



Redesign the Certified Hiring Process

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pHCLE Standards


- Process Management
 - Apply process improvement methodologies and tools.
 - Collect valid and reliable data for decision-making.
- Experience Management
 - Provide exceptional customer experiences.
- Talent Acquisition
 - Planning & Preparation
- Talent Development
 - Orientation & Onboarding





Learning Objectives

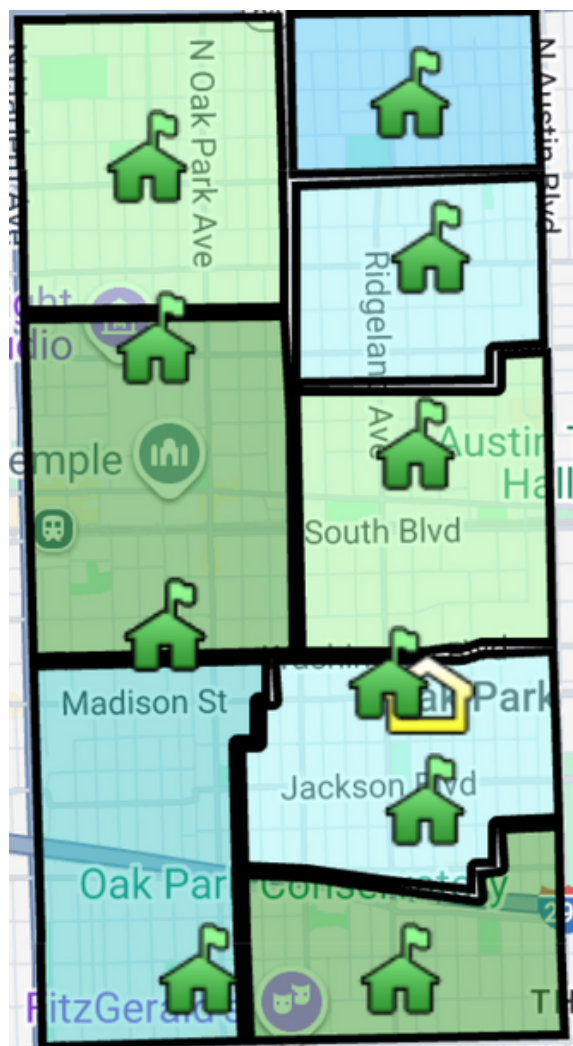
Participants will reflect on current practices, reviewing how one district:

- Created procedural efficiencies
 - Demonstrated their commitment to recruit and retain a racially and linguistically diverse workforce
 - Stabilized foundational systems
 - Formalized and Standardized Processes
- 

D97 – Who are we?

