

PERSPECTIVE

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

80th Annual Conference Recap Minneapolis, MN 2018



In this Issue:

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- Reference Calls—Listen for the Truth
- The Power of Practice
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- Conference Photos

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President's Corner

From the Desk of Jason Liewehr, AASPA President



I am honored and humbled to be serving as your AASPA president. This is a great time to be a member of AASPA, and there is much to celebrate. The Annual Conference recently wrapped up in Minneapolis, and it is my hope it served as an awakening for all of our career relationships. It was a reminder of why the organization is so strong. The conference was rich with opportunities to network and learn together, evoking the feeling of why we love what we do. The 2018 conference was the second largest in our organization's history with 555 registrants. There were over 100 clinic and ignite sessions along with 50 vendors. As a membership, we raised over \$5,000 for the Leon Bradley Scholarship and hosted our first 50/50 raffle. I am pleased to note that for the fifth consecutive year, our annual budget has ended in the black. AASPA continues to gain strength, momentum and is fiscally strong moving forward. I am also excited to welcome Dr. Beth Dalton

back to the board as president-elect. In addition, I would like to welcome the new Region 2 Representative, Dr. Dale Fisher, both of whom will serve your interests well.

In the summer of 2017, the Executive Board and staff tackled the task of creating AASPA's strategic plan. The plan's intent is to facilitate the goals and strategies of our organization over the upcoming years. We successfully completed the first year of our strategic plan hitting the mark on several indicators and exceeding many more. As we look ahead to year two of the plan, we continue the work of moving the organization forward, creating opportunities and benefits for our members to learn, network and share ideas. Several areas of focus from year two include:

1. Increase membership through partnerships with state affiliates. Formalize the affiliate process and connect with states to show the importance of an affiliate. State affiliates and AASPA provide mutual value to one another. Although education is largely a state issue, we know bringing states together can provide answers to some of our local issues.
2. Develop a communication plan that increases the participation of diverse groups. There is no reason any single member should be left behind. The AASPA staff and board will work tirelessly to align committee structure to represent our membership and develop guidelines for leadership appointment at the committee level.
3. As a national authority on K-12 Talent Management, our organization should be involved and have a seat at the table of public policy. We will elevate the voice of our members and their districts and encourage strategies and programs to lawmakers that are student focused and realistic.
4. Over the last two years, AASPA has worked hand-in-hand with Battelle for Kids to develop the Human Capital Leaders in Education (HCLE) Standards. AASPA strives to be the premier source for high-quality professional development for PK-12 HR leaders in schools. This means expanding on the pHCLE certification program and encouraging partnerships with state affiliates.

These goals support the evolution of the organization and provide membership benefits that help you get the most out of your national association. We cannot attain excellence without the hard work of the AASPA Board and staff. We want you to remain active in your association. Reach out to your elected board representatives and let them know your needs. Through action steps and strategies implemented from the strategic plan, we will achieve AASPA's mission to provide every member with services, resources, and information vital to successful school human resource practices. In the coming months, you will receive communication from AASPA regarding opportunities for professional learning and networking. In addition, the AASPA library is full of books which are specifically geared toward school personnel administrators.

I thank you again for giving me the opportunity to serve as your AASPA President. On behalf of the AASPA Executive Board and staff, let me say we look forward to continuing to meet your needs by providing the tools and opportunities for you to effectively lead your district's human capital management. Contact the office and ask to join a committee. AASPA is only as strong as its membership. We will meet again at the 81st Annual Conference in New Orleans, Louisiana as we "Unmask Your Potential" and celebrate another exciting year which will take place October 8-11, 2019.

Best regards with sincere appreciation,

Jason Liewehr
AASPA President

An Unlikely Wellness



By Dr. Marlene DeVilbiss; Assistant Superintendent of HR;
Raytown C-2 School District; Raytown, MO

When I first took on the lead role of human resources at a school district, I knew that the job would include recruiting, hiring and retaining employees. As a former teacher, coordinator, principal and director, I was familiar with the interviewing and hiring process. I had knowledge of professional growth plans and evaluations, and I was well aware that discipline and investigations would be a part of my new HR world. There was one area, however, that took me by surprise and made me a little uncomfortable—wellness.

