are the foundation of any solid onboarding plan, but so too is the implementation of smart tools.

Effective Onboarding, Powered by Technology

Onboarding backed by data-centric technology provides teachers and administrators alike with improved efficiencies.

Jefferson County Schools in rural West Virginia is one such district implementing these types of tools to driving a more engaging, positive new hire experience. "Onboarding shouldn't be painful," said

Joseph Pettiford, chief HR officer at Jefferson County Schools. "We want to create a situation where people say, 'Wow! I can't believe how easy that was!' Once people experience that, they'll share the experience with others, which will attract strong candidates to our district."

With the proper technology, teachers benefit by assimilating into their schools and jobs much quicker. What's more, this type of technology can help them find opportunities for improvement, which facilitates more productive evaluations and personalized professional development plans – improving teaching and job satisfaction.

However, more school districts need to prioritize using technology in this manner. According to the TalentIndex, only 23 percent of districts measure talent management performance. That's a missed opportunity for professional development improvement.

Ultimately, a technology-enabled onboarding process provides teachers with the information needed to function on their first day as well as giving them the tools to encourage growth throughout their careers.

Benefits Too Great to Ignore

Will an effective onboarding program put an end to our nationwide teacher shortage? Perhaps not, but the benefits are simply too great to ignore. Well-structured onboarding helps new hires acclimate to social and performance aspects of their job, so they're better-prepared to dive into their roles quickly and effectively. It also provides a means to track and recommend ongoing professional development that allows for ongoing learning and hopefully, job satisfaction that will keep teachers in the classroom throughout their entire careers.



A 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 PowerSchool.

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 grades 1-8 with Bilingual and English as a Second Language endorsement and mid-management administrator, and she is a certified T-TESS appraiser and trainer.

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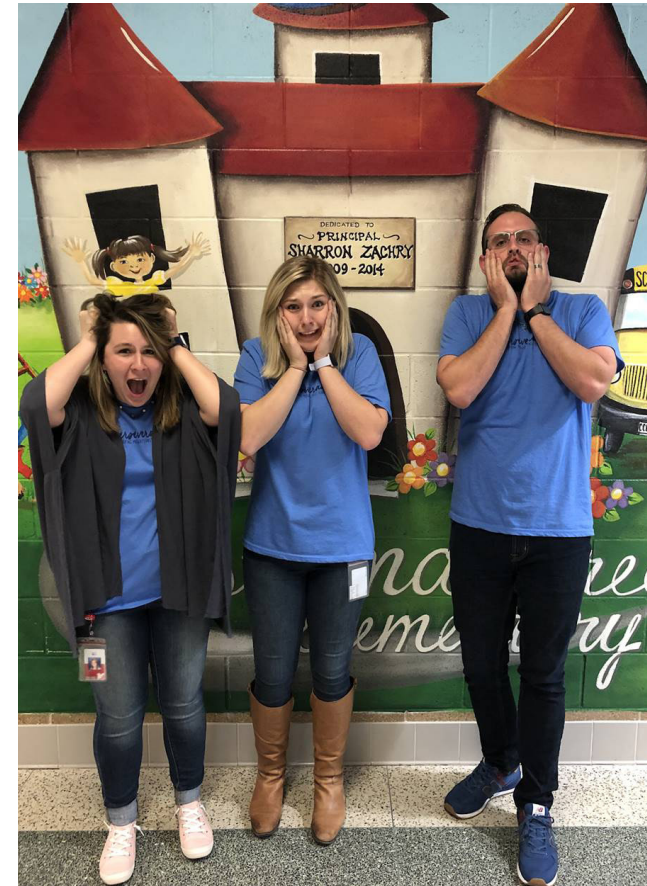


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EMPOWERING NEW TEACHERS

Using focused observations to develop new teachers



“Investing in the growth of a colleague is paramount in this profession. Unlike most professions, FYTs are expected to accomplish everything a veteran teacher accomplishes in a year. Any time that we can carve out space for our veteran teachers to contribute to the practices of new teachers, we must do so.”

By Debby Perry; Mentor Coordinator; Midway ISD; Woodway, TX

In an effort to ensure equity for students and for educators, Midway ISD provides a robust program of support for new-to-Midway teachers. Within that program is an intensive induction tract for teachers who are new to the profession. These first-year teachers (FYT) participate in targeted learning experiences during their first two years at Midway in addition to the mentoring provided for all new-to-Midway teachers. Our goal is to encourage FYTs to apply the knowledge gained in teacher preparation programs in order to improve their practices in the classroom.

There are multiple components to our FYT tract including these professional development opportunities designed for those who are new to the profession:

- **Summer:** Summer Set-Up During our iPad, badge, paperwork summer sessions, FYTs receive a copy of a book we reference during the first semester. This year’s book was *Your First Year--How to survive and thrive as a new teacher* (Whitaker, 2016).

- **August:** FYTs receive T-TESS training during the New Teacher Academy.
- **August:** *The First Days* This 60-minute seminar occurs during Midway’s Back to School Summit to introduce the program, survey FYTs and explore strategies for the beginning of school.
- **September:** *This Land Is Your Land* This full-day professional development focuses on classroom management with targeted observations on two campuses. (This event is the focus of this article.)
- **October:** *One Cannot NOT Communicate* This half-day seminar offers tips and role play opportunities to refine communication skills with parents and peers.
- **January-February:** *Disruptive, Destructive and Disconnected* In collaboration with special education, our program offers three after school mini-sessions (60 minutes) to explore strategies for dealing with students who are unmotivated, oppositional, diagnosed with ADHD, or have emotional disorders.
- **Region 12 workshop:** FYTs attend one workshop

- as a group. FYTs benefit from the experience of registering for and attending service center trainings. This year’s session was *Classroom Management for Students with Challenging Behaviors*.
- On-campus instructional coaching cycle with veteran teacher (not mentor).
- Observations of colleagues on campus (arranged by mentor and campus leadership).
- T-shirts and recognition at district’s mid-year celebration.

Each of these FYT experiences contributes to the growth and development of our newest educators. The event with the greatest impact has been “*This Land Is Your Land*,” which includes focused observations to explore and strengthen classroom management strategies.

Goal: FYTs will observe classroom management strategies in two classroom settings similar to their own.

This Land Is Your Land agenda:

- FYT Status: assessing our current state of reality.

- Mini-Lesson: establishing a classroom culture by developing procedures, routines, core values, classroom environment and relationships with students.
- Observations: two classes on other campuses with assignments similar to FYT’s assignment.
- Reflection: individual and collective debriefing, set personal goals and write thank you emails.

Before the event, several key elements must be in place.

- Recruitment of quality observation sites: Midway’s content coordinators offered suggestions of classrooms that would be powerful venues. Emails were sent to each participating teacher outlining the purpose of the day and the time of the observation.
- Recruitment of drivers/hosts: Midway’s district leadership team (superintendent and assistant superintendents) drove our FYTs to the campuses and served as hosts by introducing the FYTs to campus leadership and walking them to the observation sites. Each driver was given a detailed schedule with the names of each FYT riding in the car.
- Ordering lunch for FYTs and hosts: Upon

- returning, lunch was waiting for the FYTs and their hosts to encourage informal conversation.
- Observation guides and schedules: Each FYT was given an observation guide with teachers' names, campuses, and times of each observation. The observation guide was introduced during the session and reflected the content of the mini-lesson.