10

Schools



School Name

Grades

Annual
Summative
Designation

ABRAHAM LINCOLN ELEM SCHOOL

KG - 5

Commendable

GWENDOLYN BROOKS MIDDLE SCHOOL

6 - 8

Commendable

HORACE MANN ELEM SCHOOL

KG - 5

Commendable

IRVING ELEM SCHOOL

KG - 5

Exemplary

LONGFELLOW ELEM SCHOOL

PK - 5

Exemplary

OLIVER W HOLMES ELEM SCHOOL

KG - 5

Exemplary

PERCY JULIAN MIDDLE SCHOOL

6 - 8

Commendable

WHITTIER ELEM SCHOOL

PK - 5

Exemplary

WILLIAM BEYE ELEM SCHOOL

KG - 5

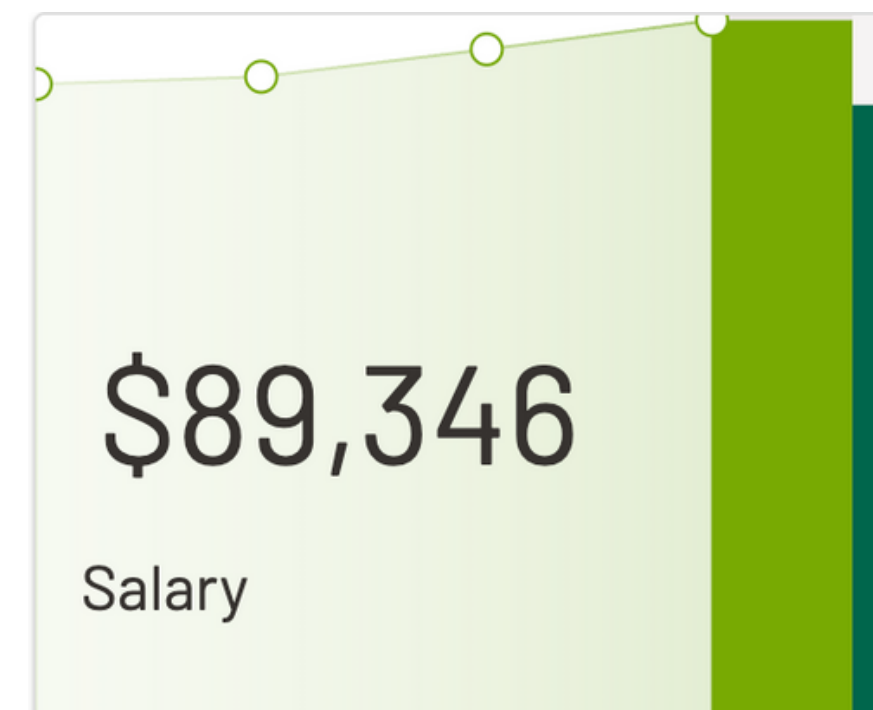
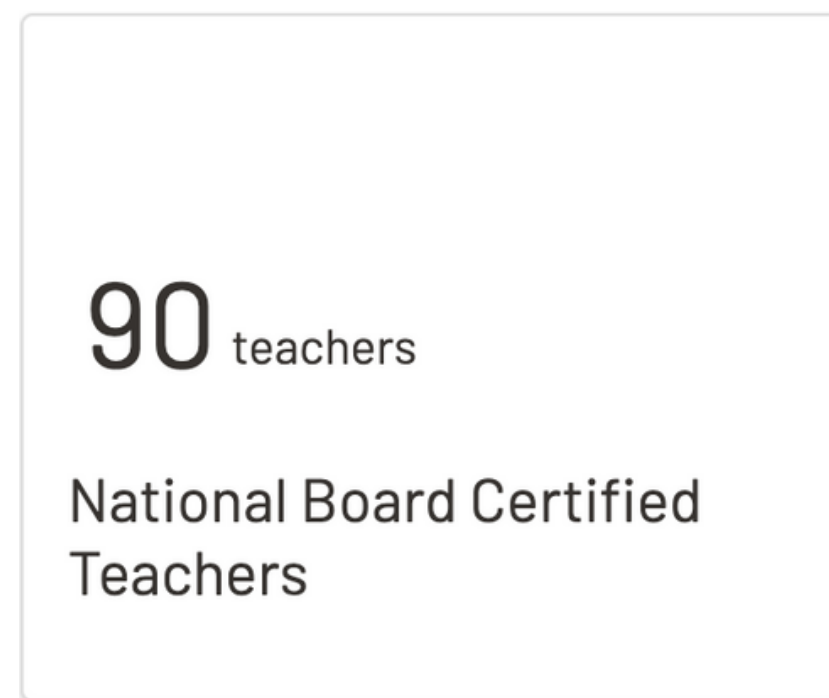
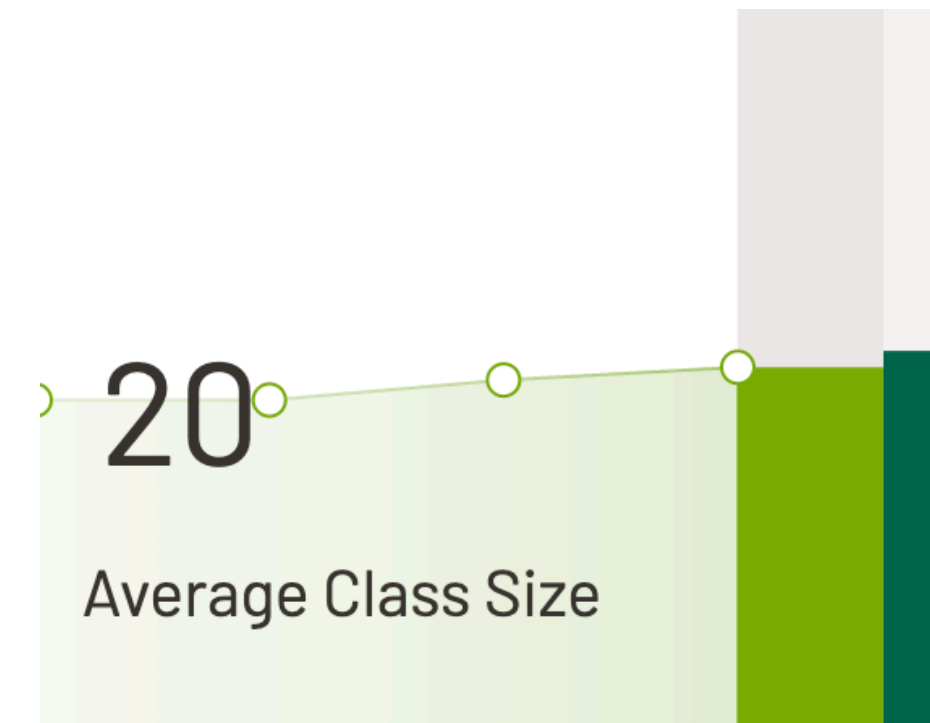
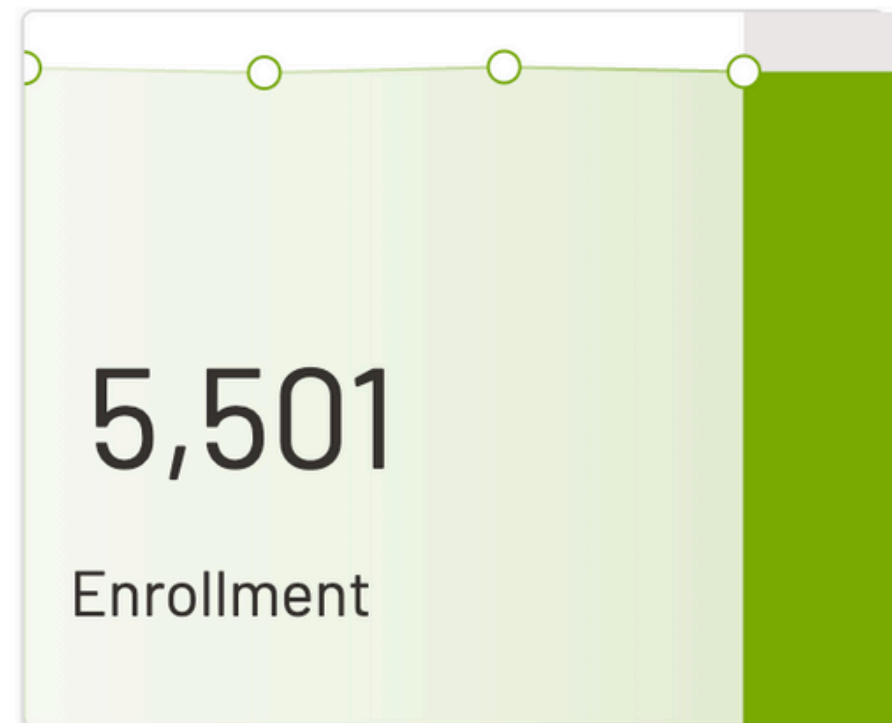
Exemplary

