

AUGUST - OCTOBER 2018

PERSPECTIVE

NEWS FOR & ABOUT MEMBERS OF THE AMERICAN ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS



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Rethink Teacher
Recruitment

HR University

Sustaining Excellence
Through Succession
Planning

Is there a Leak in Your
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2018 - 19 Executive
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80th Annual Conference
Registration

CONFERENCE PREVIEW ISSUE



80th Annual Conference
October 9-12, 2018
Marriott City Center Hotel
Minneapolis, MN



American Association of School Personnel Administrators | Est. 1938

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President's Corner

From the Desk of Dr. Justin Schooley, AASPA President



Dear AASPA Members:

Where has the summer gone? It seems like Memorial Day was just a few days ago, and now we are already in the back-to-school mode. Typically the summer is the busiest for human resources departments. With all the recruiting fairs and summer hiring in full swing, we have to stop and reflect upon what got us to this point and some of the most recent happenings from around the country affecting our profession.

This past spring was one of the craziest times in my career in the HR department. All too soon, West Virginia seemed to become the birthplace of the teacher walkouts across the country that affected students and districts in states such as Arizona, Colorado, Kentucky, North Carolina and Oklahoma. These walkouts all had different motivators including low wages, benefits, school budgets, class sizes and other problems.

It had been nearly 30 years since West Virginia last faced a teacher walk-out, "strike." West Virginia has a non-unionized public sector labor force. Given the years since the last strike, it was a new experience for nearly all school administrators in the state. Districts tried to work with their local employee association leadership, but felt their hands were tied as the battle was teacher lead against the West Virginia Legislature. Little could be done locally—even the employee state association leadership had little control over the process. Districts had to walk a fine line to maintain local community support, support their employees' efforts, feed students and much more, all while impacting student learning. The impact of these strikes still has ripple effects across the country. While the strikes varied in their levels of success and length, we all learned something new this year.

In addition, our students and employees were faced with the on-going horror of school shootings. In particular the Parkland, Florida, shooting at Marjory Stoneman Douglas High School. Through the work of our members on the Legislative and Governmental Committee, AASPA created a position statement that the safety of students and staff should be a top priority for all policy rather than arming teachers. Schools need additional funds to support students and staff in the areas of mental health, resources, training, smaller class sizes and time to support their students.

Seems like change in the human resources department did not end with the final school bell of the school year. Summer has brought about many changes as well. At the end of June, the U.S. Supreme Court overturned 40 years of precedent with the decision in Janus v. AFSCME. This decision declared that non-union workers cannot be forced to pay fees to public sector unions. Many experts believe that the Janus decision is one of the most significant affecting collective bargaining rights and unions in years.

Other events that occurred this past summer included the U.S. Department of Labor extending the use of existing FMLA model forms on a month by month basis and President Trump proposed merging U.S. Departments of Education and Labor. Both topics were covered and continue to be monitored by AASPA.

It seems that it is more important than ever that we collaborate together and learn all we can. Networking is an essential part of our job, so I invite you to join me and your peers in Minneapolis, MN on October 9 - 12, 2018, at AASPA's 80th Annual Conference to "Master, Motivate, Move."

Best regards with my sincere appreciation,

Justin L. Schooley, Ed.D.
AASPA President

Owning Great

BECOMING THE EMPLOYER OF CHOICE

By Michelle Bright, PHR; Lead HR Specialist; Franklin Community Schools; Franklin, IN

In recent years, the state of Indiana has provided our district with several challenges including a Circuit Breaker Tax Cap loss in excess of \$22 million over an eight year span. In comparison, other school corporations in our area only saw losses of between \$260,000 and \$3.5 million over the same period of time. This is in addition to the state funding structure which relies heavily on student growth, which our district has seen very little of in the past 11 years (77 new students over past 11 years). In the current economy, we find ourselves competing for talent with other districts in the area that were not affected in the same way financially as our corporation. Similarly, we find ourselves competing with local privately owned

businesses that have the ability to set pay rates and choose benefit options for their employees at their discretion based on their profitability. Does the culture of a corporation depend inherently on pay wages and salary alone?

While we felt as though our teachers and classified staff alike would agree that we already had an excellent culture within each of our buildings and within all departments, we began wondering if we could still improve and truly create a corporation where people wanted to come to work and develop life-long careers. We had recently started down this path when we created a grant in partnership with our local hospital

to provide certified and non-certified staff alike with the opportunity to do something fundamentally innovative by pursuing their dreams of traveling or attending conferences in order to bring creative ideas back to their classroom or department to continue to inspire our students and staff at a higher level. We also invested additional dollars towards a wellness program for all employees in a good faith effort to become more employee-centric. With those two programs gaining momentum and being very well received by staff members, we began to realize that we could do more. This innovative approach along with the cultural belief that we needed to become more intentional in our recruiting and hiring of exceptional employees and retaining employees who perform at a high level coupled with the recent financial challenges, led to the idea of the “Employer of Choice” vision. The resounding challenge became, “How do we reach our intended goal of becoming the employer of choice considering the financial hurdles that we face?”

With that question in mind and under the leadership of our executive director of finance, the “Owning Great” committee was born. This original committee consisted of members of our administrative team including principals and administrators, teachers and classified staff including human resources, finance, food service, etc. The committee met as a whole five times over the course of five months and worked through the Six Sigma process management system as has become our system for continuous process improvement. This unique process, which has typically been more widely utilized within manufacturing environments, allows us to make disciplined, data-driven decisions and provides all stakeholders with information on how we reach specific conclusions, how we plan on improving our current situation and how we plan to sustain and control the process moving forward.

Our desire was to cultivate a culture of excellence where people want to work, own great, serve as outstanding employees and have long lasting careers all while being influenced by the whole package. If we were truly the “employer of choice,” what would we be doing and how does that correspond with our guiding principles? The objective of the original committee was to provide to the board of school trustees a tangible vision aimed at executing the strategy for attracting, optimizing and retaining outstanding employees based

on a formal written plan for our desired organizational culture. Through the Six Sigma process we identified three areas of concern: compensation and benefits; performance and recognition; and personal and professional development. Three subcommittees were then formed to further expand on each of these areas through research, fact-finding, employee surveys and focus groups and to establish measurable outcomes as part of the sustainability and control plan.

The first step in the research process was to create a corporation-wide job satisfaction survey to gain information on the current state of our organizational culture as told by current employees. These survey results would also serve as baseline data to be used to show progress towards the measurable outcomes as defined by each subcommittee. Overwhelmingly, the results of the survey demonstrated most of what we already believed to be true within our school district: employees generally agreed that we were already doing things within the corporation that elicited trust, collaboration, communication and student growth, which accurately reflect our guiding principles. In other words, employees seemed to believe that our organizational culture was strong and embedded into their lives and relationships while on the job. However, it was abundantly clear after analyzing the survey data that the majority of responding employees were less than satisfied about such topics as compensation and benefits. In fact, the question, “My corporation pays a competitive wage/salary for my position” received the most negative responses off all of the questions on the survey. As we finished our analyzation of the employee engagement survey results, it was clear that work was needed in the area of compensation and benefits, but we also believed that although employees appeared to be fairly content in their work, we could work to be more intentional.

Based on the work of the sub-committees and the results of the employee engagement survey, we outlined recommendations to the school board of trustees which included increasing the starting teacher salaries for the next two bargaining years, organizing a committee to complete an in-depth wage and benefit analysis for all classified positions, reforming the classified staff evaluation tool and evaluating the training process for supervisors as it relates to administering said evaluations. Other recommendations consisted of organizing a committee

to create collaboration opportunities for classified staff, enhancing opportunities for employees' personal and professional development through yet another innovative and unique endeavor called Cub Quest. Additional recommendations were developing a comprehensive recognition plan to reward and celebrate all employees who consistently delivered high quality work and working hand in hand with the human resources department to develop and maintain a comprehensive education and training program regarding all employee benefits.

The implementation and control phase of the original phase of committee work began very shortly

after the board of school trustees along with our superintendent approved our plans for advancement and improvement. We gathered a new set of leaders from each building within our district, which included certified and classified staff members along with new members of administration. This committee has been tasked with not only advancing the ideas set forth by the original committee but also to be forces of innovation and change within their individual buildings. Never has it been more important as we move to create this culture of excellence and strive to become the place to work within our community to display coordinated efforts district-wide in order to forge the culture that we are seeking.



Michelle Bright, PHR, has worked as the lead human resources specialist for Franklin Community Schools since March 2016. Her responsibilities within this role include human resources management, Title IX and anti-harassment, benefit administration, employee relations, process improvement and training for all certified staff members and administrators. Prior to joining the human resources department at FCS, she worked as a recruiting and hiring manager for a local staffing firm. Michelle recently obtained her Professional in Human Resources certification. She is a graduate of Indiana University Purdue University Indianapolis (IUPUI) with a Bachelor of Science degree in psychology.



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CAUSES & PROVEN SOLUTIONS TO THE LOOMING LEADERSHIP GAP

By Randy Davis, Ed.D.; Director of Strategic Partnerships; TalentEd; Shawnee, KS



As the baby-boom generation departs the educational arena, there is a great need for a new generation of leaders to step in and grasp the reins, becoming the leaders responsible for the overall performance of the system and continuing the student-focused discourse within the four walls of the schoolhouse. As Parker Palmer wrote in *The Courage to Teach*, “If we are to have communities of discourse about teaching and learning — communities that are intentional about the topics to be pursued and the ground rules to be practiced — we need leaders who can call people toward that vision.”