Beyond our intended purposes, several unanticipated outcomes arose that added to the experience. We noticed that relationships were established among FYTs and observed teachers on other campuses. As a part of the afternoon reflection, each FYT wrote the observed teachers an email that expressed gratitude for allowing them to visit, described one thing they observed that impressed, intrigued or inspired the FYT, and asked a question to further conversation. Through the emails and informal conversations during the observations, the teachers bonded with one another. This broadened the support team for our FYTs.

Additionally, asking district leadership to serve as

drivers and hosts for FYTs sent a message that every teacher's development and work is important to our district. In turn, the district leaders were able to connect to a group of new educators that could easily have been overlooked.

Finally, the observed teachers felt validated and recognized in a way that models our work with FYTs. Investing in the growth of a colleague is paramount in this profession. Unlike most professions, FYTs are expected to accomplish everything a veteran teacher accomplishes in a year. Any time that we can carve out space for our veteran teachers to contribute to the practices of new teachers, we must do so.

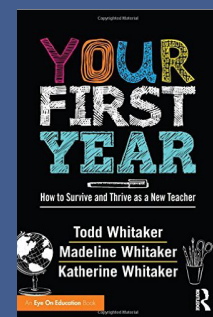
As districts consider the challenges facing FYTs, we understand that the investments made by a high-quality induction program will result in higher retention rates as well as stronger teacher leaders (Darlin-Hammond, Sutcher, and Carver-Thomas, 2017). For FYTs, especially, a focused, well-designed, and implemented effort will build upon a new teacher's theoretical knowledge to impact what happens daily in the classroom.



Debbie Perry has over 25 years of professional experience in education, having taught mathematics at the elementary, middle, secondary, and higher education levels. Since 2010, Deb was the Mathematics Coordinator for Midway ISD, as well as the Coordinator for Secondary Gifted Academics and is currently beginning a new role as MISD Mentor Coordinator. Debbie has served on the executive board for the Texas Supervisors of Mathematics, the Conference for the Advancement of Mathematics Teaching, the Central Texas Teachers of Mathematics, and is the recipient of the 2016 Southern Methodist University Impact in Leadership Award, 2014 Tommy Eads Memorial Award, and a state finalist for 2009 Texas Secondary Teacher of the Year.

Looking for a step-by-step first-year guide to give your new teachers? Check out *Your First Year: How to Survive and Thrive as a New Teacher*.
By Todd Whitaker, Madeline Whitaker, Katherine Whitaker
Price: \$25 for AASPA members

Todd Whitaker teams up with his daughters - Madeline, an elementary teacher and Katherine, a secondary teacher, to offer practical strategies, classroom management skills and procedures for new teachers so they can not only survive, but thrive in their new role!



MAKING STAFF SAFETY TRAINING FIT ONBOARDING & ONGOING TRAINING NEEDS

By Sharon Rife; Director of HR; Washington Township Public Schools; Sewell, NJ

The new-hire orientation at Washington Township Public Schools is a jam-packed four days. We go through housekeeping items such as fingerprinting, employee benefits and how to secure a substitute. We brief new-hires on what technologies they have access to, including showing them how to log in to our attendance system and request an absence, how to use the online gradebook and more. We provide an overview of district legal considerations such as how to protect student privacy and provide the least restrictive environments for students with special needs. We also spend time reviewing the curricula, which acclimates them to the curriculum and district expectations.

This very busy time used to be even busier because it was also when we provided new-hires AND our returning employees with mandated safety training. Staff safety training can be draining on both time and budget, which I'm sure all districts can relate to. We often hired a professional trainer or a consultant, and if a staff member missed the training, it was inconvenient to reschedule. We felt it was time for a change, so we began exploring our options.

Making the Switch to Online

To gain back time during our in-service days, we started using an online training system in the spring of 2018. The online training courses we rolled out to our existing staff members included state and federally mandated training such as bloodborne pathogens, sexual harassment, child abuse, social media usage and more. Instead of bringing in a professional to lead in-



person trainings, the online training system automatically emails employees a link to the online training courses, which they take online at their convenience. Leading up to the deadline, employees automatically receive emails from the system reminding them to take their pending courses. And once the deadline passes, I receive a list of any employees who didn't complete training so their supervisors or I can immediately follow up. Another added bonus is all staff training transcripts – which detail what courses they complete, when, and if they passed the end-of-course assessment – are stored online. This makes it easier to provide proof that employees completed training.

Because we ask employees to complete these courses outside of school hours, we worked with our union leadership to determine how to best compensate them. We decided the educators who completed the online training that semester did not have to come in for the last day of school for teachers and thus, their last day was the same as the students'.

Customizing for Our Needs

Just before the end of last school year, we began transitioning to an upgraded version of our teacher evaluation model. Our Director of Elementary Education, Gretchen Gerber, was tasked with making sure all 600+ educators were trained on the new evaluation model by the beginning of the school year.

Disrupting instruction by pulling educators out of class for the training or using an already-limited in-service day were not options for us. Thinking outside the box, Gerber asked if we could upload our own training courses to the online system. She had wanted to lead more professional development using video, and when she found out the online system had a custom course builder, she felt this was the perfect opportunity.

Gerber first created a PowerPoint presentation and then recorded audio of her going through the presentation. She saved each slide as a PNG file and ran it all through iMovie. Lastly, she was able to upload the video to the online system and deploy it as a training course for teachers to complete at their convenience over the summer.

Gerber also gave educators the option to attend one of four in-person trainings, but almost all educators chose to complete the training online. She only had about 25 teachers opt for the in-person training and most of them had already taken the online course but had questions they wanted to clarify.

Educators who completed the half-day training over the summer either in-person or online were compensated, thanks to an agreement with our union. The training took half a day, so educators received half of the substitute teacher daily rate. Instead of dealing with a cumbersome voucher system for teacher compensation, on payroll days, I quickly pulled a report from the system detailing who completed the training and sent it to the payroll office so they could incorporate the compensation directly into the employees' paychecks. This was a huge time saver.

We only had about five educators who chose to forego the compensation and not take the training over the summer. They chose to take it in person, but together, which made it easier for their principal to find release time for them to complete the half-day training.



Sharon Rife is the Human Resources Manager at Washington Township Public Schools in Sewell, N.J. Promoted to her current position in December 2015, Rife coordinates personnel services for approximately 772 teachers and 618 support staff and administrators who comprise the district's work force. Rife has been with the district for more than 30 years. She previously served as the district's Health Benefits Coordinator, as well as a secretary in both the payroll and human resources department.

The deadline to complete the new evaluation model training course was exactly two weeks after the first day of school. We were able to get 100 percent of our employees trained in time.

Looking Ahead

We've been using the online training system for about a year. We moved training online so we could spend in-person time on topics that really require conversation, and so far, the feedback from employees has been nothing but positive.

This summer, we're deploying mandated training courses to our new-hires so they can complete training before they attend orientation, which will give us more time to focus on other pressing topics.

We also chose to upload all of our district policies and regulations to the custom course builder, as well. Instead of photocopying, distributing and collecting these on the first day of employee in-service, employees will be emailed links to the policy, which they will sign online. Just like the online training courses, these records will be stored online. I will be able to easily see who signed the policies and who is still pending. Employees will also be able to view and re-review the policies if necessary.

Even though employees are completing their safety training online and will now be signing off on policies online, we still reiterate best practices throughout the year. We do spend time discussing big policies, like proper social media usage, at our employee in-services. Throughout the year, principals earmark policies and safety concerns to discuss during faculty meetings. Even though we're asking employees to complete these tasks outside of school, they are still very important for the safety of our schools so we must ensure best practices are top of mind.