WILLIAM HATCH ELEM SCHOOL


KG - 5

Commendable

D97 – Who are we?



D97 – Who are we?

Quality Professional Development	+ 9	51 Neutral	 Collaborative Teachers	Teacher
+ NOTE				

Quality Professional Development

Professional development is rigorous and focused on student learning.

Supportive Environment	- 1	40 Neutral
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In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

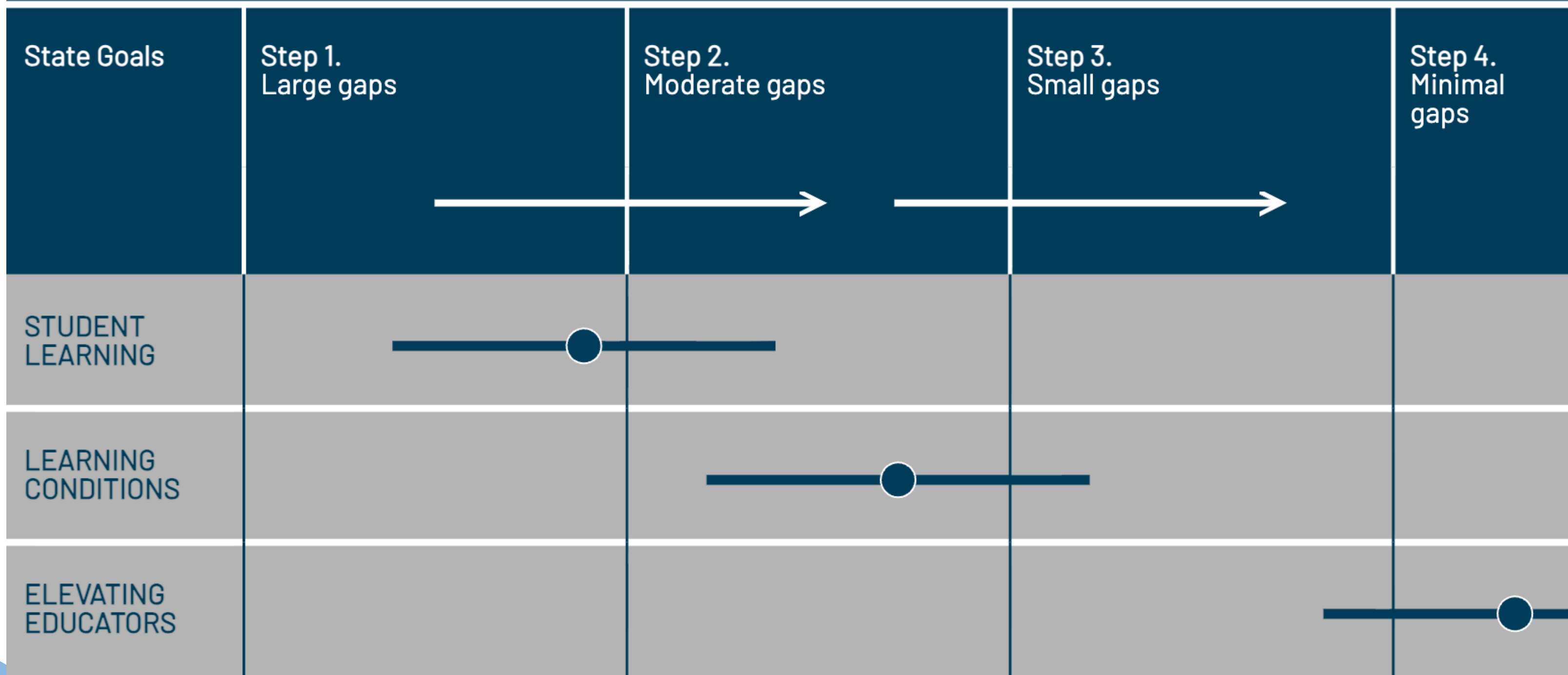
- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- all students value hard work, and
- teachers push all students toward high academic performance.