Further, the National Association of Secondary School Principals addressed the principal shortage through the Institute for Education Statistics, which stated 20 percent of principals working in schools in FY12 left their school by FY13. Additionally, “one out of every two principals is not retained beyond their third year of leading a school.” By 2022, “the demand for elementary, middle and high school principals will grow six percent nationwide,” due to population increases. Districts can expect to spend between \$36,580 and \$303,000 recruiting, hiring and developing each new principal.

What if a district could stack the deck in favor of preparation, mentoring and continuous learning even before realizing the depths of these shortages?

In the schoolhouse, we have many formal and informal leaders who possess the talent to develop into the next generation of administrators. It is the responsibility of currently seated administrators to identify and prepare the talent pipeline for future administrative job openings, yet many fear that after preparation, developed talent will migrate to leadership positions outside the district.

However, that fear should not stop progress; a well-trained leader will realize success in other venues and quite possibly model the program they experienced, elevating educational leadership across communities. Rather than stalling leadership preparation due to fear of what may happen, current K-12 leaders should focus on the endgame: creating a team of leaders who will step up to the administration challenge.

Leading districts are already creating internal programs to develop and prepare aspiring leaders. By no means is there a boiler-plate panacea for all to plug into their situation — developing a solution takes perseverance and should be tailored to a district’s unique circumstances. Yet we can all learn from the successes at Papillion La Vista Community Schools, Jefferson County Schools and Boerne Independent School District.

Papillion La Vista: Recruitment and preparation through higher education partnership

Renee Hyde, Ed.D., assistant superintendent of human resources at Papillion La Vista Community Schools in Papillion, Nebraska, identified a need to cultivate her district’s leadership pipeline after realizing leaders were resigning and retiring. As an adjunct in higher education, Hyde had unique vision to solve this problem through programming and recruitment.

Working closely with the University of Nebraska-Omaha (UNO), Hyde identified core competencies leaders need when entering a new administrative leadership position and helped form a cadre program, which employs new leaders one-half time as an assistant principal and one-half time as a mentor. After completing extensive UNO-provided training on

how to coach new teachers, the future leader provides group and individual mentoring to two new district teachers enrolled in UNO’s accelerated 14-month master’s degree program.

Hyde also developed a leadership cohort that is taught by her administrative cabinet, meets state requirements for administrators and offers graduate credit to participants. But professional development doesn’t end with formal education — once leaders are hired into the system, individualized professional learning begins.

The district established an administrator development program that meets weekly to discuss topics such as curriculum and instruction, business and communications, human resources and student services and data technology. New administrators also meet with Hyde over lunch once or twice per month, and participants determine the agenda. First-year administrators are required to attend. After that, attendance is voluntary. Second-year administrators tend to regularly attend the lunch meetings and third-year administrators attend as needed.

Hyde reports success with this approach but is still concerned with the pipeline, as she expects the teacher shortage will eventually impact the leadership shortage as well.

Jefferson County Schools: Individualized professional learning and development

Joseph Pettiford, chief human resources officer for Jefferson County Schools in Charles Town, West Virginia, also developed a leadership program for up-and-coming leaders to prepare for an impending challenge: 25 percent of his district’s principals will be eligible to retire within the next five years.

Pettiford sees the exodus of leadership as a loss of institutional knowledge and helped build upon a leadership program initiated by Superintendent Bondy Shay Gibson, Ed.D. Through a nomination process, the district identifies potential future leaders, invites them to participate and administers a professional inventory for educators. This inventory helps Pettiford build an individualized professional development plan for each participant, taking professional learning to the next level — differentiated instruction for adults.

A new cohort has started the program for each of the past three years, and similar to Papillion La Vista Community Schools' model, Jefferson County Schools' participants work with both internal and external leaders to develop a foundational knowledge of campus administration. Pettiford even asks cohort graduates to return as guest speakers, sharing their experiences with those aspiring to become formal leaders.

Boerne Independent School District: Homegrown succession planning

As chief human resources officer for Boerne Independent School District in Boerne, Texas, Elaine Howard, Ed.D., frequently calls upon her experience developing programs to identify and train teacher leaders and next-generation administrators.

Howard helped build the district's homegrown approach to succession planning and leader development — establishing compensation structures that delineate participants' career pathways and giving future teacher leaders and up-and-coming administrators exposure to leadership in desired roles. Whether at the building or district level, this exposure not only gives internal candidates a leg up on outside applicants but also gives Howard a snapshot of the

talent pool and a working knowledge of participants' strengths.

Howard reports success in a two-level approach to leadership development — the first for candidates aspiring to become leaders. Each year, a group of aspiring leaders transition through a cohort, garnering exposure not only at the theoretical level but also the practical level. Leaders will assume roles within the district leadership, such as coordinating summer school, facilitating registration of incoming students, etc.

The second level of training focuses on hands-on refining of leadership skills, available to teacher leaders already in assignment and sitting administrators. These leader candidates often assist with district-level decision-making and help develop other leaders in the future.

These are just three examples of districts that identified unique situations related to the development of the next generation of schoolhouse leaders. Our hopes are that these examples challenge thinking and become a call to action for more HR leaders to create a program that is unique to their district and begins to address the looming leadership gap.



Randy is the director of strategic partnerships for TalentEd. He worked in education for 29 years, the last 10 in human resources as an assistant superintendent in Crystal Lake Community High School District 155 in Illinois. Randy served as a principal, associate principal, dean of students, teacher and coach. Randy also served as the legislative chair for AASPA, communications chair for the Illinois Association of School Personnel Administrators (IASPA) and sat on the Illinois State Board of Education's Performance Evaluation Advisory Council (PEAC). Randy earned a Doctorate of Education in leadership at National Louis University, Master of Education in administration at Northern Illinois University and his Bachelor of Science degree in speech communications at Northwestern University.



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The Truth Is ... We Could Not Run Our Schools without Our Substitutes

By Lynn Glickman, Ed.D.; Assistant Superintendent of HR;
Community Consolidated School District 21; Wheeling, IL

On any given Friday in May, my school district is struggling to fill our substitute vacancies. Many of our highly regarded substitutes are retired teachers, and by May they have worked all of the days that our state's retirement system will allow. In addition, May brings college graduations and weddings and, well, a wide array of reasons for our teachers to be absent from work. And yet . . . learning must continue.

Thus, we find ourselves utilizing creative solutions for plugging those holes, and so, a substitute may arrive at one school to step in for a third grade teacher, only to be told that we've covered that vacancy another way and that he/she is instead needed at another school across town to teach bilingual Polish first grade, middle school math or perhaps physical education. Or, a substitute will come to a middle school teaching assignment expecting to have planning time as part of the day (definitely not guaranteed for substitutes, but a nice perk!) and will instead be told that he/she will be covering other classes during that time.

When we are asking our substitutes to do more and more, I am glad that we have a few constructs in place to thank them for their commitment to our district.

Like many districts, we have different pay rates — a daily rate, an increased rate for those who have worked a certain number of days and a long-term rate. A couple of years ago, we also added a Loyalty Rate to honor those who have, indeed, shown loyalty to our school district. In order to be eligible for this rate, a substitute must meet these qualifications: have worked in our district for at least five years as a substitute and/or in a full time position and have worked on at least 90 days as a substitute in our school district in the previous year. The Loyalty Rate resets each fall, and thus each spring we review our data to identify which substitutes qualify for the rate in the next school year. Full disclosure: the Loyalty Rate is only \$3.00 per day more than the rate used for those who have worked at least 60 days. However, we know that our substitutes may also work in surrounding districts, and we created this rate to both encourage them to keep our district at the top of their list and to acknowledge their consistent work and longevity with our district.

Each June, we host a Substitute Appreciation Tea. We schedule it during the window between the school year ending and summer school starting so that as many substitutes as possible might be available. We work with our food service provider to create a real

tea — complete with finger sandwiches, pastries, lemonade and of course, tea! The agenda is simple: very brief speeches from a couple of grateful administrators, time to mingle (many of our substitutes have known each other for years and love the chance to catch up) and an opportunity for substitutes to provide feedback to us via a brief form, which they complete in small groups. Our tea gives us the chance to let our substitutes know how much we really appreciate them while also getting feedback from them in a positive setting.

We are proud of the training that we provide to our substitutes and believe that putting time and effort into offering substitute trainings shows them that we appreciate and value the work that they do for us. We make it very clear to them that every day counts for our students, that gone are the days when a teacher might have the substitute put on a movie for the students. Our substitutes need to be ready to teach new skills and reinforce what has already been taught, and thus our school district helps them to hone their craft.

All of our substitutes are required to attend a half-day training prior to working for us. Even if they have worked in this role in other places, we want to make sure that they have full awareness of the expectations in our district. We try to keep our training interactive and fun, while we provide important information.

During this training, we cover HR basics (securing assignments and understanding pay structure), information about our district, crisis plans and health training (such as practice with EPI Pens) and classroom management expectations and tips.