Hook, Line, and Sinker: Catching and Keeping the Best

By Beryl New; Director of HR; Topeka Public Schools; Topeka, KS

Once upon a time in America, inspired young educators were being turned away from districts because there just were not any teacher openings. How things have changed. While the teaching workforce experienced a 46 percent growth rate between 1987 and 2012, that is not the case today, according to the National Center for Education Statistics. In 1975, 22 percent of college students declared education as their major. A study conducted by researchers at UCLA revealed that in 2017, just 4.6 percent of college freshmen considered teaching as a career major.

Today's HR professional knows that this fishing story does not end there. Of those who do graduate and join our districts, 44 percent choose to leave the profession within five years. Some within three years. How do we attract, hire and keep the best teaching staff to serve our students?

Topeka Public Schools is a historic school district located in the capital city of Kansas. We are one of five large school districts in our area and are the most diverse in every aspect. We are led by a nationally renowned superintendent, Dr. Tiffany Anderson. We have been visited by many of America's elite figures, from former Secretary of Education Arne Duncan to former First Lady Michelle Obama. We have graduated some of the nation's top trailblazers, athletes and artists, including Dean Smith, Aaron Douglas, Admiral Frank Peterson, the Menninger brothers and many more. One would think this impressive pedigree would attract the best and brightest educators. Often, it has; but times have changed.

We serve an urban population, where poverty and trauma impact our largely minority student body. Richard Ingersoll of the University of Pennsylvania Graduate School of Education shares that communities such as ours experience the highest rates of teacher turnover. Rural public schools (our Kansas neighbors to the north, south and west) face the same challenges.

To address these growing statewide issues, we have implemented a targeted attraction and induction plan. A few key elements of that plan, somewhat like the right bait for prime fish, have proven to be highly effective for us.

☐ *Snag them early.* We partner with area colleges and universities to provide internship experiences for pre-service teachers. That within itself is not a novel idea. But, we also host receptions for them. We give them classroom gifts. We email them each month to share district news and check on their progress. We offer early letters of our intent to hire them so that they don't have to worry about a job when they graduate. We "snag" about 85 percent of our student teachers each semester.

☐ *Reel them all the way in.* We have worked to simplify our onboarding paperwork process for our new hires. We mail or even hand-deliver the essential documents to them and provide a pre-addressed envelope for their return. We interview and pre-hire as many as we can and then set up opportunities for them to meet principals and select the school and team that is a best fit for them. We demonstrate as clearly as possible that we value their preparation for this next step in their lives, that we want to offer all of the support we can as they make this transition, and that our primary goal is to focus on the "human" in human resources.

☐ *Throw a wide net.* Non-traditional teachers bring a wealth of real world experience, and some—such as paraeducators who transition to teaching—have the added foundational knowledge of understanding student behaviors. We welcome these staff. Our paras have practical expertise in special education pedagogy, along with a true drive to finally be paid for the level of work and student support they have historically provided. In partnership with many of our state's universities, individuals who have a degree in a related field

transition to the role of classroom teacher. We have enjoyed outstanding success in guiding these individuals to certified classroom service, and we are enthusiastic about continuing to build these collaborative relationships.

☐ *Carefully transplant to the big pond.*

Beautiful koi fish will grow quite large and live for almost 50 years when cared for in a pristine pond. We focus on providing our new staff with quality spaces to thrive and grow. Our goal is that each enjoy a long and productive career as an educational professional. This is why we offer our own HR level of mentoring and caregiving for the first year of their career with Topeka Public Schools. Our teaching and learning department does an outstanding job of planning and facilitating orientation events and providing mentors for the first two years of service, and our HR recruitment coordinator and I even go beyond that. She has a degree in elementary education. I have a secondary English degree and have been a high school principal for nearly 20 years. We bring our combined practical support to teachers, especially those new to the profession and those with limited experience in the urban setting.

One standard predictor for loss in the teaching ranks is the lack of relationship building. We have learned that our staff do not stay with our district for the money; they stay because of strong relationships. We do our best to begin that process the day we meet each candidate, and we follow up with consistent, authentic contact. We connect, we coach and we build community. Those are our hooks, lines and sinkers. We provide new staff with optimum spaces to acclimate comfortably. It is up to them to determine whether their current assignment is best for them. When it isn't, we support their move from one school setting to another in order to find the best fit for their skill set and personal goals. Through focused and strategic efforts, we are achieving our aim to increase our new teacher retention while we cultivate a healthy ecosystem for excellent teaching and learning.



Dr. Beryl New has served in public education for more than 30 years, with 12 as an English teacher and 17 as a building administrator. She has been the director of certified personnel and equity with Topeka Public Schools in Topeka, Kansas for the past two years. She also co-chairs, with superintendent Tiffany Anderson, the District Equity Council, which hosts community conversations and summits about how race impacts student success.

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By Brian Ladewig, Ed.D.; Assistant Superintendent for HR; Harrison Central School District; Harrison, NY

National statistics don't bode well for the profession of teaching. The average starting salary for a new teacher, hovering around \$38,000 nationwide, makes teaching among the lowest paying professions that require a four-year degree. The supply of available teachers, a lagging indicator of economy, has also shrunk dramatically over the past decade. According to a 2016 study conducted by the Learning Policy Institute, from 2009 to 2014 enrollment in teacher education programs has dropped from 691,000 to 451,000, a 35 percent decline. Equally concerning, the same study reveals that 14.2 percent of teachers nationwide reported recently changing jobs or leaving the profession and 6.6 percent reported that they plan to leave the profession. Couple these data with the images of well-publicized strikes in Arizona, California, Oklahoma and West Virginia—where teachers are rallying for better pay, more classroom resources and respectful working conditions—and it's not hard to see a looming crisis on the horizon. The teacher shortage that results in too few qualified candidates today will become even worse in the years ahead.

Studies that examine attrition in the teaching profession have also found that high rates of teacher turnover result in a lack of instructional continuity, often requiring school districts to put inexperienced or uncertified teachers in classrooms where expertise

is needed most. Attrition also results in significant financial costs to school districts; a 2017 study by the Learning Policy Institute estimates that for each teacher who leaves, it can cost as much as \$20,000 in recruiting, professional development and operational costs. Reasons for teacher attrition include a lack of administrative support, working in districts with lower salaries, dissatisfaction with testing and accountability pressures, lack of opportunities for advancement and dissatisfaction with working conditions. While resources should be focused on addressing these underlying reasons for teacher turnover, I would argue that how school districts onboard new teachers presents a strategic opportunity to rethink how we support their early career success and ensure a sustainable commitment to the profession.

RETHINKING ONBOARDING

Traditional approaches to onboarding new teachers tend to focus on the technical aspects of verifying credentials, issuing access to automated systems, setting up payroll and enrolling the new employee in benefits. In this model, the induction a new teacher receives beyond these essential but technical functions may include some orientation to the curriculum, time spent setting up a new classroom or perhaps connection to a mentor who can help the new teacher navigate the school. The extent of the coordination of these efforts varies from district to district, but when

approached this way—as a technical exercise meant to efficiently move a new teacher from the point of hire to the door of his/her classroom—school districts risk overlooking, or even unintentionally trivializing, the challenges that the new teacher will face in the classroom. Handled this way, the onboarding process sends an unstated message to the new teacher that may undermine their commitment to the hard work that lies ahead, as if to say: *We will get you set up and on your way, but what really matters here will remain unstated and you will be expected to figure out what success looks like and how to achieve it. Good luck!* In this model, the technical efficiency of the process becomes more important than the experience of the person moving through the process. To paraphrase Steven Covey, you can and should be efficient with processes, but you need to be effective with people.