Don't get me wrong. I knew that HR handled benefits and insurance enrollment, but when I realized I was actually in charge of the district wellness program, I questioned my readiness. After all, I was never an athlete, and while I often walked to get a little exercise, I was far from being an activity enthusiast. Then there was the nutrition aspect. I won't go as far to say that I was addicted to junk food, but I had to admit that nutrition was something that I only thought about when my sons were still living with us. After they left, whatever efforts I made to provide nutritious meals were pretty much abandoned. My husband gave me a hard time for making a whole dinner out of chips and liquid cheese, and my friends often reminded me that my favorite food could be categorized as "bar food." (You know—chicken fingers, nachos, spinach dip and, my all-time favorite, deep-fried cheese balls.)

You get the picture. So when I had my first meeting with our wellbeing coordinator from our financial and business consulting firm, I felt a little lost. Thankfully, she was a dietician and responsible for organizing and facilitating the meetings we held each month with our building and department representatives called, "Wellness Champions." When we met with the champions the following week, they were asked to sign a contract confirming their commitment to the committee. Basically, they promised to come to

monthly meetings, post wellness information, share wellness information, nominate employees that exemplify wellness, help plan district-wide wellness challenges, organize a building/department wellness event and assist with an end-of-year districtwide wellness event. All that for a whopping \$250 stipend. Clearly, they were in it for more than monetary compensation.

Over the next two years, the wellness coordinator, the champions and I met monthly to plan and implement various wellness initiatives. We planned and launched district activities like step challenges, book studies, family fun days and wellness walks. We listened to representatives from our insurance company and employee assistance program. We informed our colleagues about ways to sustain better physical, mental, emotional financial health.

On an individual level, champions were organizing various building/department activities with their allotted wellness funds provided by our health insurance company. Throughout the year, they submitted plans for approval. Most were approved. These included water drinking challenges, healthy recipe swaps, onsite yoga classes, financial

wellness book studies and cooking demonstrations. The proposal suggesting that going to Dave and Buster's was a "wellness activity" was denied. No, that wasn't mine.

As the months passed, I found myself admiring the champions' enthusiasm and sincere desire to create a healthier, more positive work environment for their colleagues. In spite of myself, I was becoming a champion of wellness too. My favorite activity was the "Prize Patrol." Each month, champions brought in nominations that described employees that exemplify wellness. Examples included employees that organize after school aerobics, distribute healthy recipes, hand out notes of encouragement and so on. The committee chose one each month to be recognized. I then arranged a surprise visit to the school or department. The recipient was presented a large traveling trophy, and a photo of the recipient was included in the next district newsletter published by the district communications department. During convocation the following year, all wellness trophy winners were recognized. I loved it. HR could be pretty negative. The prize patrol gave me a chance to participate in something positive.

That same year I joined HR, the district opened a wellness center in a building that formerly housed the YMCA. This included an onsite clinic and a fitness center. The challenges of

procuring and renovating a building were complete by the time I was hired. It was my job to recruit and hire personnel. We began by hiring a director and an assistant director to manage and maintain the fitness center. We then hired staff members to teach classes, oversee the front desk and work in the childcare area.

The fitness center has been open for more than three years now and is free to all employees and their families. Community members can join for a minimal fee. The district swim teams practice there, and the district provides free swimming lessons during the summer to all third graders that attend our schools. The facility looks and functions just like any high quality fitness club that one might find in any city or suburb.

The clinic opened at the same time and employs one doctor, one nurse practitioner and two nurses. It serves employees and family members that are enrolled in district health insurance. Employees that pay \$50/month can visit the clinic and receive preventative prescriptions at no cost. Those that choose the high deductible plan, pay \$35 for a clinic appointment and a minimal fee for prescriptions. Last year, they also received \$500 to seed their health savings accounts.