In addition, we offer our substitutes optional training opportunities throughout the year. We take advantage of times when we know our substitutes would not be working for us, such as after school or during school improvement days when students are not in attendance and then provide inservices run by our specialists. For example, training about working with students who receive special education services was provided by our director of student services, and updated information about math instruction was given by our math coordinator. In this way, we help our substitutes to remain current in their teaching practices, and we honor their work as educators who are important to our system.

Of course, the best appreciation comes at the school level. I will never forget the joy and pride I felt when teachers told me that they had created goodie bags for all of the substitutes who were present at their school on a particular day. I also regularly remind our principals and building secretaries to greet and thank substitutes and to treat them as the professionals that they are.

The truth is, we could not run our schools without our substitutes. It seems only right that we let them know that.



Lynn Glickman, Ed.D., is the immediate past president of the Illinois Association of School Personnel Administrators (IASPA), the Illinois affiliate of AASPA, and has served on the IASPA Board of Directors since 2012. Glickman has worked as a human resources administrator for the past nine years, currently serving as the assistant superintendent for human resources in Community Consolidated School District 21 in Wheeling, Illinois, a suburb northwest of Chicago. She previously worked as the assistant superintendent of human resources in East Maine School District 63, also in the Chicago suburbs. Prior to supporting school districts as a human resources administrator, Lynn was an elementary school principal for 10 years and a teacher for 11 years. Lynn holds a Doctorate of Education, from Northern Illinois University, a Bachelor of Science in elementary education and a Master of Arts in educational administration and supervision, both from the University of Illinois.



SUSTAINING EXCELLENCE THROUGH SUCCESSION PLANNING

By Julie Grotophorst, pHCLE; Director of Human Resources; & Gary Kiltz, Ph.D.; Superintendent of Schools; Greendale School District; Greendale, WI

Many organizations invest in succession planning to sustain strong leadership through change and improvement efforts. For school districts, succession planning plays a critical role in maintaining educational excellence and consistency in the use of key instructional models and organizational processes. In our district, we engage in succession planning to help staff develop the skills necessary to advance in their careers. While no position is guaranteed, these internal candidates are best positioned to move into leadership roles when vacancies occur, as a result of their experiences and leadership development opportunities within the district.

Our process for succession planning includes the following steps:

- Identify staffing needs for key instructional and leadership positions.
- Identify a talent pool of potential candidates.

- Develop the talent pool.
- Interview candidates from the talent pool.
- Evaluate the effectiveness of the succession process.

Currently, our team is focusing on administrative positions like principals and district office directors as a need for succession planning. As a first step in this process, we are updating job descriptions to identify the key roles and essential functions of each position. Updating these job descriptions ensures we best align needs and demands of the position with the types of staff development opportunities we offer. Next, we plan to focus on other key instructional positions like curriculum facilitators and advanced placement instructors.

Ensuring that we have a pipeline of well-prepared, talented individuals ready to step into a new role provides stability in the district and professional growth opportunities staff are interested in to support

their professional goals. Even if identified candidates do not ultimately move into a particular leadership opportunity within our district, they now have training and skills that equip them to perform more successfully in their current position. This process also provides development opportunities to continue to increase their competencies and fulfill their interests through ongoing professional growth.

To get started, our administrative team identified employees who have demonstrated leadership potential and those we believe possess the competencies for a leadership opportunity in the future. We then approached those key individuals and told them that they had been identified as someone with leadership potential and asked if they would be interested in learning more about the position and the necessary skills required for that type of opportunity.

In most cases, the identified staff member was flattered that they were recognized and graciously accepted the opportunity for further development. Some individuals had not previously considered that type of work or role for their future. They wanted to give it some thought and explore the opportunity. Some declined to participate in the succession planning process, and that is okay. It allowed us to recognize their good work, have a conversation with them about their professional development (which shows we as an organization are invested in them and their future) and know where they stand, or what other potential growth opportunities they would rather pursue, so we can support those interests as well.

Next, we reached out to all staff members to garner interest in key leadership positions. Some of the staff members we had identified stepped forward, and some new staff members that we had not identified also expressed their interests. Again, this provided the benefit of a quality conversation about their skill set, future growth interests, and potential development offerings that may help prepare them for those next steps in their career. This process provided a vehicle to have those high-quality conversations around career goals and interests, resulting in additional development opportunities for staff members who otherwise might have looked elsewhere for ways to meet their professional needs.

In the upcoming school year, we are planning to provide formalized leadership training for identified staff members. We will spend time informing staff about future leadership roles and outlining the requirements for these positions in relation to their instructional and leadership development. We can target training and learning opportunities, based upon their needs to fill any gaps. We can provide opportunities for them to gain experiences that they otherwise would not have had access to and provide the support for them to explore various leadership roles.

Ideally, strong succession planning allows an organization to find the most qualified candidates for positions within its current staff. By providing internal candidates with timely and relevant training and experiences, they are likely to be the best-suited candidate for an opportunity. Succession planning positions them to be well prepared for future opportunities in the district. It is likely that they will shine above other candidates in the interview process, due to the rich experiences they have had exposure to through leadership development. In addition, those experiences have helped them begin to build a network of mentors and other professionals who will help them continue to grow and develop once they do achieve a leadership position.

The final step in the succession planning process is to evaluate its effectiveness. Is the process creating the talent necessary to sustain excellence and improvement across the organization? Does the system have qualified and competent internal candidates to move into key leadership roles? If not, what does the system need to do to encourage and develop internal candidates? These are the questions answered through the collection of survey, promotion and turnover data in the district.

Succession planning is an ongoing process that requires frequent review to ensure the job descriptions and competencies appropriately match the organization's needs and are aligned to training and development initiatives. Strong succession planning allows an organization to maintain high performance and continue excellence through shifts in leadership. By preparing tomorrow's leaders today, we are positioning the district for future ongoing success.



Julie Grotophorst has been the director of human resources for the Greendale School District since 2005. Prior to working in public education, she worked in the private sector. Julie holds a master's degree from the University of Wisconsin - Madison in industrial relations/human resources. Julie is the current president of the Wisconsin Association of School Personnel Administrators (WASPA) and has served on the WASPA Board of Directors since 2012. Julie earned her pHCLE certification in March 2018.



Gary Kiltz, Ph.D., is in his third year as superintendent of the Greendale School District. Kiltz has experience as a director of curriculum and learning and also served as a principal for more than 12 years. He earned his bachelor's degree in secondary education from the University of Wisconsin-Madison and a master's degree in administrative leadership and supervision in education from the University of Wisconsin-Milwaukee. His doctorate in psychology in educational leadership and policy studies was conferred by Arizona State University, Tempe, Arizona. He also holds certification in curriculum and instruction from Cardinal Stritch University. Kiltz teaches graduate level courses at Concordia University in Mequon, Wisconsin and Middle Tennessee State University in Murfreesboro, Tennessee.

HUMAN CAPITAL LEADERSHIP SUMMIT | DECEMBER 6 – 7, 2018

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The Human Capital Leadership Summit is designed for school leaders who are past their first three years of human capital management and who are looking for that next level of professional development in HR leadership. Sessions will be dedicated to helping participants grow professionally in their knowledge as well as personally in their leadership skills.

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KEYNOTE SPEAKER: Brad Black
President & CEO | HUMANeX Ventures

Brad Black was recognized as a Gallup Hall of Fame recipient for his work in designing and building a world-class leadership and human resources model. This industry-leading "high performance icon" focuses on high performance and sustained excellence. This model is highlighted in two, best-selling management books: *First, Break All the Rules* and *Now, Discover Your Strengths*, both by Marcus Buckingham. Additionally, it was highlighted in an award-winning book, *Community Capitalism*, that was recognized by Fast Company magazine as one of the "Top 50 Most Innovative Ideas in the U.S."

WHO SHOULD ATTEND?

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WHO SHOULD ATTEND?

- HR directors
- Superintendents
- Assistant superintendents
- Principals
- Business officials
- Any school administrators involved in recruitment, retention and human capital management

HOTEL INFORMATION

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PROBLEM:

An unprecedented teacher shortage

SOLUTION:

Attract, engage, grow and retain top talent with our Insights Platform.

FrontlineEducation.com/Platform



Is There a Leak in Your Teacher Applicant PIPELINE?

By Elizabeth Combs; Managing Director; The Frontline Research & Learning Institute; Malvern, PA

Today's K-12 HR leaders are no stranger to the teacher shortage. A problem for decades now, the shortage seems to be growing from a small subset of subjects and grade levels into roles that previously yielded many applications.

Researchers and practitioners have explored many potential causes, often all with the disparaging conclusion that people simply don't want to enter the teaching profession anymore. However, a report from The Frontline Research & Learning Institute shines a new lens on the issue – and reveals that teacher shortages may actually be exacerbated by problematic hiring processes.