In their book, *Successful Onboarding: A Strategy to Unlock the Hidden Value Within Your Organization*, Mark Stein and Lilith Christiansen draw on their experience as corporate consultants to argue that a strategic approach to onboarding is essential to improve employee retention, minimize the costs of turnover and build a shared commitment to common values and beliefs. While their work focuses on corporations and not schools, the insights they offer can be applied to the way we think about onboarding new teachers. They identify four big ideas that all strategic approaches to onboarding need to include: (1) early career support (i.e., what are the skills and dispositions we need to develop in new teachers so that they experience success?), (2) orientation to the organization's culture and performance values (i.e., what are the spoken and unspoken norms that inform the way we interact and how do we measure success?), (3) insight into the organization's strategic intent and direction (i.e., what do we stand for and what is the higher purpose we're trying to accomplish?), and (4) activities and experiences that enable the new employee to build beneficial relationships (i.e., how do the relationships we cultivate support a new employee's induction into the culture and the cause of the organization?). Stein and Christiansen argue that these four big ideas serve as the basis for establishing an employee/employer compact of mutual commitments and shared beliefs. I would argue that this employee/employer compact is begun not on a teacher's first day on the job but from the first point of contact in the hiring process and continuing through

the support that follows a new teacher several years into his/her career.

AUDITING THE ONBOARDING PROCESS

Rarely do we have (or make) the time to examine how effective our HR functions are, yet there are powerful lessons that can emerge from a careful self-examination of our work. This is especially true for the onboarding process because we may think we know how effectively we induct new employees into our organization, but how do we know? In early 2017, our district decided to study our onboarding processes, from the earliest stages of the hiring process to the supports that teachers receive into their second year of teaching, to see what we could learn. We asked 94 teachers who were hired in the previous five years to anonymously answer 39 questions on topics ranging from the experience of their first interview to the clarity with which the district's core values were explained during the hiring and induction process.

As a district, Harrison places a significant emphasis on exposing candidates to our core values—*Equity, Access, Rigor, and Adaptability*—and explaining how these core values manifest in our expectations for teachers. Honoring a commitment to these values, Harrison does not sort and select students or establish prerequisites for student participation in our International Baccalaureate program. Teachers are expected to adapt to the learning needs of the students in their classes, hold students to rigorous expectations while providing differentiated support and ensure that all students have equitable access to opportunity. When we asked teachers if these core values were clearly explained throughout the interview process, 68 percent reported that they were very clearly explained and 30 percent reported that they were somewhat clearly explained. Understanding and committing to these non-negotiable core values is essential for teachers to be successful in Harrison and the onboarding process, starting with the first interview and continuing with the supports that new teachers receive, must cultivate these shared beliefs. From the writing sample that requires candidates to reflect on these core values in an on-demand writing task, to the four-day new teacher induction that teaches first-year teachers how to orient their work with students according to these core values, the onboarding process works to establish an employee/employer compact grounded in these values.

When asked if the hiring and induction process helped new teachers understand what would be expected of them, 58 percent reported that the onboarding process was very helpful and 38 percent said the process was somewhat helpful. Recognizing the need to align the criteria we use to assess candidates' potential with the criteria we use to observe and evaluate new teachers, a team of administrators in Harrison has worked to align the interview questions that are used throughout the hiring process with the *Marzano Causal Teacher Evaluation Model*, which Harrison uses to observe and evaluate teachers. By aligning interview questions with the observation and evaluation criteria that are used in the classroom, we have brought more inter-rater reliability to the hiring process and signaled to the candidate how effective classroom practice is measured in Harrison. From the first point of contact with a Harrison representative, candidates engage in discussions about their practice that are grounded in the same body of research that will be used to give them constructive feedback and help them grow as teachers. The transparency of these expectations from the beginning is an essential part of the commitment we make to their success.

New teachers in Harrison participate in four days of induction in the summer before their first year and four more days of induction in the summer before their second year. For the first-year teachers, this experience orients them to the process of setting goals as a new teacher, seeing what the observation process

will look and feel like and even taking a bus tour of our community to understand the diverse micro-communities that our students live in throughout our school district. The second-year teachers spend the four days refining and differentiating a unit of study in consultation with colleagues and supervisors to ensure that it better meets the heterogeneous needs of their students. These four days culminate in an opportunity for the second-year teachers to present their units of study to the first-year teachers, who use a protocol to pose questions and offer professional critiques of their colleagues' work. In addition to building camaraderie between first- and second-year teachers, this experience also underscores an important expectation we have for teachers in Harrison. Beyond being impactful with their students, teachers are expected to be impactful with their colleagues, engaging in rigorous, accountable discussions about practice that challenge each other's thinking and expose themselves to the critique of their peers. This, we believe, is a critical component of building and sustaining an exceptional faculty.

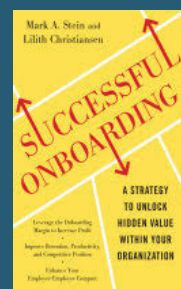
While public schools may not be able to mitigate all of the complex variables that lead to teacher attrition, we can and should rethink our approach to onboarding, from the first point of contact in the interview process to the early career supports we provide beyond the first year, to create a strategic employee/employer compact built on core values, common understandings and the relationships necessary for success.



Dr. Brian Ladewig has served as the assistant superintendent for the Harrison Central School District since 2006. His prior experience includes serving as an English curriculum supervisor and English teacher. Brian has served as the president of the New York State Association of School Personnel Administrators and was honored with the Mort Thau Award 2016 for leadership in the field of human resources by his NYSASPA colleagues. He holds a doctorate in teaching and curriculum from the University of Rochester, a Master of Science degree in educational administration from Canisius College, a Master of Arts degree in English from Syracuse University and a Bachelor of Arts degree in English and secondary education from Gordon College.

Need proof that a systemic approach to onboarding works? Check out *Successful Onboarding*
By Mark Stein, Lilith Christiansen
Price: \$27 for AASPA members

With the tools in this book, you can: rewrite the employer-employee compact - to everyone's advantage, reduce time-to-productivity, while increasing the level of productivity and retention, make improvements at the systemic level with gains realized with regularity and enroll new hires in your company's strategic plan.



Retaining Quality Educators through Comprehensive, Systemic Induction Programs



By Dr. Elise Gruber; Professor; Stetson University; DeLand, FL

Research has tied the retention of teachers to quality induction and mentoring programs; it has established a cause-effect relationship between the once neglected or loosely organized induction process and the retention of quality educators. It has found that comprehensive induction programs provide routine access to school leadership and its vision, maximize potential for instructional success, expand teacher resources and knowledge, reduce teacher isolation and facilitate essential collegial relationships. Because one-third to one-half of all new teachers leave the profession within their first years of teaching, visionary education leaders have therefore determined that induction must be more than an annual, one-day process but must become a comprehensive, ongoing and systemic program that reinforces school-wide vision; develops a

foundation for understanding school norms, processes and procedures; expands educators' knowledge of instructional tools, knowledge and resources; and sustains a collegial, supportive community. In developing more comprehensive, systemic induction programs, school-based leaders may find that the 80 percent of their budget that is tied to staffing is not only better prepared for but more resilient to the career of educating students.