Quality Professional Development	
2024	2025
42	51

Supportive Environment	
2024	2025
41	40


D97 – Who are we?

The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.





DYAD

- With a partner for two minutes, share what HR data you could present that describes best describes your district.
 - The person with the longest hair speaks first.
 - When the timer goes off, the person with the shortest hair takes their turn speaking.
 - Be prepared to share!
- 

The Problem: A Data-Driven Crisis

It was a classic case of "bad data in, bad data out," and it was causing real headaches.

What were some of our issues:

- Inconsistent employee records,
- Inaccurate performance metrics,
- Unreliable retention data, and
- Lack of processes and procedures.

We couldn't trust our own reports, and it was clear we needed to act. This is the story of how we are working to transform our department, trying to turn a chaotic situation, into a smooth running machine.



Needs Assessment

Lack of district brand in recruiting

Job postings are not posted in a timely manner

Rubrics are not used during interviewing

Multiple formats of reference checks are used

No hiring process is defined, documented, and universally implemented

Communication within HR and between HR and other departments is inconsistent

Lack of structured, accurate job descriptions

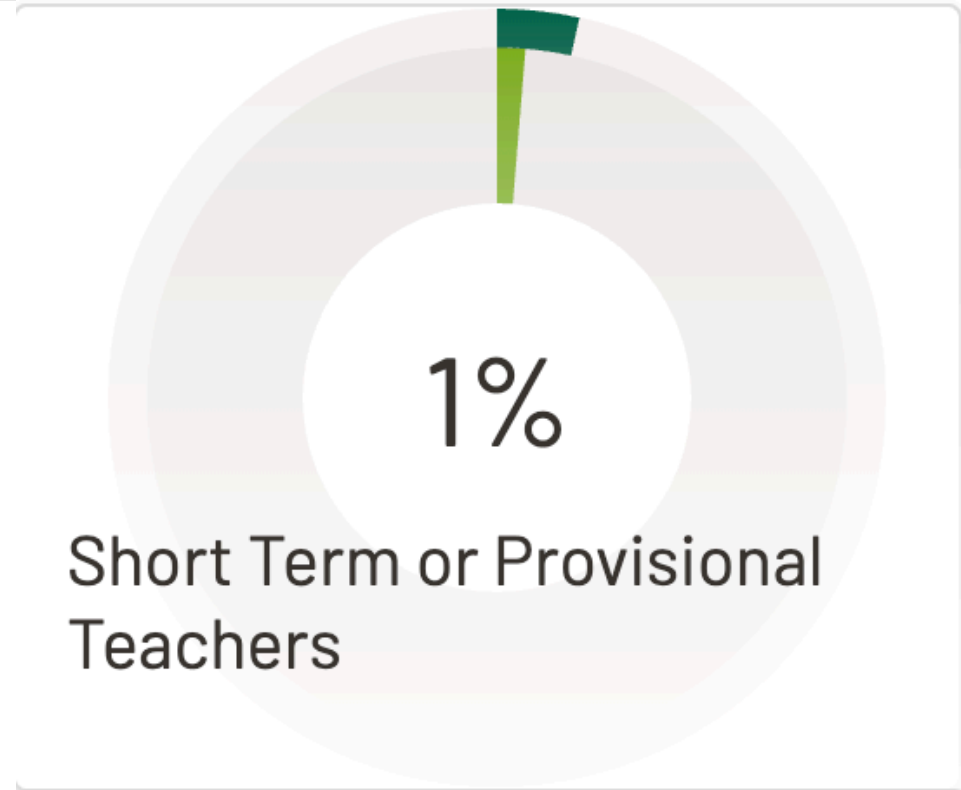
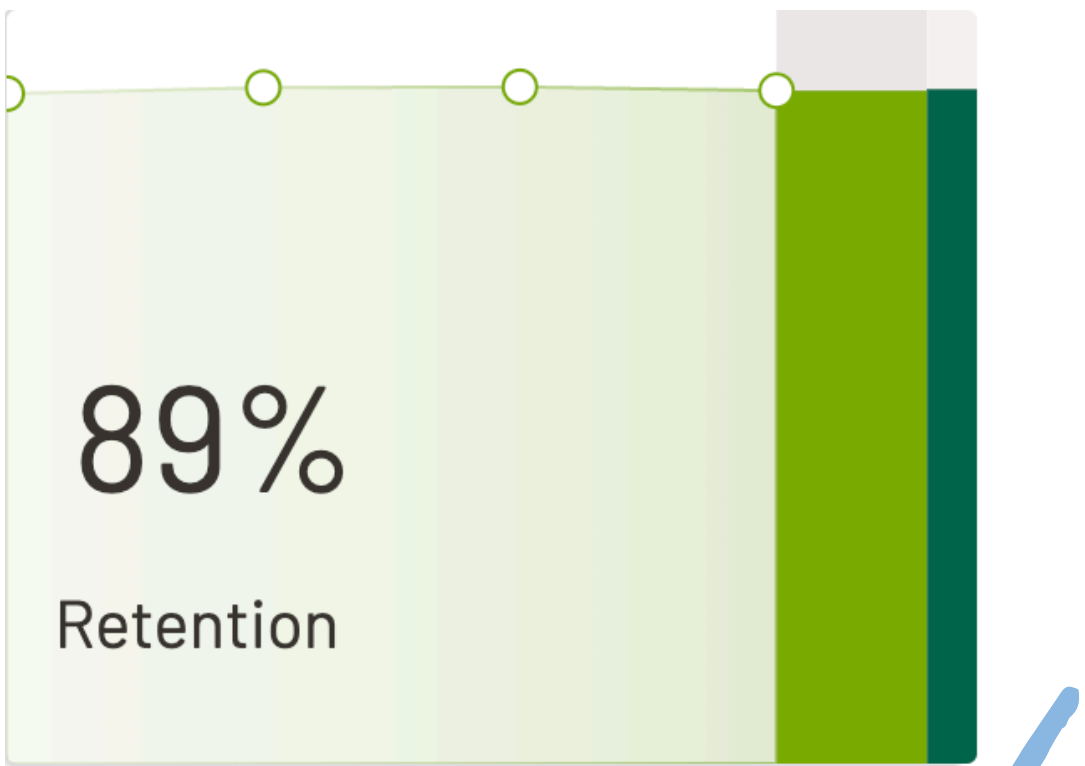
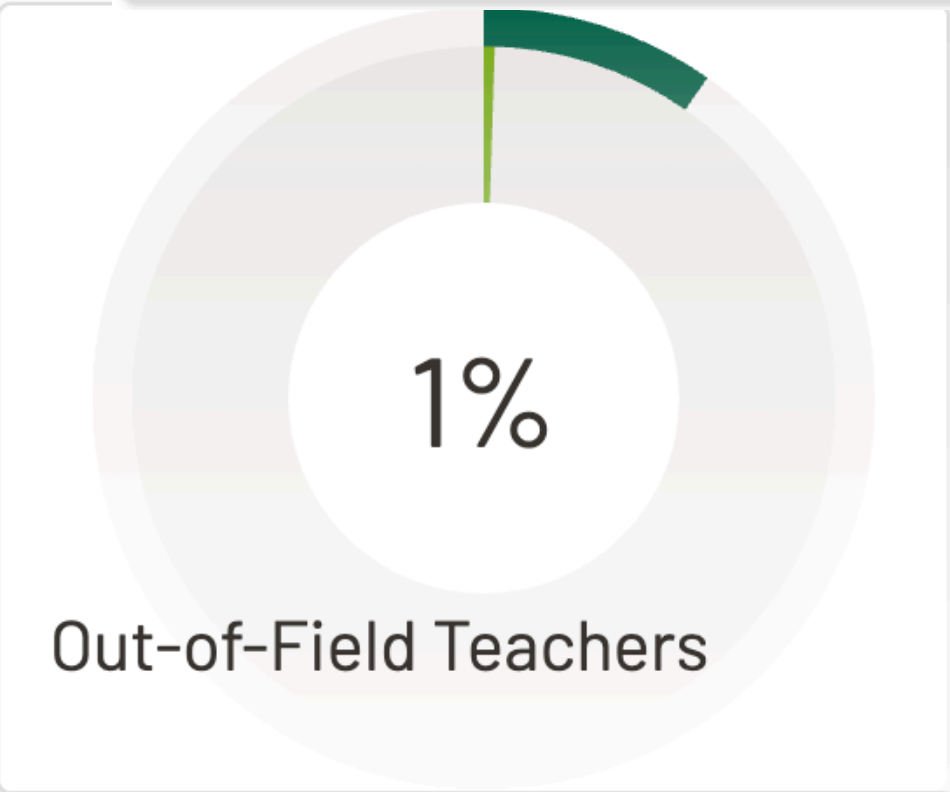
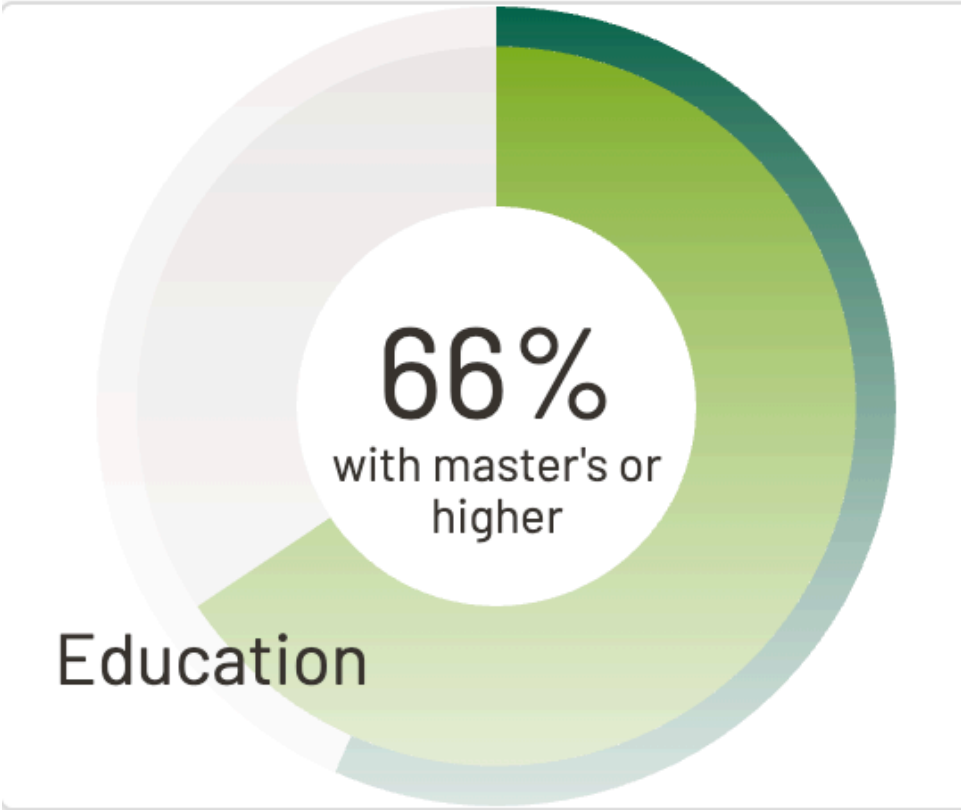
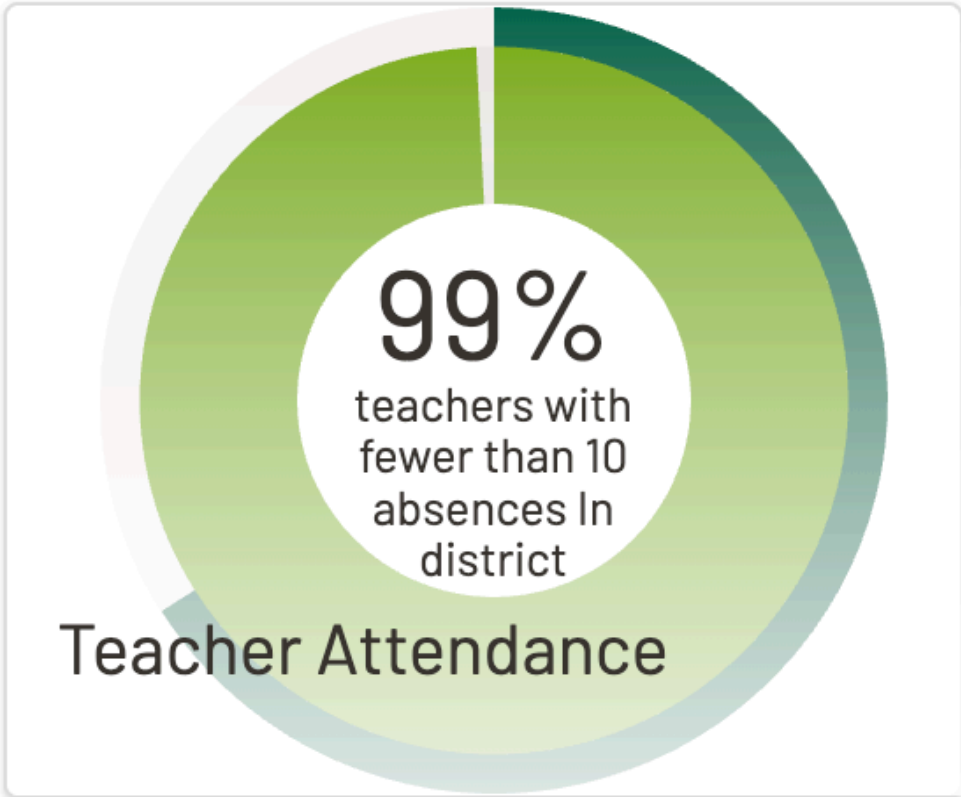
Job applications vary in content; they do not require applicants to respond to the same prompts