About the Research Findings

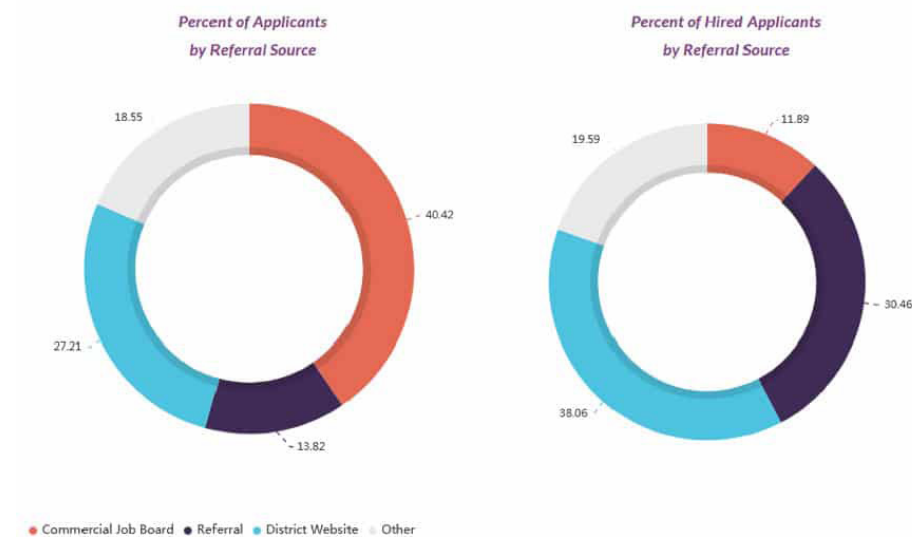
A Leak in the Pipeline: How Hiring Bias Might Be Compounding the Teacher Shortage explores extensive recruiting and hiring data from more than 800 K-12 organizations in 45 states over the past three school years. The Institute also reviewed more than 1 million unique applications from June 2014 to July 2017.

The research found that while a full 40 percent of teaching candidates with active licenses came from commercial job boards like Monster and K12JobSpot, these candidates accounted for only 12 percent of new hires.

Meanwhile, word of mouth referrals accounted for just under 15 percent of candidates but more than 30 percent of new hires.

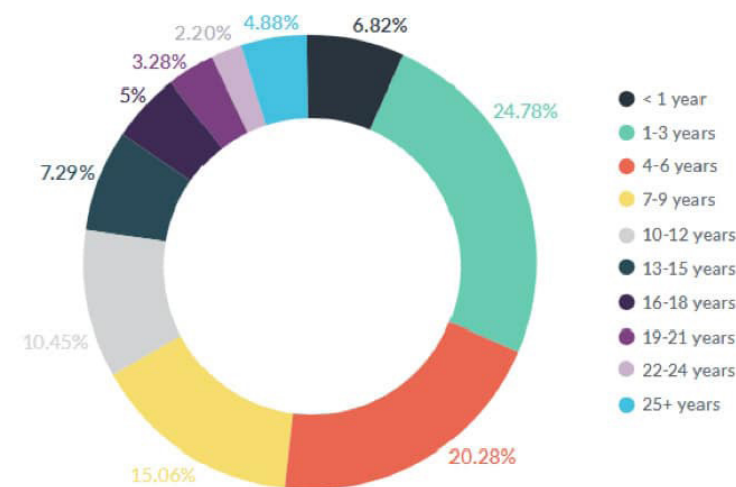
This finding reveals an interesting disparity between applicant sources (where candidates are coming from) and who is actually hired.

The data further revealed that roughly one-third (32 percent) of educator applicants apply for new teaching positions within the first three years of teaching. That finding reinforces previous external research suggesting that turnover is higher for new teachers.



The findings together raise an important question: *could district selection and hiring practices be contributing to turnover in the teaching profession?*

Percent of Applicants by Years of Experience (applications received between 7/1/14 - 6/30/17)



Likability bias — a possible cause for poor fit? We hypothesize that likability bias is playing an outsized role in school hiring based on how frequently school districts hire candidates through known sources (word of mouth referrals) and how infrequently they hire those who are less-known. Likeability bias is a known phenomenon in human resources circles, referring to the increased likelihood that a candidate will be judged positively if the hiring manager believes the applicant is like him or her.

“Word of mouth” may be so influential in the hiring process, not because it guarantees that a candidate is a good fit, but because it makes a candidate simply seem more likable. And given that word of mouth referrals account for a disproportionately

large percent of new hires, it's possible that likability bias could have a significant impact on hiring decisions in our school systems. But, it does not necessarily mean they are the best fit for the school.

Hiring based on fit, not word of mouth

HR leaders are often the first and final line of defense on this critical issue. So, what can HR leaders do to ensure the district is hiring for teacher quality and educator-school fit?

Based on the research, we recommend that HR and other district leaders carefully evaluate their hiring processes to ensure it is rigorous, objective and based on hiring best practices.

Specific strategies include:

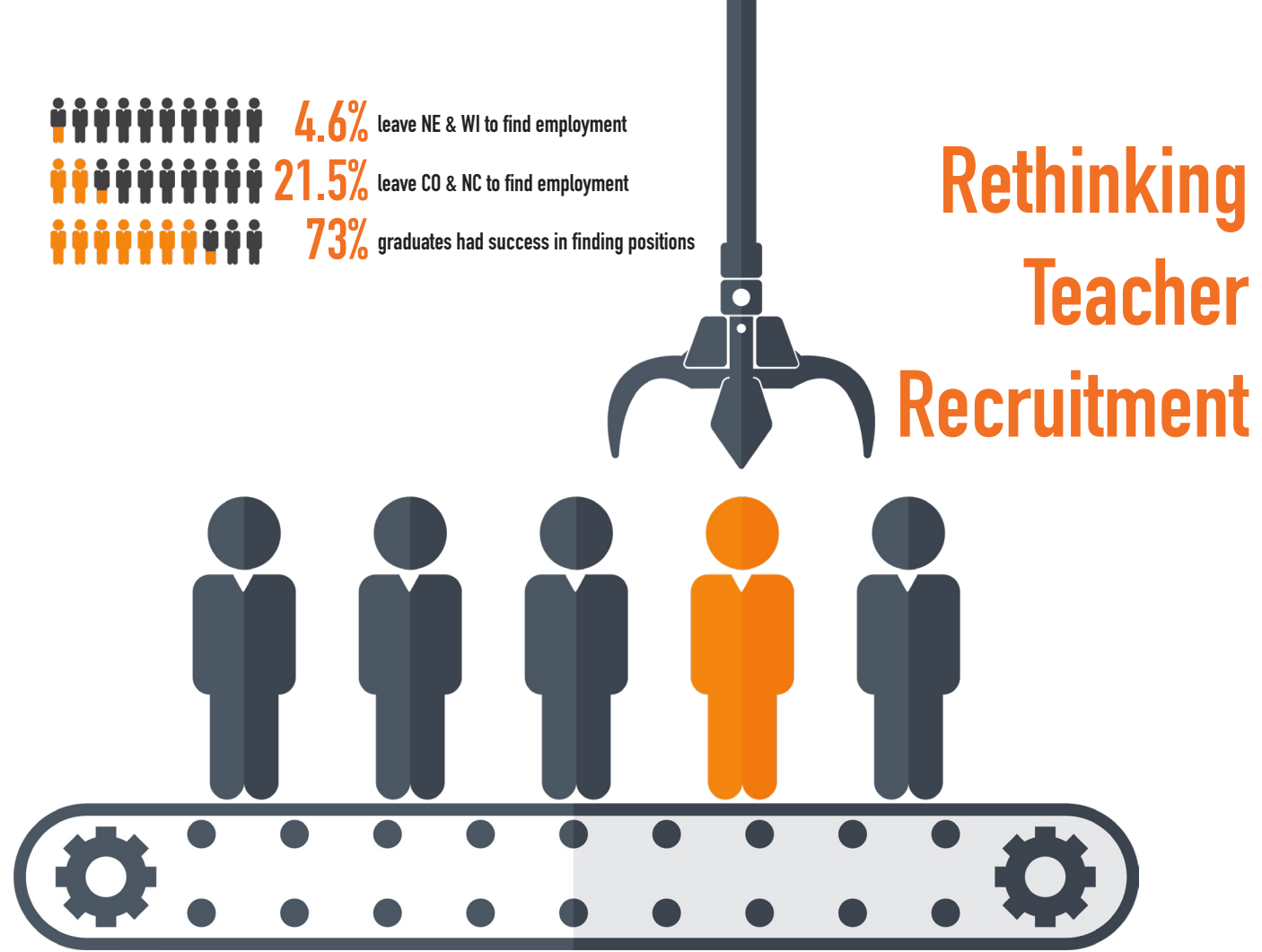
- Defining specific qualities on which to screen candidates.
- Implementing research-based applicant screening tools.
- Developing a structured, standardized interviewing process.
- Ensuring that everyone involved in interviewing is adequately trained.
- Requiring applicants to demonstrate competency in content knowledge and pedagogy, while considering school demographics and needs.

Ultimately, the goal of reducing subjectivity at each stage is not to get rid of the human element in hiring but to ensure an objective, fair hiring process — one that leads to choosing the best-fit educators, every time.

Get the full report at www.FrontlineInstitute.com/Pipeline



Elizabeth Combs began her career as an elementary school teacher and director of administrative and instructional technology at Patchogue-Medford School District before moving to Imperial Software Systems, a professional learning services company, where she eventually served as president. She then held positions at My Learning Plan Inc. as president and chief strategy officer. With degrees from the State University of New York at Geneseo and Teachers College, Columbia University, Combs has a passion for leveraging technology to support educator growth and more than two decades of experience developing solutions rooted in best practices for professional development.