In addition to the traditional induction of school policies and procedures, six practical considerations are worth considering when developing a comprehensive, systemic induction program that will work to retain quality educators: include the community, provide differentiation, anticipate

challenges, extend experience and resources, include all employees and build collegial relationships within the school and district.

1. Include the Community

To be authentic, induction to a school should encompass the community it serves. Although traditionally communities are routinely invited into schools, bringing educators to the community by providing a bus tour of the school's zone for the entire faculty, staff and key stakeholders is, perhaps, more effective. This tour exposes individuals to the people they serve while providing community members the opportunity to showcase themselves in a realistic way. This experience includes a drive around the school's neighborhoods and should be supplemented with a knowledgeable neighborhood tour guide who understands the socio-economic demographics and can speak to the unique attributes and the climate of each area. Additionally, community members should be invited to step on to the bus at their respective locations to introduce themselves, describe their organization and the resources they offer, and provide insights to students' experiences there. Individuals such as religious leaders, community resource personnel, daycare providers, librarians, government leaders and recreational officials can add depth and new perspective to the community and begin dialogue between the school and community.

2. Provide Differentiation

Recognizing that the needs of each employee are unique is critical to maintaining momentum and relevance in the initial induction process. While teachers who are new to education may be more concerned about basic instructional and classroom management resources, those experienced teachers who are only new to the school itself will require a different set of strategies. Structuring a week-long induction program for those new to education is practical, while experienced teachers may need only three days of initial induction that focus on more specific information about the school and lesson instructional practices themselves. Additionally, some teachers who are the sole subject-area instructors may benefit from some off campus induction with their constituents at other schools.

One practical way to bring all groups of new teachers together is to use a campus-wide scavenger hunt game

to unite them. Heterogeneous groups can receive school-themed prizes such as school shirts for racing about the school building to key locations such as the student records room, attendance office, workroom, clinic, while building comraderies.

3. Anticipate Challenges

Possibly the greatest challenge that all staff who are new to a school will encounter regards technology: being able to manage the day-to-day requirements of taking attendance and managing systems can be arduous and new teachers are overwhelmed with the documentation process inherent in today's schools. Early exposure to the various programs that will be used immediately and on a day-to-day basis is therefore critical. Unfortunately, uploading new employees into the system can take weeks into the school year and new employees are often left scrambling to catch up while instructing. Some of this frustration can be avoided through two practical strategies: one is to create simulations of sample classes that new teachers can practice on during induction, and two is to develop virtual step-by-step screen shot videos for teachers to individually work through at their own pace as needed. This second strategy serves a second purpose in that the videos can also be used to assist all teachers in processes they might use only quarterly such as grade submission.

4. Extend Experience and Teacher Resources

Although mentorship is equally if not more important for retention than induction because it is ongoing and personal, not all mentors provide equal support; therefore, enhancing the mentor experience with a year-long induction process is advantageous. This can be as simple as bi-weekly or monthly follow up sessions focused on thematic topics and presented by key school members which could and should include new teacher leaders—keeping in mind that teachers who are new to a school will still have unique skill sets worth sharing with others. The following topics should be considered in this yearlong approach: technology tools presented by teachers and technical support staff, students with special needs presented by ESE and ELL staff, grade submission presented by registrar and experienced teachers who can trouble shoot, teacher assessment processes presented by administration with key focus on look-fors, classroom management presented by experienced teachers and district networking opportunities. In addition to attending

these sessions, school leaders should seek out creative ways to recompense teachers for their time.

5. Include all Employees

Reaching out to the wide body of individuals who serve the school community is paramount to building and sustaining a positive culture. Having staff members who are well informed and can guide new teachers in their own journey is an important conduit to developing support. While activities such as bus tours and scavenger hunts can help these staff members better understand their community, they should additionally be offered other types of training such as emergency management, customer relations and problem solving in order to develop their own set of skills.

6. Build Collegial Relationships

Because schools are increasingly busy places, it isn't always possible to introduce to the entire staff those who arrive late in the school year, much less celebrate individuals' special events. Introductions via electronic means, combined with a visual tool to introduce new faces, can be effective and practical. This can be accomplished by developing a photo "who's who" wall in a prominent place in the building

where everyone walks by, such as the workroom. This photo wall also provides the means through which to make birthday or wedding announcements for those who wish to participate, to recognize hard work and accomplishments, and, when combined with titles and departments, can make it easier for new team members to acclimate themselves to the sea of new faces until the next faculty meeting. Including the faces of district leadership who might be on campus can provide further essential information. Although this task can be accomplished electronically, having a concrete, easily accessible tool creates a positive climate. Of course, exposing individuals in such a surficial way is just a step toward developing relationships in more meaningful ways.

"By building a sense of community, providing on going, differentiated support for all staff members and supporting collegial relationships, school based administrators can be better prepared to establish a foundation of common vision upon which teachers can prosper."

Although induction alone cannot retain quality educators, induction combined with effective mentorship, is one of the most effective tools for retention. By building a sense of community, providing on going, differentiated support for all staff members and supporting collegial relationships, school based administrators can be better prepared to establish a foundation of common vision upon which teachers can prosper.



Elise Gruber, Ed.D. has been a K-12 educator for more than 30 years and is currently a professor of educational leadership at Stetson University. At Stetson, she teaches HR and instruction and supervision to future school leaders and completes research and presentations on leadership, instruction, curriculum, supervision and HR topics. Prior to teaching graduate school, Gruber served as a secondary English and gifted teacher, assistant principal and as the principal of three secondary schools in two districts, including opening a large, urban high school. Gruber was a coordinator of K-12 gifted programs for the Department of Defense Dependents' Schools in Germany. Additionally, she served as executive area director in one of the nation's largest districts, supervising 28 K-12 schools and worked with district-wide and national recruitment.



New Teacher Onboarding: Too Little Too Late

By Skye Duckett; Deputy Chief HR Officer;
Atlanta Public Schools; Atlanta, GA

Nearly every school system in the country has a new teacher onboarding program, yet teachers are leaving in the early years of their career at staggering rates. Most onboarding programs involve an in-person orientation to the organization and new-teacher training. A new teacher mentor is often part of the program. All of these components are best practices, so why does onboarding continue to be a challenge? Perhaps, because it is usually too little too late.

Realizing that a teacher's experiences are shaped by everyone they come in contact with, onboarding can be transformed into a series of experiences that form a journey to and through a teacher's first year. Atlanta Public Schools has been on a journey of transformation for many years, following the largest cheating scandal in the nation. Through our lessons, we have learned that the people best equipped to support schools are the high quality teachers and leaders within the schools themselves. They need clear and effective tools, resources and expectations to rise to the occasion – and authentic permission to innovate. But they shouldn't be left holding the bag when a new teacher walks in their door. There are steps a district can take to start the onboarding process earlier and improve orientation programs so that by the time a new teacher reaches a school, they have the right mindset and skillset so that school onboarding plans can be effective.

1. Start onboarding earlier—at the candidate or pre-candidate stage.
2. Shift the focus of new teacher orientation—go deeper on less skills and focus on culture.

APS' Vision for New Teacher Onboarding

Ensure new APS teachers are equipped with the knowledge, mindsets and skills necessary to get off to a strong start in the 2018-19 school year. New APS teachers will receive holistic support from school leadership teams and new teacher mentors to establish highly engaging learning environments and the foundation for rigorous instruction within the first 90 days of the school year.