This is my fourth year in HR, and I am comfortable wearing the wellness hat now. Due to our Board of Education and superintendent's vision of an onsite clinic and fitness center, the wellness champions' dedication and our wellness coordinator's support, the district was recently recognized as #24 in the top 100 Healthiest Workplaces from Springbuk. I was honored to be one of the employees chosen to accept the award. But I must admit, it didn't feel quite right. After all, I still have this thing for liquid cheese . . .



Dr. Marlene DeVilbiss has a long history at the Raytown School District. She is currently serving as the assistant superintendent of human resources. Prior to that, she served as the director of federal programs and extended learning, an elementary school principal, a reading specialist and a classroom teacher. She served on the Missouri Equity Committee and developed a Grow Your Own Loan Forgiveness Program for the Raytown School District. DeVilbiss has presented a number of times at MOASPA and MoASBO conferences in the area of employee misconduct and documentation.

Reference Calls – Listen for the Truth (8 Tips)

By Dr. Lynn Glickman; Assistant Superintendent for HR; CCSD 21; Wheeling, IL

I was a newer principal, and I had recently dismissed a pre-tenured teacher. She wasn't terrible, just not good enough for my students. I had written her a reference letter, the kind you write for just this type of situation—strengths, as everyone has them, with lots of holes that I hoped other interviewing administrators would find. Then I took a call from a principal in a nearby district. We knew each other by association but that's all. He was eager to hire her, and this call was his final stop. I answered his questions, and thought, "I hope he listened carefully and realized that I wasn't really recommending her."

Years later, this principal and I landed together in a new district. Early in our professional relationship, he told me, "You know, I had to let that teacher go after one year. I couldn't believe you had recommended her to me—I was always so annoyed about that!" "What?" I said. "I didn't recommend her! I was trying to tell you NOT to hire her!" It was a perfect example of what happens over and over again. He was listening only to confirm his decision to hire her, and I was being positive and hoping he could read my mind.

I share this story often in my current role as assistant superintendent for human resources. Administrators work diligently to find the very best person for their openings. They carefully comb through applications

and resumes, conduct screening interviews, 1:1 interviews and often team interviews. By the time they get to the reference checks—well, that's what they are often doing—checking a box. This is the last step in the process of finding the perfect person. They are already sold on the candidate, and if they brought in a team to interview, so is the team! Who wants bad news at this point? And so, like my principal friend from many years ago, they miss what a reference might be trying to convey in an oh-so-indirect way.

Hiring is one of our most important administrative tasks, particularly when hiring teachers and principals. This is the time when we really need to get it right, because getting it wrong can make for a very, very bad year. (And, depending on a whole bunch of variables, one mistake can be prolonged for much longer than a year.) So, how do we get it right? Here are a few tips:

Before starting to make those calls, promise yourself that you are open to hearing bad news. Honestly, that's what is most important. In fact, when I interview with a team, I ALWAYS talk about how important reference calls are, and let team members know that sometimes we have to go another way after we've made those calls. Experienced interview teams know that the person who came to the interview is not always the person who "shows

up" at work, even if it is the same person! When I remind my team of that, they are understanding if we end up going with our #2 choice or even if we have to interview more candidates.

- 2 Try to establish rapport with your reference at the start of the call. Yes, yes, everyone is busy, but find a way to connect with the reference as a person. It will be harder for your reference to evade your questions or straight out lie to you if he/she likes you on the phone—even a little bit!
- 3 Do you have flexibility with your questions? If so, make sure to ask, "Would you re-hire this person?" Or, if you are speaking with a colleague, you may get useful information with, "Why do you think X would be interested in coming to a new school/district/organization?" And if the first answer you get seems bogus, find a way to dig a little.
- 4 Even if you have to use a standard set of questions, surely you can ask follow-ups. When I sense that someone is choosing words very carefully, or is trying to brush past a question with a pat answer, I may ask, "Can you tell me more about that?" Often, they will.
- 5 Pay attention to the reference's tone of voice, and listen for the pauses. Your reference may be trying to figure out how to answer a question in a way that is semi-truthful without hurting the person's chances for getting the job. This is the perfect place for those follow-up questions.
- 6 What about those references who ask you to simply email them the questions, and they'll email you the answers? Yes, they might just be

really busy, but they MIGHT be trying to control the situation by carefully wording their answers. You can't see pauses in an email, you can't hear tone of voice, and asking follow-up questions is then even more time-consuming. I try very hard to get people to talk to me on the phone. When they won't, I don't necessarily decide that there is a problem with the candidate, but I don't put much stock in that particular reference.