By Nicole Regan, Ed.D.; Director of Recruitment and Supervisor of Special Programs; Lincoln Public School District; Lincoln, NE

“Lead to something better” — a motto that fits our focus and drive for excellence in education. From a human resources perspective, our actions and discussions focus on a greater intention: collaborative, efficient strategies to ensure we have the finest candidates to start each school year. Teacher recruitment continues to evolve along with education initiatives and priorities in public education. Through a strategic and supported recruitment pipeline, we can minimize and address staffing needs pro-actively to best serve all districts and most importantly, our students.

Employment opportunities are in high demand throughout the country. The American Association for Employment in Education (AAEE), reports the demand is high in all teacher education fields. Of

the 195 colleges and 283 school districts surveyed, 73 percent of teacher graduates found success in securing a teaching position. Among many districts surveyed, we represent an array of in-state hiring success. For example, the report indicated that only 4.6 percent of teachers leave the state of Nebraska and Wisconsin to find full-time employment. The difference is evident compared to other states, such as Colorado and North Carolina, where 21.5 percent of teachers leave the state to find employment. Although our efforts show success as a national statistic, we continue to face challenges in filling all classroom positions.

Recruitment matters. On the forefront of teacher recruitment is hiring teachers of diversity. Recent data published by Ingersoll, Lisa Merrill and Daniel Stucky, supports students taught by a teacher who looks

like them increases the rate of graduation success. Although more minority teachers have shown to enter the education field, many more positions are needed to fill public school classrooms. The demand to hire a diverse workforce continues to be paramount to many recruitment strategies.

What does a teacher pipeline really mean? Nationally, the number of teachers has increased over the last 20 years. However, high turnover rates is one of the major reasons that compound recruitment efforts. A joint effort with university partnerships bolster our efforts to spark interest and commitment to the profession. Sara Skretta, Ed.D., Certification Officer at the University of Nebraska, acknowledges that collaboration among school districts and preparation programs is continuous, but the workforce vacancies throughout Nebraska may need to include strategic dialogue to address needs in our teacher shortage. In this effort, we may need to rethink our recruitment strategies as a whole as well as for districts individually: rural, urban, suburban and diverse. “Grow Your Own” teacher initiatives need to be a shared intent of workforce opportunities.

Make connections early. Establish inclusive relationships that involve the community, colleges/ universities and schools to plant the seed which emphasizes value in the teaching profession. From an HR perspective, the value of job fulfillment and centering on what matters (*heart of teaching*) has the power to transform perspectives of the profession among our students and community members.

Renovate our practice to recruit for our districts. Current recruitment practices include stipend incentives, college reimbursement, loan forgiveness, additional stipend pay, relocation reimbursement and paid internships for prospective and future teachers. Through partnerships and dialogue, we can continue to explore meaningful opportunities to enhance recruitment success. To continue steps of progress, school leaders have a common role in connecting the link of teacher recruitment. Many sides of the discussion have the opportunity to align with our teacher resources and needs for the benefit of all districts. With a unified intent, let us begin to discover the “draw” in a pursuit that leads to teaching opportunities and job fulfillment for all school districts.

“From an HR perspective, the value of job fulfillment and centering on what matters (heart of teaching) has the power to transform perspectives of the profession among our students and community members.”



Nicole Regan, Ed.D., is the director of recruitment and supervisor of special programs for the Lincoln Public School District. She has 15 years of human resources administration leadership for Nebraska. Nicole’s responsibilities include personnel management for all certified programs in special education and English Language Learners. Additionally, she is responsible for all certified district recruitment in the Lincoln Public Schools. Nicole has been an AASPA member since 2007 and has participated on the AASPA Nominating Committee as well as presented on various best practices at AASPA conferences. She is in her 26th year for serving K-12 students in public education. Her most fulfilling opportunity in human resources is to recruit and hire highly engaged employees who possess a strong purpose to impact and inspire students every day.



Each year HR, in coordination with other central office staff, develop a calendar of learning topics and schedule the pertinent “just in time” topics during the year in this Thursday morning learning slot. Administrators can routinely expect to hear from HR about how we will approach the staffing plan for the following year in late September and early October. Again, administrators will hear from HR about legally sound hiring practices in early January. Once the contract is negotiated then administrators will get a summary of the changes in March. There are a few other opportunities dotted throughout the year, but significant segments of time dedicated to HR learning is scarce.

In an effort to rectify this learning gap, the HR department began what we refer to as “HR University.” This is a day-long learning event scheduled a year ahead of time on the heels of the last days of school. The day of learning is a blend of what went well in the preceding school year with new learning that will be needed in the upcoming school year. In some years, the HR department has created an agenda that provides learning in tracks so that building leaders can choose areas for their personal growth and focus.

An example of a 2018 HR University agenda item, was a session devoted to retention. Iowa has recently undergone a change in our collective bargaining law which dramatically impacted the bargaining rights of employee organizations. With the passage of that law, there were grave concerns about whether Iowa public schools would experience an exodus of teaching professionals worried about the future of teaching. The HR department, concerned about retention, spent time and effort during the past school year reinforcing the district’s commitment to a competitive pay and benefit system. While the district can espouse its dedication to increasing pay and maintaining benefits, the real efforts at the core of retention start at the building level. Therefore, a session dedicated to understanding the district’s retention efforts and the corresponding role of the building leaders was necessary.

Another popular session for administrators is a chance to have table top discussions around

imaginatively developed scenarios that are a mix between bona fide human resource dilemmas experienced during the year and potential situations that could likely occur. Our district invested in the book, *Analytic Processes for School Leaders*, by Cynthia T. Richetti and Benjamin B. Tregoe, a few years ago. A general premise in the book is this: “breaking the thinking process down into steps helps us reach better conclusions because we can understand, fine-tune, and improve our own approaches; communicate our rationale to others; more effectively involve others in solving problems; and teach these skills to others.” Our most seasoned administrators may or may not realize that when forced to make a decision, they have a mental checklist they use to arrive at a final decision. Essentially, we all have a repertoire of experiences that we draw upon that assists us in making a decision. We believe it is our job in HR, through these discussions, to refine our decision-making skills through practice. The goal of this scenario learning is to group administrators with varying degrees of experience together and to share their approaches to resolving the complex issues presented in the scenario. The scenarios HR develops for resolution may not have a “right” answer since there is often a human variable that may change. By building a common set of steps to resolving the issue, it hopefully better prepares the administrator for resolving similar issues that may arise in their work.



The feedback on the learning has been positive. HR takes any feedback received and revises the agenda in

future years to better align to administrators’ needs. Last year, many of the administrators suggested eliminating paper and creating an electronic resource for the documents referenced during the training. HR responded this year by creating a detailed agenda, with electronic links to any of the documents, reading or analysis referenced during the day of learning. This was positively received with many of the administrators offering thanks for a document that they could file and reference as needed during the school year.

The HR University does require an immense amount of planning, researching and developing to deliver training that is meaningful use of administrators’ precious time. The HR department also uses this opportunity to report out to our administrative team on the initiatives in the HR department and our progress toward the district’s strategic plan. It is also an opportunity for the HR department to explain the “why” behind our work. In our opinion, it is worth the time and effort and has paid dividends in preparing our administrators. One administrator summed it up by stating, “I’ve been meaning to let you know how much I appreciated HR University. You did such a nice job of formatting the day, delivering relevant information, while also adding in new learning on top of it all. I really enjoyed it - thank you for all of the time you put in to make it a successful day!”



By Jenifer Owenson; Chief of HR and Legal Affairs; Ankeny Community Schools; Ankeny, IA

The Ankeny Community School District is one of the fastest growing schools in the state of Iowa. With growth comes the constant need for learning opportunities within the administrative team. The district sets aside every Thursday morning during the school year to dialogue, analyze, discuss and read about educational strategies that move the needle for students. Because the learning is often focused on improving instruction, conversations about the human resource function often take a back seat. We know however, that the largest impact on student learning is ensuring that we have a quality teacher in our classrooms. Thus, it was imperative to the HR department to design learning opportunities focused around staffing, hiring, compensation and contract administration for our administration during the year but also in a concentrated period of time during the summer.



Jenifer Owenson is the chief of HR and legal affairs at Ankeny Community Schools. Jenifer has served in that role since 2008. Ankeny Schools is a suburb of Des Moines, IA. Ankeny Schools serves approximately 11,500 students. Currently, the district is comprised of 10 elementary buildings, two sixth and seventh grade buildings, two eighth and ninth grade buildings and two high schools.

Creative Staffing & Redefining Roles to Ensure College & Career Readiness

By Mark Benigni, Ed.D., Superintendent; Louis Bronk, Assistant Superintendent for Personnel & Talent Development; Barbara Haeffner, Director of Curriculum & Instruction & Technology; Sherry McLaughlin, Supervisor of Data Instruction & Post-Secondary Planning; Meriden Public Schools; Meriden, CT

Do your high school leadership teams truly understand equity, grading practices, data analysis and college admissions and how to share success with all stakeholders?

With funding and support from the Dalio Foundation's RISE Network along with creative resource allocation, Meriden Public Schools brought on board a former high school guidance director to serve as their supervisor for data integration and post-secondary planning. The position was created to help mitigate the achievement gap within our district and evaluate processes that could impede sub groups within our student population.

This supervisor quickly recognized that academic, behavioral and attendance data points highlighted the importance of providing supports for students transitioning from middle to high school. By utilizing middle school data to determine who our most at-risk students were, the district was able to create a strategy for ensuring access and equity for all.