1. Start Onboarding Earlier

Put the "human" in human resources

The onboarding experience starts well before the point of hire. Consider the perspective of a candidate who engages with the district through the application process. There are many technology systems that imitate the likeness of a human being. Recruiters can customize email templates that send customized emails to candidates that feel as if they came from a real person. There are even chat bots now that can be added to a recruitment web site that produce realistic chats with a recruiter bot using artificial intelligence. These are a great step in the right direction of engaging candidates from the start – and, if used correctly, reflecting the organization's culture and belief system.

But why not utilize real humans to engage candidates? Likely because having several recruiters is too expensive

for most districts. Phone screenings are time intensive and cumbersome. At Atlanta Public schools, we were struggling with the same concerns, while at the same time wanting to make our candidate experience more personal and authentic. We also realized that there were many potential candidates who were in the process of considering whether to apply, and we needed to find a way to reach them as well.

In the 2017-2018 school year, we piloted an idea to leverage our top teachers to engage candidates. We developed an extra-duty role for a team of Teacher Recruitment Ambassadors (TRAs). The idea is that the district's highest performing and most committed teachers are best equipped to identify top talent and that we needed more ways to get talent best practices to "stick" at the school level. Nearly 100 teachers applied to be a TRA the first year, and only 24 were selected after a rigorous process. This team of teacher leaders agrees to attend training, perform recruiting duties and receive a stipend of \$1,000.

After two school years of utilizing TRAs, principals' satisfaction with the quality of their candidates has increased and teachers are energized about having a voice in important decisions. Candidates who wouldn't previously consider working for our school district are deciding to apply after having a conversation with one of our TRAs and hearing what it is really like to work for us. Getting a personal phone call from one of our teachers leads them to consider our district over another where they may just be interacting with district personnel. Most importantly, when considering recruitment as the first stage of onboarding, new teachers are learning about our culture and making friends before they even start their first formal day of orientation. According to Gallup, "Failing to execute this first impression and ongoing experience effectively means new hires won't feel great about their job when they start or in the future" (Gallup's Perspective on Creating an Exceptional Onboarding Journey for New Employees, 2019, p. 5). Candidates often report maintaining a relationship with their initial recruitment ambassador that continues after they are employed.

Teacher Recruitment Ambassadors (TRA)

TRA Activity	Benefit to District	Benefit to TRA
Attend recruiting and interviewing training provided by Human Resources	More trained recruiters on staff	Grows their leadership skillset in the area of talent management
Present recruitment pitches at school staff meetings	Spreads the word about vacancies and benefits of working for the district	Builds confidence and public speaking skills
Watch and rate 8-10 video interviews per week	Distinguishes top talent from low talent, prioritizes candidates for principals	Gains familiarity with using the system that they will be required to use to interview for leadership roles
Serve on school-based interview committee	Improves quality of school-level interview processes	Gains interviewing skills that would be used in later leadership roles; recognition for a leadership role within the school
Cultivate future and current candidates	Names submitted via referral campaign, or top scoring video interviews, get a personal call from a top teacher. This is the official start of their onboarding process.	Increases their feeling of importance and contributing to the organization

2. Shift the Focus of New Teacher Orientation

Focus on culture and go deeper on less skills

In 2015, Atlanta Public Schools re-instituted new employee orientation but with a renewed focus on culture as

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part of our “moving from what’s wrong to what’s strong” philosophy. With no budget but a grand vision and generous donations from business partners, new employee orientation (NEO) was reborn. This wasn’t just any orientation. The superintendent made a commitment to attend each one monthly and personally speak with all new employees. On the agenda there is no mention of “processes,” “procedures” or “programs.” This day is all about culture. The rest—payroll, benefits, employee handbook—can be done online.

New Employee Orientation Culture Experience

- Superintendent’s interactive presentation on culture, vision and mission
- Gallup StrengthsFinder for personal growth and development
- Social emotional learning for relating with each other and students
- Build comradery with colleagues at other schools
- Feel appreciated (swag, food, business partners)

The orientation day activities are carefully designed to provide an onboarding experience that reflects the culture we are working towards as an organization. Employees leave with clarity about their role in creating a positive culture and how they contribute to the mission and vision of the organization.

People enjoy doing what they are good at. They also like to be known for what makes them special. Investing time and resources into discovering an employee’s strengths is a great way to build relationships and show that you, as an organization, care about them as an individual.

(Gallup’s Perspective on Creating an Exceptional Onboarding Journey for New Employees, 2019, p. 13)

New teachers have an additional three days of orientation as part of their onboarding. We, like many other districts, heard from new teachers that they were overwhelmed with the amount of information to take in at orientation. We previously had several central office departments rotate through and cover everything from special education policy, to classroom management, to curriculum and instruction. In the summer of 2018, we made a shift to “strong start” onboarding, based on the Get Better Faster philosophy, where all new to the profession and new to the district teachers receive intensive support on five foundational “strong start” skills. We strategically removed all content from new teacher orientation that was not aligned to the five core skills.



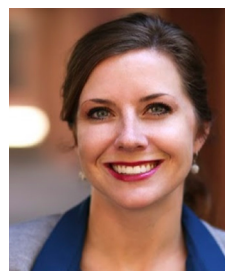
Culture of Learning

1. **Routines and Procedures** – designs, practices, and invests students in efficient behavioral and academic routines and systems, leading to high student engagement
2. **Classroom Agreements (behavioral expectations)** - develops agreements with students for how to treat each other respectfully and engage with one another productively



Essential Content

3. **Lesson Progression** - designs a logical and aligned sequence of lesson plans within a unit to achieve unit objectives
4. **Clarity and Coherence** - delivers lesson content clearly, accurately, and with coherence
5. **Demanding Materials** - develops and/or uses appropriately demanding instructional materials such as texts, questions, problems, exercises, and assessments



Skye Duckett has more than 16 years of experience in HR for public school systems in Georgia and Texas. As the chief HR officer for Atlanta Public Schools, she is responsible for recruitment, selection, staffing, compensation and retention for 7,000 employees across 70 urban schools in the capital city of Atlanta, Georgia. A true Gen-Xer, she is passionate about continuously improving HR processes through technology and innovation. She pairs her passion for the business of HR with a strong value of public education from her parents, who are both educators, to improve the educational experience for students and teachers every day.

Hit your targets by taking charge of your career, increasing your knowledge, and gaining 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.

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 advanced administrator.