Interview teams are not formally trained

Hiring packets do not contain all required documents and vary

There is confusion over the issuance of offer letters

Bad Data In... Bad Data Out





Deep dive into the root causes

This led to poor hiring decisions and a lack of insight into our biggest asset: our people.

1



Manual Data Entry: Most of our data was being entered manually, leading to frequent typos and inconsistencies. Some of the inconsistencies included: full name, demographic information, abbreviations, position and assignment names, etc.

2

Lack of Standardization: There were no clear rules for data formatting. Dates were entered in various formats (e.g., MM/DD/YYYY, DD-MM-YY), and position titles weren't standardized, with "3rd Grade Teacher", "Third Grade Teacher", or "Teacher" being used interchangeably.


3

Decentralized Systems: Different departments and staff were using different forms, packets, spreadsheets and systems to track candidate and employee information, creating data silos and a single source of truth was nonexistent.





Stand-N-Share

- Create a list of at least 5 areas/topics.
 - When I call on you, share ONE area/topic.
 - If the topic is on your list, check it off.
 - If it is not on your list, add it.
 - When you no longer have an original item (all yours are checked), sit down.
 - When everyone is seated, the activity is complete.
- 

Organizational Priorities

HR Priority 1:

Restructure HR systems to ensure seamless onboarding, financial accuracy and compliance using cross-functional workflows by being intentional to include each department when discussing or considering any needed workflow alignment.

HR Priority 2:

Develop staffing systems that demonstrate our current distribution of staff, as well as, create a plan to move toward an strategy-based and allocation aligned staffing model, ensuring strong teacher team and achieving our workforce diversity outcomes.



Improving the Candidate Experience



"The top three reasons why candidates withdrew from the hiring process are their time being disrespected due to poor communication or never receiving feedback, the process taking too long, and the salary not meeting their expectations (Maurer, 2024, p.2)."

The PeopleLab (2022, p.2) reinforced the idea that "employers can attract new audiences by changing the way that open positions are presented to the public (for example, through ads or job postings) and the way that recruitment outreach is conducted".



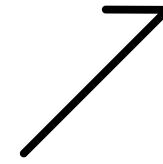
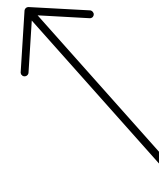
Implement clearer and more consistent communication within HR and between HR and district departments, as well as across schools



Implement clearer and consistent job postings and job descriptions

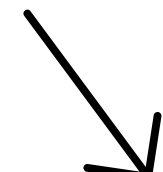
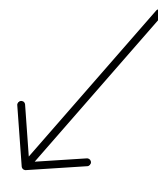


Implement a strategic recruitment plan that increases the candidate pool, targeting diverse candidates



Redesign Goals

Foundational Work



Implement standardized practices supporting screening, interviewing, the selection of a diverse pool of candidates



Implement standardized hiring materials for certified staff



Increase our ability to attract and retain high-achieving diverse certified staff, incorporating candidate and new staff feedback

Redesign Steps

Collected data from district leaders related to the hiring process

Job postings are not posted in a timely manner

Created training plans for interviewing protocols

Develop and link standard operating procedures in the Hiring Manual

Update HR systems and forms where applicable

Communicate, implement, and begin monitoring, as well as continuous improvements

Gathered hiring data related to timelines, fill rates, demographics, retention, position control, etc.