The first course of action was creating the "transition counselor" position. Transition counselors would work directly with the most at-risk students with caseloads not to exceed 60. Transition counselors would also coordinate a summer program for incoming ninth graders. The program would introduce students to other role model students, freshman-level teachers, building administrators and other support staff. This summer "Bridge Program" provided students the opportunity to build relationships with a number of people who would be their support network from the first day of school in ninth grade. Additionally, students who successfully participated also receive high school elective credit. This program affirmed the importance of a high school diploma and opened students' eyes to college and post graduation opportunities.

The district had already opened access to high-level courses for all by collapsing academic levels, removing prerequisites and supporting no zero grading procedures. Teaching student responsibility was defined as successful work completion, not missed deadlines, zeros or Fs. The district continually searched for opportunities to give students greater voice and choice in their learning.

The next level of work was disaggregating Ds and Fs by individual teachers and sharing these results transparently in department and administrators' meetings. A discussion around Bs or better ensued and now this data is used as a key indicator of college readiness. Staff in the building meets quarterly with individual students during freshman conferences to review data snapshots. Students reflect on their progress and set goals to achieve the next quarter. Principals meet with individual teachers to discuss student needs and goals. We also recognized the importance of the school counselors in this process, so school counselor data is now analyzed by:

- Percent of caseload in AP/ECE classes.
- Percent of caseload failing classes.
- Percent of caseload on-track for promotion to next grade.
- Number of scholarships each counselor's students applied for.
- Two-year and four-year college acceptance and retention rates.

Data not only had to be tracked regularly, it was important to provide to staff in a user-friendly format. The Dalio RISE Network partnership also supported our district with a Harvard Data Fellow to help build and refine the data share process. With exemplars in place, teachers were called to share their successful strategies with colleagues.

With a college and career readiness mindset embedded into the philosophy, hiring practices, policies and procedures of the district, our next task was addressing the need for college visits and SAT readiness. Free regular testing opportunities on the PSATS and SATS were provided beginning in eighth grade. SAT prep courses were offered during the school day and after hours. Of course, student growth was analyzed and shared and college tours began.

Engaging in this work created an environment for innovation and data driven practices. Systems needed to be in place to communicate ideas, change processes and to share the data. Additionally, platforms to help generate discussion regarding next steps and continual improvement were essential. Regularly scheduled data team meetings in our high schools were critical to sharing, understanding and acting on the data. Training on leading professional learning communities was provided for our administrators through a Community of Practice to equip them with the skills necessary to lead these meetings. Implementing

quarterly meetings with high school department leaders, union leadership and administration provided the opportunity to engage in discussions about how to improve practices and reinforce the vision of college and career readiness and equity for all. Sharing best practices and regular reflection were critical in achieving gains for our students.

District leaders understood the importance of sharing successes with the community at large, board of education, parents, staff and students. Parent and community learning walks allowed stakeholders to see firsthand our student-centered, college preparatory high school experience for our students. As you design and refine your college readiness initiatives, share your work with other districts and communities. Lastly, be open to community and foundation partners. A collaborative approach provides the opportunity to generate more ideas, be innovative and helps refine the work you engage in within your district. Together, with appropriate staffing, we can ensure college and career readiness for all.



Mark D. Benigni, Ed.D., has been the superintendent of the Meriden Public Schools for the past seven years. Mark was recognized as a 2015 Education Week Leaders to Learn From and in 2016 the district was a recipient of a National School Board Association Magna Award and was recognized as a District of Distinction by District Administration. In 2008, Benigni was a recipient of the 10 Outstanding Young American awards by the United States Junior Chamber of Commerce.



Louis Bronk is the assistant superintendent for personnel and talent development for Meriden Public Schools. His work includes development of certified staff including: assistant principal Communities of Practice, the Leadership Academy, an innovative program to train the district's teacher leaders, a comprehensive new teacher induction program and the oversight and support of the district instructional rounds.



Barbara Haeffner is the director of curriculum and instructional technology for the Meriden Public Schools. Her leadership has transformed the district into a 1:1 digital learning environment where technology is embedded in all aspects of curricula. She was a recipient of the 2017 CoSN Team Award. She is an advisory member of the CoSN Driving K-12 Innovation Committee, CoSN Emerging Technologies Committee and CoSN Awards Committee. Her work has led to the district's recognition as Edutopia Schools that Work, Google Reference District and Schools of TechXcellence.



Sherry McLaughlin is a former school counselor and director of school counseling. Sherry currently serves as the supervisor of data integration and post-secondary planning for Meriden Public Schools. Under Sherry's leadership, Meriden has expanded AP/ECE enrollment, initiated Summer Bridge Program, strengthened advisory and college access programming, increased community and higher education partnerships and created a grade nine transition program for at-risk freshmen. In 2016, Sherry was recognized as Connecticut's School Counseling Supervisor of the Year.

Meet the Nominees

The elections for President-Elect and Region Representatives are coming soon! Electronic voting will occur beginning at 9:00 a.m. (EDT) on Friday, September 4, 2018. Look out for an email from kelly@aaspa.org containing your voting link. Voting closes at 5:00 p.m. (EDT) on Friday, September 14, 2018. The President-Elect will be announced during the Annual Business Meeting held on Thursday, October 11, 2018 from 8:00 a.m. - 10:00 a.m. Regional Representatives will be announced at the Regional Meetings held on Wednesday, October 10, 2018 from 4:15 p.m. - 5:00 p.m.

2018-2019 Executive Board



Beth Dalton

Beth Dalton, Ed.D., is the assistant superintendent of human resources for Kildeer Countryside Consolidated Community School District 96 in Buffalo Grove, Illinois. District 96 has seven schools that enroll 3,200 students in the northwest suburbs of Chicago.

Dalton is actively involved in the American Association of School Personnel Administrators (AASPA). She currently serves on the AASPA Board of Directors as the Region 2 Representative for Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin, Manitoba and Ontario. She has served as the Board Liaison to the Membership, Legislation & Governmental and Scholarship Committees. Prior to serving on the AASPA Board, Dalton was chair or co-chair of the Recognition, Nominating and

Scholarship Committees. She also was the co-chair of the AASPA Annual Conference when it was held in Chicago in 2012.

In addition, she is a founding member of the Illinois Association of School Personnel Administrators (IASPA), the Illinois affiliate of AASPA. She has served on the board of IASPA since its inception in 2006, including a term as the president.

Dalton holds a bachelor's and master's degree from the University of Illinois at Urbana and a doctorate degree from Loyola University of Chicago. She earned her pHCLE in October of 2017. She is a recipient of the 2011 Those Who Excel-School Administrator Recognition Award presented by the Illinois State Board of Education. During her career, she has held the positions of special education teacher, assistant principal, principal, special education supervisor, assistant superintendent of student services and assistant superintendent of human resources.

Dalton regularly presents at national and state conferences including AASPA annual conferences and Boot Camps. She has also served as an adjunct professor for Loyola University of Chicago teaching human resources in the educational setting.



Dale Fisher

Region 2 Representative

Dale Fisher, Ed.D., currently serves as the assistant superintendent for human resources in Deerfield Public Schools District 109. The school district serves approximately 3,000 students and staffs nearly 500 employees. As a member of the executive leadership team, he is responsible for the oversight of all human resources functions, assists the superintendent in directing and leading the district's overall strategic plan and serves as acting superintendent in his absence. He also serves as co-moderator of the monthly #IASPachat. Fisher volunteers as the treasurer for the Illinois Association for School Personnel Administrators and actively serves on the Mentoring Committee. He also proudly serves on the Constitution and By-Laws Committee for AASPA. Moreover, he has provided a number of presentations on best practices in human resources at both the AASPA and IASPA conferences.

Fisher earned his Bachelor of Science in elementary education from the University of Wisconsin-Platteville in May 1998. In August of 1998, he relocated to Whitefish Bay, Wisconsin, to teach seventh and eighth grade science in the Whitefish Bay School District. While teaching in Whitefish Bay, he earned a Master of Science in educational leadership from Cardinal Stritch University in 2002. Afterward, Fisher began his administrative career as an assistant principal with Woodland Middle School in Gurnee, Illinois. After two years, he became the youngest principal in the State of Wisconsin when he accepted a middle school principalship at in Hartland, Wisconsin. In 2008, he made the decision to return home to Illinois and was hired to become a middle school principal in Deerfield 109. After serving as an instructional leader at the building level for 10 years, Fisher was promoted to the assistant superintendent for human resources, where he has served for the past six years. In 2014, Dale earned his Doctor of Education in administration and supervision from Loyola University of Chicago and earned his Chief School Business Official (CSBO) endorsement with Northern Illinois University in 2016. Most recently, he was one of the first AASPA members to proudly attain pHCLE certification in the summer of 2017.



Dave Rilley

Region 2 Representative

Dave Rilley currently serves as the assistant superintendent for human resources and operations for the Macomb Intermediate School District in Clinton Township, Michigan. Rilley began his career as a middle school teacher with the Utica Community Schools. From there he moved to a high school teacher, athletic director, high school associate principal, executive director of human resources and finally assistant superintendent for human resources at Utica Schools. In 2011, he moved to the Macomb ISD. In his role as assistant superintendent, his focus is on human resources, educational policy, legislative affairs and legal affairs. Rilley holds a bachelor's degree in secondary education, a bachelor's degree in history, master's degree in educational leadership, as well as a graduate certificate in human resources administration all from Central Michigan University.