THURSDAY, JUNE 27	BASIC TRAINING	ADVANCED MANEUVERS
07:30 am – 08:00 am	Continental Breakfast & Registration Breakfast sponsored by PowerSchool	
08:00 am – 08:15 am	Welcome & Introductions <i>Kelly Coash-Johnson, Executive Director, AASPA</i>	
08:15 am – 09:30 am	Leading a Culture of Service Excellence Through Rewards & Recognitions – <i>Kelly Coash-Johnson</i>	
09:30 am – 10:45 am	HR 101: A Primer for Newbies – <i>Dr. Beth Dalton</i>	Diversity and Cultural Responsiveness – <i>Shelly Bazemore</i>
10:45 am – 11:00 am	Networking Break sponsored by PSST	
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>	Conducting Employee Investigations – <i>Dr. Jane Wildesen</i>
12:00 pm – 01:00 pm	Networking Lunch	
01:00 pm – 02:00 pm	How to Hire a Teacher – <i>Dr. Justin Schooley</i>	Human Resources Role in Addressing Workplace Harassment – <i>Kevin Walton</i>
02:00 pm – 03:15 pm	Employee Discipline: Everything You Need to Know – <i>Dr. Jane Wildesen</i>	Legal Update & Best Practices in FMLA Administration – <i>Scott Macdonald</i>
03:15 pm – 03:30 pm	Networking Break sponsored by Aetna	
03:30 pm – 04:30 pm	Recruiting & Onboarding New Teachers & Administrators – <i>Dr. Justin Schooley</i>	Hired to Retired: High Quality Induction for Retention – <i>Dr. Beth Dalton</i>
04:30 pm – 06:00 pm	Networking Reception	
FRIDAY, JUNE 28	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 Proximity Learning	
09:15 am – 10:45 am	Sponsor Presentations	
10:45 am – 11:00 am	Networking Break sponsored by EduStaff	
11:00 am – 12:15 pm	A Federal Employment Law Primer – <i>Adam Konstas</i>	Effective Active Engagement Strategies to Train and Retain Your New Teachers – <i>Annette Brinkman</i>
12:15 pm – 01:30 pm	Networking Lunch	
01:30 pm – 02:45 pm	Working with Struggling Teachers – <i>Annette Brinkman</i>	Social Media & the Internet – <i>Adam Konstas</i>
02:45 pm – 03:00 pm	Wrap Up & Evaluation <i>Kelly Coash-Johnson, Executive Director, AASPA</i>	

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

Session Titles and Descriptions
AASPA Personnel Administrator Boot Camp
June 27-28, 2019 – Baltimore Marriott Waterfront Hotel, Baltimore, MD

RM **Conducting Employee Investigations**
Dr. Jane Wildesen, Director of HR & Employee Relations, Garrett County Public Schools, Garrett County, MD
 Attendees will learn best practices when conducting an employee's investigation for certificated employees (6-202) and non-certificated employees (4-205) and whether there is a negotiated provision for arbitration of "just cause" for discipline and discharge. Attendees will learn how to conduct a consistent and thorough Loudermill hearing as part of due process procedures. The importance of coordinating with law enforcement agencies when conducting an employment investigation will also be discussed.

OC **Diversity & Cultural Responsiveness**
Shelly H. Bazemore, Ed. D., Coordinator of Field & Clinical Placements/Educational Consultant, Virginia State University, VA & Jeannine N. Williams, HR Recruiter/Educational Consultant, Peoria Public Schools, Peoria, IL

RM Are you seeking more effective ways in developing and implementing diversity strategies in your recruiting, hiring, and retaining of your teachers, staff, and students from diverse backgrounds? How are you developing your teaching faculty and/or staff and cultivating a school culture that is responsive to the needs of your students? To learn more, we ask that you attend, our diversity and culturally responsive training. We will help you begin transforming your school into a culturally responsive community that meets the needs of your students, faculty, and staff. This presentation will allow you to examine what diversity means to you and help you learn how to encourage your existing students and employees to embrace it? Further, you will have the opportunity to explore what cultural responsiveness is and how you can motivate your school community to hold it as a value. We will discuss ways to inspire public leaders, faculty, staff, and students to respect your division's growing diversity and encourage their influence and willingness to be responsive among your diverse employees and students. We bring methods to help your school community become culturally responsive and increase diversity in your schools.

PM **Employee Discipline: Everything You Need to Know**
Dr. Jane Wildesen, Director of HR & Employee Relations, Garrett County Public Schools, Garrett County, MD
 The most effective practices when it comes to employee discipline are about making the work environment safe and pleasant for both employees and the organization. Creating an atmosphere of trust and respect between administrators and employees ensures a more seamless process when it comes to employee discipline. That starts with clear communication and continues through consistency. In order to maintain order and respect in the workplace, school personnel administrators need to have a plan in place that will benefit everyone involved. Attendees will acquire best practices when it comes to effectively disciplining an employee.

RM **Employee Handbooks: Practical & Legal Considerations, How to Create, What to Include & What Not to Include**
Scott D. Macdonald, Esq., SPHR, SHRM-SCP, Managing Director, 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 **The Family & Medical Leave Act: Best Practices in FMLA Administration**
Scott D. Macdonald, Esq., SPHR, SHRM-SCP, Managing Director, 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.

RM **A Federal Employment Law Primer**
Adam E. Konstas, Attorney, Pessin Katz Law, P.A., Towson, MD
 The landscape of federal employment law is vast and ever-changing. This primer for new and developing HR professionals will examine best practices and pitfalls for compliance with federal employment laws applicable to public school systems, including the ADA (and ADAAA), ADEA, FMLA, Title VII, Section 504 of the Rehabilitation Act, COBRA, and more. Attendees will come away from the presentation with enhanced issue-spotting skills and a better understanding of this formidable landscape.

OB **Hired to Retired: High-Quality Induction for Retention**
Beth Dalton, Assistant Superintendent for HR, 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 HR, 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.

RM **Human Resources Role in Addressing Workplace Harassment**
Kevin Walton, Human Resources Specialist/MTR Recruiter, Area Cooperative Educational Services, North Haven, CT
 This session will include education, prevention and intervention strategies that will help maintain a harassment free workplace.

OB **Keeping Them is Paramount! – Effective Active Engagement Strategies to Train & Retain Your New Teachers**
Annette Brinkman, Retired Director of Teacher and Administrator, Induction and Intervention, Granite School District, Salt Lake City, UT
 Many new teachers experience frustration and leave the profession and leave students with very little learning because they do not have high levels of active student engagement. Many new teachers are missing the foundations of classroom management. Participants in this session will experience a framework and data collection method that will enable them to develop and personalize a plan of action to empower a new teacher with the Big 8 (expectations, proximity, attention prompts, cueing, time limits, signals, tasking (active student engagement) and voice).

OC **Leading a Culture of Service Excellence Through Rewards & Recognitions**
Kelly Coash-Johnson, Executive Director, American Association of School Personnel Administrators, Overland Park, KS
 As school personnel administrators we strive to lead our teams in a culture of service excellence. Do we know and understand what drives our employees and increases their service of excellence? We often think we know what our employees want when it comes to rewards and recognitions programs. Learn what really works when it comes to motivation and employee engagement. Discover what some school districts have done and see how we can align our own program to a culture of excellence.

RM **Social Media & the Internet**
Adam E. Konstas, Attorney, Pessin Katz Law, P.A., Towson, MD
 A raunchy social media post by one of your teachers just went viral. What do you do? In this session, we will explore the First Amendment and how it applies to public school staff members through their use of social media and best practices for the school system's response.