Created updated forms, hiring packets, job postings, applications, and templates

Rewrite the D97 Hiring Manual

Develop a communication plan for the updated Hiring Manual

Provide training and access to new to updated resources

Outcomes



Oak Park Elementary School District 97

260 Madison, Oak Park, Illinois 60302 ph: 708.524.3000 www.op97.org



Date

Dear [Candidate Name],

Thank you for taking the time to interview for the position of [Job Title] with Oak Park Elementary School District 97. We appreciate your interest in joining our team and enjoyed learning about your skills and experience.

We have now completed our interview process and, after careful consideration, have decided to move forward with another candidate whose qualifications and experience more closely align with our current needs for this specific role.

This was a difficult decision, as we met with many qualified individuals. We sincerely thank you again for your time and interest in District 97 and wish you all the best in your job search.

Sincerely,

DATE

[Candidate Name]

[Candidate Address]

Dear [Candidate Name],

On behalf of Oak Park Elementary School District 97, we are pleased to recommend you for the position of [Job Title] at [School Name/District Office]. We were impressed with your qualifications, experience, and enthusiasm during the interview process, and we believe you would be a valuable asset to our team.


Position Details:

- **Position:** [Job Title]
- **School/Department:** [School Name/District Office]
- **Start Date:** [Start Date Enter TBD, if unknown]
- **Supervisor:** [Supervisor Name and Title]
- **Work Schedule:** [e.g., Full-time, Part-time, specific days/hours]


Compensation:

- **Salary:** \$[Annual Salary] (paid on a [Pay Frequency] basis)
- **Benefits:** [Briefly list benefits. Common benefits for the specific type of employee...Add or Remove from the following list]:
 - Health Insurance (medical, dental, vision)
 - Retirement Plan (e.g., 401(k), pension)

Outcomes

 Hiring Manual - Interview Questions

 Hiring Manual - Offer Letter Templates

 Hiring Manual - Performance Tasks

 Hiring Manual - Reference Check Forms

 Performance Plan Resources

 Progressive Discipline Resources

 SOPs

 Staff Resources

SOP Creating/Updating of D97 Job Descriptions

Implemented by	Onboarding Manager	Procedure #	SOP-0004
Department	Human Resources	Owner	Onboarding Manager
Effective Date	XXX	Last Updated	SY25
Primary Job Function:			

Is to provide detailed guidance about the processes that are implemented in the Human Resource Department, with an emphasis on completing the documents/steps necessary to ensure accuracy and consistency.

Who/Action Steps:

1. After receiving the notification that there is a vacancy or a future vacancy, the onboarding manager needs to make sure the job description for the position is up-to-date and proper approval is given to post the position. Below is the process for creating/updating job descriptions.
2. The administrator(s) that supervise the position in conjunction with the Assistant Superintendent for Human Resources and depending on the position, the Superintendent will review/update the job description and provide approval before posting
3. After creating/updating/reviewing and gaining approval of the job description, use [this SOP](#) for the process to post the position.

Outcomes

Administrator Hub Home Business Office CLE Core Instruction Communications and Engage... Human Resources Safety Technology & Operations More ▾

Progressive Discipline Resources

Human Resources Hiring Manual

Evaluations & Performance Plans ▾

Staff Resources ▾

Staff Transfer & Hire Request Forms ▾

When to Contact HR ▾

Substitute Teacher Exclusion Request ▾

Compliance ▾



Final reflections

- Clearer, more consistent HR communication
- Transparent and standardized job postings and descriptions, reinforcing and communicating the district's brand
- A hiring process that is:
 - More efficient,
 - Equity-driven, and
 - Consistent across the district
- Standardized:
 - Screening processes,
 - Interview questions and protocols,
 - Hiring materials for certified staff,
 - Reduce bias and
 - Improved transparency




Future steps

- Next Steps:
 - Incorporate candidate and new staff feedback
 - Review and revise processes regularly
 - Use data to monitor progress toward:
 - Diversity and equity goals
 - Posting timelines,
 - Fill rates,
 - Retention,
 - Position control, and
 - District priorities





QUESTIONS

- **What additional information would be helpful?**
 - **Are there resources that can be shared you might find useful?**
 - **Any other questions that would be beneficial for the group?**
- 

The background features various hand-drawn blue scribbles and shapes, including loops, swirls, and zig-zags, scattered around the central text.

**Thank you
very much!**

ncampbelltomino@op97.org