Rilley has been on the board of the Michigan Association of School Personnel Administrators (MASPA) since 2013 serving as secretary, president-elect, president and past-president. In addition, Rilley coordinates professional development activities for the Macomb County human resources professionals. Rilley has presented at the statewide and local level. He currently serves AASPA as the chair of the Legislative & Governmental Committee.

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At the AASPA 80th Annual Conference you will . . .

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- Personnel Staff
- Principals
- School Administrators
- Business Officials



Everyday we are called upon to lead using our HR knowledge and skills. Let us help prepare you for the challenges to come with answers to all of your HR needs. You will not find a conference of this caliber anywhere else. The American Association of School Personnel Administrator's 80th Annual Conference is the largest and most important annual gathering for school human resource administrators to learn and share with experts and professionals who understand your job. You will have first-hand access to proven HR strategies, best practices and the latest innovative ideas that you can replicate in your district to help you lead your department to success.

“ANNUAL CONFERENCE HAS GREAT CONTENT AND EDUCATIONAL SESSIONS. IT IS ALWAYS GOOD TO COME HOME FROM A CONFERENCE WITH REAL STRATEGIES AND INFORMATION THAT CAN BE IMPLEMENTED IN OUR OWN ORGANIZATIONS!”

KEYNOTE SPOTLIGHT

Amy Blankson

The Positive Psychology Revolution for Educators

Wednesday, October 10



The education world has unique challenges that have been well-studied in the field of positive psychology. Amy—named a Point of Light by two U.S. presidents for cracking the code on how to create positive change—combines

her nonprofit experience as an executive director with her cutting-edge research at corporations like Google to illuminate the science of happiness in an applied, interactive and entertaining way.

Learn how to minimize the effects of burnout by rethinking stress, how to inoculate the brain against negativity and setback and how to create a renewable source of positive energy that maximizes your impact and tips the brains of people in your community or school towards the belief that our behavior matters.

Dr. Adam Sáenz

Relationship Readiness: The Four Essential Skills

Thursday, October 11

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

- 1) Reflecting (on why I am here).
- 2) Directing (the fuel of my emotion).
- 3) Connecting (building relational bridges across differences).
- 4) Protecting (my mind, my heart and my body from toxic, hurtful people).



Dr. Jermaine M. Davis

Leading with Greatness

Friday, October 12



Have you ever wondered why great leaders don't burn out? It is because they get things done through and with the strengths and talents of their motivated and engaged employees. Research shows people don't leave teams and organizations, they leave bad

and incompetent leaders. Don't allow poor leadership to interfere with your organization's success. In this dynamic and engaging presentation, Dr. Jermaine

teaches leaders how to build trust and establish credibility, enhance organizational communication, and inspire team collaboration.

Are your employees working in a healthy, positive and drama-free environment? Do they complain of stress because the work climate is unhealthy and toxic? Don't allow your employees to become disengaged and disgruntled! Let Dr. Jermaine show you how to move your team and organization from chaos to cooperation.

CONFERENCE SCHEDULE

Monday, October 8

3:30pm – 5:30pm Conference Registration

Tuesday, Oct. 9

7:30am – 5:30pm Conference Registration
 9:00am – 4:00pm Pre-Conference Workshops
 4:00pm – 5:00pm Minority Caucus Committee
 5:00pm – 6:00pm First-Time Attendee Reception
 6:30pm – 9:30pm Welcome Reception

Wednesday, October 10

7:00am – 5:00pm Conference Registration
 8:00am – 9:30am General Session
 9:30am – 10:30am Exhibit Hall
 10:00am – 11:30am Concurrent Sessions
 10:30am – 11:30am Exhibit Hall and Consultants' Corner
 11:30am – 1:00pm Lunch and Awards
 1:00pm – 1:45pm AASPA Committee Meetings
 1:00pm – 5:00pm Exhibit Hall and Consultants' Corner
 1:45pm – 4:15pm Concurrent Sessions
 4:15pm – 5:00pm Regional Meetings
 5:00pm – 6:00pm Reception in Exhibit Hall
 8:00pm – 10:00pm VIP Celebration

Thursday, October 11

7:30am – 4:00pm Conference Registration
 8:00am – 10:00am General Session
 9:30am – 11:30am Exhibit Hall and Consultants' Corner
 10:45am – 11:45am Concurrent Sessions
 11:30am – 12:15pm Exhibit Hall Closing
 12:15pm – 1:15pm Lunch on Your Own or Join Lunch Sponsored by Proximity Learning
 1:15pm – 4:00pm Concurrent Sessions
 3:00pm – 4:00pm State Leaders Meeting
 4:00pm – 4:45pm AASPA Membership Committee
 5:00pm – 7:00pm State Receptions
 7:00pm – 9:00pm Minority Caucus Reception
 7:00pm – 11:00pm Minneapolis Beverage Tour

Friday, October 12

7:30am – 8:30am Breakfast Buffet
 7:30am – 12:00pm Conference Registration
 8:00am – 10:30am Concurrent Sessions
 10:45am – 12:00pm General Session

Coming to Conference?

Let us know on Twitter!
 #AASPAconf2018

Get pHCLE, HRCI & SHRM Credit

This program has been approved for recertification credit through the Human Capital Leaders in Education (pHCLE), the Human Resources Certification Institute (HRCI) and the Society for Human Resource Management (SHRM).

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



October 9 - 12, 2018



Registrant Information

REGISTRATION FORM

| | | | |
|------------------------|----------------|-------------------------|-----------------|
| Last name | | First Name | |
| Title | | School District | |
| Address | | | |
| City | State/Province | ZIP Code | @Twitter Handle |
| Phone | Fax | Email | |
| Emergency Contact Name | | Emergency Contact Phone | |

Registration Fees

| Package #1 | Thru 9/1/18 | After 9/1/18 | Fill in Amount |
|--|----------------------------|--------------------------|----------------|
| All-Access Registration with Dues (savings of \$40 off total price) Includes 2018-2019 AASPA Active Membership Dues | | | |
| Conference Registration | \$800.00 | \$875.00 | \$ _____ |
| AM and PM Pre-Conference | | | |
| | 1 Welcome Reception Ticket | 1 VIP Celebration Ticket | |

CHOOSE TWO PRE-CONFERENCE WORKSHOPS BELOW

| Package #2 | Thru 9/1/18 | After 9/1/18 | Fill in Amount |
|--|----------------------------|--------------------------|----------------|
| All-Access Registration (savings of \$40 off total price) You must be a 2018-2019 member of AASPA to attend | | | |
| Conference Registration | \$605.00 | \$680.00 | \$ _____ |
| AM and PM Pre-Conference | | | |
| | 1 Welcome Reception Ticket | 1 VIP Celebration Ticket | |

CHOOSE TWO PRE-CONFERENCE WORKSHOPS BELOW

| A La Carte (includes meals, breaks, 1 Welcome Reception Ticket) | Thru 9/1/18 | After 9/1/18 | Fill in Amount |
|--|-------------|--------------|----------------|
| Conference Registration and 2018-2019 Active Membership Dues | \$620.00 | \$670.00 | \$ _____ |
| Conference Registration (must be a 2018-2019 AASPA member to attend) | \$425.00 | \$475.00 | \$ _____ |
| Retired Member Registration and 2018-2019 Retired Membership Dues | \$250.00 | \$290.00 | \$ _____ |
| Honorary/Retired Member Registration (must register to attend) | \$195.00 | \$235.00 | \$ _____ |
| Student Member Registration (must be a 2018-2019 AASPA student member) | \$250.00 | \$290.00 | \$ _____ |

Special Events

| VIP Celebration– Wednesday, October 10 | Thru 9/1/18 | After 9/1/18 | Qty |
|--|-------------|--------------|----------|
| | \$70.00 | \$80.00 | _____ |
| | | | \$ _____ |

Pre-Conference Workshops - Tuesday, 10/9 - Please note an AM & PM session is included with package.