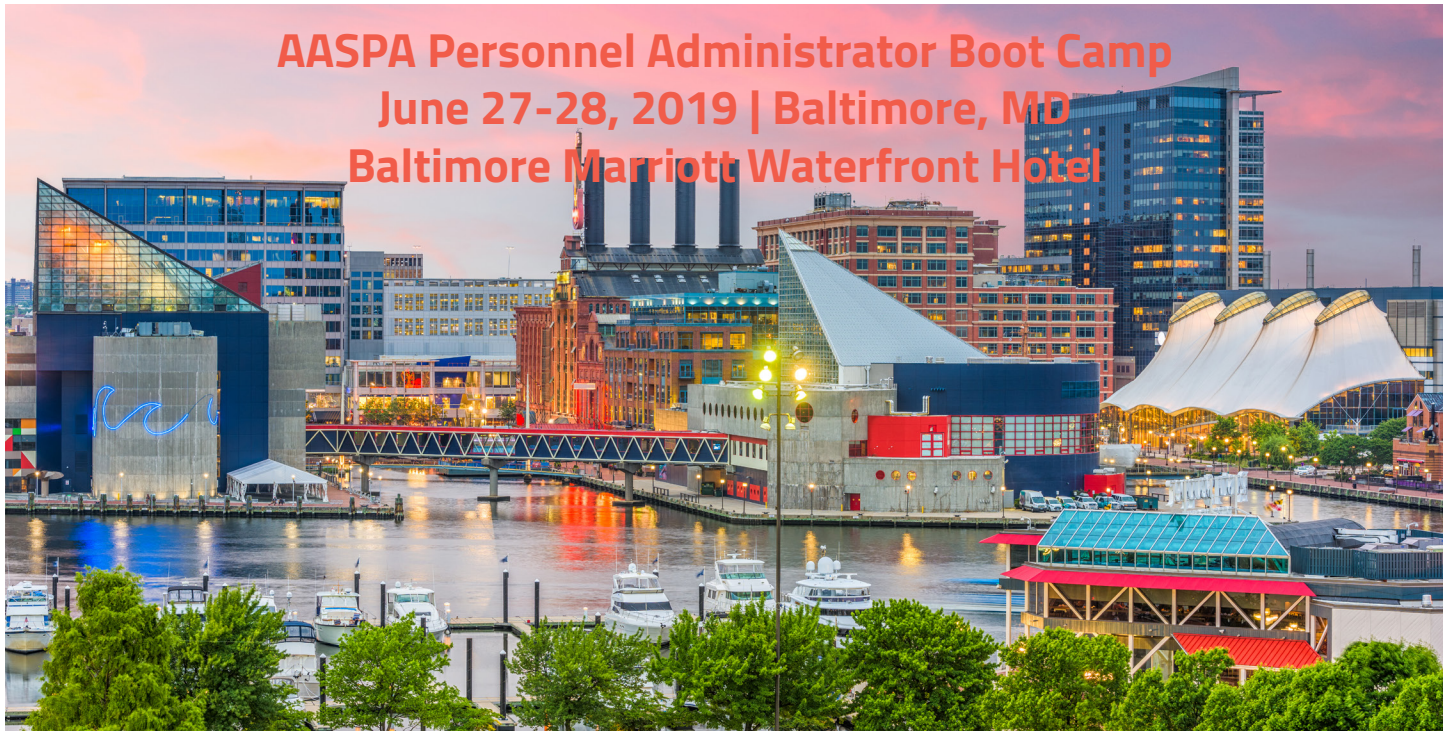
PM **Working with Struggling Teachers**
Annette Brinkman, Retired Director of Teacher and Administrator, Induction and Intervention, Granite School District, Salt Lake City, UT
 Participants will leave the session with the tools to diagnose struggling teachers and provide prescriptive assistance for 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 specific skills and strategies to work with a struggling teacher.
2. Discussing and analyzing leveled components of effective classroom management for all teachers to maximize student engagement.
3. Utilizing the continuum of evaluation--collaboration to determine the appropriate stance for working with a struggling teacher.

The session will include:

- Problem Identification: knowledge base of off-task behavior being a result of other problems not the cause of a chaotic, unengaged classroom.
- Diagnosis of Management Problems: data collection tools to identify problems associated with off-task behavior.
- Determining the Stance of Interaction: knowledge of the fluidity of movement between stances and initial starting points.
- Debriefing Consultation: knowledge of bridging consulting and coaching in a debriefing conversation.
- Coaching for Classroom Management and Active Student Engagement: knowledge and selection of coaching questions to lead to forward movement with a specific management skill.





**AASPA Personnel Administrator Boot Camp
June 27-28, 2019 | Baltimore, MD
Baltimore Marriott Waterfront Hotel**

There's a buzz about Baltimore that makes people who visit fall in love with its vibe. With the world-famous Inner Harbor; renowned museums and attractions; award-winning restaurants; a locally loved music scene, and hip and historic neighborhoods, get ready to explore a truly authentic American city.

Baltimore - the colorful, diverse city that is Maryland's largest city and economic hub, is known for its beautiful harbor; quirky, distinct neighborhoods; unique museums and the world-renowned Johns Hopkins Hospital to the east and the University of Maryland Medical Center to the west. With the rich history the city boasts however, it's amazing that Baltimore hasn't been deemed one of America's greatest historical destinations.



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.
- **10.5 recertification** credit hours through the **Society for Human Resource Management (SHRM)** and the **HR Certification Institute (HRCI)**.

Certificates will be available at the end of the workshop.

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



AASPA 81st Annual Conference
New Orleans, LA | October 8 - 11, 2019
Register at www.aaspaconference.com

AASPA's 81st Annual Conference delivers four days of engaging programs, the opportunity to encounter diverse perspectives and the ability to make new connections. It is the premier conference that offers administrators ready-to-use solutions and research-based strategies all in a relaxed and fun environment. It's our goal that you leave feeling rejuvenated and armed with new ideas, resources and contacts so you can return to your district ready to transform your PK-12 HR department.

We hope you'll join us in 'The Big Easy' for AASPA's 81st Annual Conference where you will learn how to stay competitive and discover new innovative products and services from our business partners. If you are passionate about your own professional growth, then this is the conference for you.

- 3 Keynote Speakers
- 12 Pre-Conference Workshops
- 90 Clinic and Ignite Sessions
- 50 Exhibit Booths

Take a peek at what's waiting for you in New Orleans! Visit www.aaspaconference.com for more information.



**Wednesday,
October 9**
You Have 7 Seconds. Make them Count!
By Sylvie de Giusto

People we meet make quick decisions about us. It takes a blink of an eye, and like it or not, you are going to be judged. Our initial imprint on others sets the tone and impacts how students, parents, collaborators or stakeholders view us. The good thing is that this impression is something you can control. In this interactive, fun and informative session, Sylvie will show us how we can influence the message we send to others and how we can make adjustments that increase our leverage and authority as school administrators.



**Thursday,
October 10**
A Chance in the World
By Steve Pemberton

Steve Pemberton's inspirational story, A Chance in the World, has touched the hearts of millions. In this inspiring presentation, Steve tells how he defied seemingly impossible odds as an orphaned boy navigating the foster care system—all while trying to solve the mystery of his own identity and destiny. Steve also provides valuable lessons on self-empowerment, breaking negative cycles, creating a vision and achieving your goals—even when everyone says you don't have a chance in the world.



**Friday,
October 11**
The Kindness Diaries
By Leon Logothetis

Leon's speech covers his incredible journey around the world relying solely on the kindness of others. What these good Samaritans didn't know is the people that gave from their heart were given life-changing gifts. From a sending a homeless man back to school, to building a house for a HIV diagnosed mom in Cambodia, these gifts were his way of giving back. His speech sets out to inspire the audience to recognize their potential and give back in any way they can. Leon will discuss his long trek out of the corporate world and into the life he was always meant to live.

*AASPA's 87th Annual Conference
New Orleans, LA | October 8 - 11, 2019
Sheraton New Orleans*



American Association of
School Personnel Administrators
7201 W. 129th Street, Suite 220
Overland Park, KS 66213