For complete descriptions go to www.aaspaconference.com

| | | | |
|---|---------|---------|----------|
| <input type="checkbox"/> 1. Addressing Employee Harassment and Bullying Complaints (AM) | \$75.00 | \$85.00 | \$ _____ |
| <input type="checkbox"/> 2. An HR Brand is Not Just a Logo, a Website or your Business Cards (AM) | \$75.00 | \$85.00 | \$ _____ |
| <input type="checkbox"/> 3. Addressing the Teacher Shortage: 8 Steps for Human Capital Success (AM) | \$75.00 | \$85.00 | \$ _____ |
| <input type="checkbox"/> 4. FMLA, ADA and Workers' Compensation: Untangling the Spider Web (AM) | \$75.00 | \$85.00 | \$ _____ |
| <input type="checkbox"/> 5. Talk Amongst Yourselves: Students, Staff, Social Media and Free Speech (AM) | \$75.00 | \$85.00 | \$ _____ |
| <input type="checkbox"/> 6. Labor Relations and Negotiation Do's and Don'ts (AM) | \$75.00 | \$85.00 | \$ _____ |
| <input type="checkbox"/> 7. Now Trending: Important Legal Updates Impacting School HR Officials (PM) | \$75.00 | \$85.00 | \$ _____ |
| <input type="checkbox"/> 8. Rebrand Your Recruiting Efforts and Top it Off with a Teacher Job Fair (PM) | \$75.00 | \$85.00 | \$ _____ |
| <input type="checkbox"/> 9. Designing Your Organization's Human Capital Management System (PM) | \$75.00 | \$85.00 | \$ _____ |
| <input type="checkbox"/> 10. Using Innovative and Effective Recruitment and Retention Strategies (PM) | \$75.00 | \$85.00 | \$ _____ |
| <input type="checkbox"/> 11. Hiring, Firing and Everything In Between: A Legal Primer (PM) | \$75.00 | \$85.00 | \$ _____ |
| <input type="checkbox"/> 12. Minority Recruitment (PM) | \$75.00 | \$85.00 | \$ _____ |

Single Day Registration Only

| | | | |
|-----------------------------|----------|----------|----------|
| Wednesday, October 10, 2018 | \$250.00 | \$300.00 | \$ _____ |
| Thursday, October 11, 2018 | \$250.00 | \$300.00 | \$ _____ |
| Friday, October 12, 2018 | \$250.00 | \$300.00 | \$ _____ |

REGISTRATION FORM

Additional Meal Tickets*

| | Thru 9/1/18 | After 9/1/18 | |
|--|-------------|--------------|----------|
| Welcome Reception – Tuesday, October 9 | \$65.00 | \$75.00 | \$ _____ |
| Continental Breakfast, Wednesday, October 10 | \$35.00 | \$40.00 | \$ _____ |
| Luncheon, Wednesday, October 10 | \$55.00 | \$60.00 | \$ _____ |
| Presidents Breakfast, Thursday, October 11 | \$45.00 | \$50.00 | \$ _____ |
| Breakfast Buffet, Friday, October 12 | \$40.00 | \$45.00 | \$ _____ |

*These meals are included in the full registration fee or single day registration, so only need to be purchased for additional guests

Would you like to make a tax deductible donation to the Leon Bradley Scholarship Fund?

First Time Attendee

Yes No

I have the following dietary restrictions:

vegetarian gluten free food allergy _____ other _____

I require special accommodations to freely participate:

audio mobile visual other _____

I do not want my contact information shared with sponsors.



Payment Information

Payment (in U.S. dollars)

Check (payable to AASPA)*

Purchase Order* Number _____

*By choosing a Check or Purchase Order option, registrant is committing to a guarantee of payment to AASPA.

Credit Card:    

Number _____ Expiration Date _____

Cardholder's Name _____ Security Code # _____

Signature _____

Full payment or valid purchase order must be received before or at arrival. Call AASPA at (913) 327-1222 with any questions.

Submission of this registration form indicates you have read and accept the cancellation policy.

All registration (credit card, purchase order and send payment) cancellations must be made in writing & received no later than **September 2, 2018** and will incur a \$100.00 cancellation fee. Cancellations received on or before this date will be refunded less a \$100.00 cancellation fee. Cancellations received by September 2, 2018 will be processed by November 30, 2018. Refunds are not granted for failure to attend, late arrival or early departure. AASPA is not responsible for medical or weather related cancellations or for airfare, hotel or other costs associated with the conference if the registrant is unable to attend. Purchase orders are accepted as a courtesy and are considered a guarantee of payment. Any cancellation of a registration guaranteed with a purchase order will be subject to the same cancellation policy. I understand that by selecting "Send Payment" I agree to the above cancellation policy. **No refunds will be issued for cancellation requests made after this date. Membership, special events and meal tickets are non-refundable.**

For Hotel Reservations, call the Minneapolis Marriott City Center, Minneapolis, MN call or 877-303-0104 go to <https://www.aaspaconference.com/travellodging>.

To register online or for updated information please visit us at www.aaspaconference.com



Please complete and return this form to:

AASPA • 11863 W. 112th Street, Suite 100 • Overland Park, KS 66210

Phone: (913) 327-1222 • Fax: (913) 327-1223 • aaspa@aaspa.org

PRE-CONFERENCE WORKSHOPS

Come Early, Learn More - Tuesday, October 9

Go in-depth, learn more and expand your skills in our targeted pre-conference workshops!

Morning Sessions

9 am – 12 pm

Afternoon Sessions

1 pm – 4 pm

1. Addressing Employee Harassment and Bullying Complaints

This presentation will explain the need for schools to adopt clear policies and procedures on how to address complaints, to investigate complaints of bullying and harassment and to take appropriate action.

2. An HR Brand is Not Just a Logo, a Website or Your Business Cards...It's an Experience

Hiring and retaining the best teachers requires the creation of a compelling brand. This session will discuss the process used by two districts to recruit and retain exemplary teachers through branding.

3. Addressing the Teacher Shortage: 8 Steps for Human Capital Success

This session will explore workplace trends including how millennials want to work and live. We will also explore what effective districts across the nation are doing to recruit, engage and retain the teachers that their students need.

4. FMLA, ADA and Workers' Compensation: Untangling the Spider Web, Legal Update and Best Practices in Leave Administration

This session reviews the latest compliance issues and court decisions relating to FMLA and ADA, and provides attendees with useful, practical tips and tools to navigate and manage leaves.

5. Talk Amongst Yourselves: Students, Staff, Social Media and Free Speech

This presentation will examine the who, what, when, where and why of free speech as it relates to school staff and students.

6. Labor Relations and Negotiation Do's and Don'ts

This pre-conference session will be divided into three parts: (1) What to anticipate legislatively from your unions in a post-Janus vs. ASFME environment; (2) What to do and what not to do for effective negotiations; and (3) Communication strategies between your school district, employees, parents and community during difficult labor negotiations.

7. Now Trending: Important Legal Updates Impacting School Human Resources Officials

This pre-conference session will address emerging legal trends. The presentation will include a discussion of the fair share case soon to be decided by the U.S. Supreme Court and other cases affecting school districts and recent statutory changes that school HR officials will need to be prepared to address.

8. Rebrand Your Recruiting Efforts and Top it Off with a School District Teacher Job Fair

With a focus on the younger generation coming out of the traditional teacher training programs, Carrollton-Farmers Branch ISD was able to remarkably increase applications. We will look at developing and producing your own district teacher job fair and the steps it takes to make your day great.

9. Designing Your Organization's Human Capital Management System

In this session, we will discuss how to: (1) Assess your current transactional and strategic work; (2) Define an HCMS strategy that is connected to the vision of your organization; (3) Build an organization or department structure that ensures success; and (4) Implement a HCMS strategy that transforms your organization.

10. Using Innovative and Effective Recruitment and Retention Strategies that Impact Achievement and Address Equity in the Classroom

This session will provide practical, research-based strategies and models of success that educators can use immediately to improve recruitment, retention and performance for underserved populations.

11. Hiring, Firing and Everything In Between: A Legal Primer

This pre-conference session will focus on three major topics: (1) Pre-hiring issues; (2) "During" employment concerns; and (3) Post-employment matters.

12. Developing a Recruitment Strategy for Applicants of Color

In this session, you will learn how Cleveland Metropolitan School District revamped its diversity recruitment program to increase the district's marketability among applicants of color.

*For a complete description of the Pre-Conference Workshops, go to www.aaspaconference.com/precon.

WHAT'S HAPPENING?

With the app you can . . .

- View and add sessions to your schedule.
- Receive event announcements.
- Locate sessions and exhibit booths.
- Message other attendees.
- Read about presenters, exhibitors and attendees.
- Access and download session handouts.
- Post social media messages.



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EXPERIENCE**

Take part in our **Community Service Project** to help children in need.

The **Networking Walk** is your chance to get your blood pumping first thing in the morning. This walk will leave you refreshed, invigorated and ready to take on whatever comes your way at the AASPA 80th Annual Conference.

AASPA will be hosting a **50/50 Raffle** during the week of conference. This fundraiser will support the Leon Bradley Scholarship fund, and one lucky supporter will take home 50% of the proceeds. Don't miss this chance to win big for a good cause!

Navigate the event like a pro with the AASPA 80th Annual Conference **Mobile App** sponsored by Frontline Education.

Our **LBS Silent Auction** has some great items to bring home from Minneapolis including a Ring door bell, hotel accommodations, Kendra Scott jewelry, wine and much more. Plan now to bid and you could be the winner of something fabulous!

EVENING EVENTS

Welcome Reception – Sponsored by TalentEd & AASPA

**Tuesday, October 9 | 6:30 – 9:30 pm
Union Rooftop Bar & Grill**

The Welcome Reception will be a great opportunity to meet and network with other conference attendees. Join us for an evening of food, drinks, music, dancing and fun! The cost for this event is included in your conference registration fee. Additional tickets are available for \$65 each.



VIP Celebration – Sponsored by EduStaff, Aetna & AASPA

Wednesday, October | 7:00 – 10:00 pm

**Party Thru the Decades
Marriott City Center Hotel**

Join us at the VIP Celebration for an evening of networking, dinner and music! Take a trip back in time by dressing and accessorizing in your favorite decade. Throughout the night, enjoy fabulous food and great music as you dance the night away. You won't want to miss this fantastic event! Early registration tickets can be purchased for \$70 each thru September 1st.



SPONSORS



Let's Get Social

Connect with AASPA on Twitter, LinkedIn and Facebook!



Follow @_AASPA_ on Twitter to stay current on industry news, AASPA events and connect with PK-12 HR leaders.

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

Don't forget to connect with us on our other social media sites!