7 Think carefully about who you are calling. For the most part, avoid calling your candidates' colleagues, or only do so if you are also calling a supervisor or two. A teacher's teammate is rarely going to tell you that his/her colleague had classroom management problems or didn't communicate well with parents, and an administrator's lateral co-worker is unlikely to tell you that projects were not finished on time. I won't hire anyone without speaking with his/her current supervisor, although certainly I will agree to make that call last, after I'm satisfied with the results of other calls. Also, you may be able to glean quite a lot of information from a supervisor from 2-3 years ago. Sometimes, the supervisor won't remember much—but sometimes he/she will remember A LOT and will be ready to talk when no longer in regular contact with the candidate.

8 Finally, use your resources. The best reference call is with someone you know. Even if you don't know any of your candidate's references, someone else who is part of the hiring process might! If so, hand that call over to your colleague to get the most truthful information.

I still enjoy a friendship with that principal colleague who hired that marginal teacher. We still talk about this. We both learned. We are both still learning.



Dr. Lynn Glickman 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, and a bachelor of science in elementary education and a master's of art in educational administration and supervision, both from the University of Illinois.



THE POWER of practice

By Dr. Tim Dilg;
Assistant Superintendent for HR;
School District of Clayton;
St. Louis, MO



In today's educational landscape where reform is required, respect for the profession is dwindling and efforts to re-energize the youth of America to pursue rewarding careers in education are at an all-time low, capturing the most talented, creative and transformative educators requires hard work and discipline. Today's leaders know they must develop and adhere to a set of practices that make them part artist and part (mad) scientist in order to provide the most value to their organization.

In my career, I've had the privilege of serving as principal of two nationally recognized independent schools and now serve as the assistant superintendent of human resources at a nationally recognized public school district. During that time, I've continuously honed my recruitment practices by observing and applying the habits of mentor administrators, national speakers, best-selling authors and through extensive experimentation. The following strategies have yielded positive, culture-renewing hires that have enriched the lives of students I've had the privilege to serve and I hope they'll aid you in your journey to creating a positive, results-driven environment that produces even more impactful educators for the students you serve.

Lock in a Laser-Like Vision of Success

The best in any field - teachers, coaches, engineers, doctors - have a vision that compels them to succeed. And what is that vision for the school personnel administrator? It's the commitment to transform a student's current reality into a utopia- a future of success the student hadn't imagined for themselves. A personal vision is much more than a poster on a wall or a quote at the bottom of your email messages. Your own vision should live in your heart, inspire your actions and sustain

you through the long, arduous journey of finding the best educators. I personally revisit and handwrite my vision each year to realign my priorities and keep my energy focused on my important work. I've also learned that successful people don't give up easily. They persist through failures and setbacks, learn from them, reflect, adjust their practice and grow professionally from the experience. When they encounter setbacks or delays, it's all part of the journey of experimenting, learning, developing and failing forward. When they do stumble and fall they are able to see through the hard moments, bounce back from the discouragement and accept the next challenge with determination and resolve because they have a personal vision that they can continuously revert back to.

It is important to note that the process of developing a personal vision and the implementation strategies to follow that vision are precisely the opposite processes of what most people follow. Most people struggle to plan past their daily list of priorities and responsibilities. To yield consistent and successful results, I encourage professionals to take some time to reflect and identify what type of organization you want to lead and the characteristics of high-quality educators you seek and then determine the necessary steps and actions to make your vision a reality. By intentionally planning for success you are designing an intelligent plan to guide your efforts.

Know What Motivates Your Potential Candidates
To secure the best talent, one must first understand how top educators think, act and grow. Most districts will not have the luxury to outbid everyone else for talent, but EVERY district can understand what great teachers aspire to, what their ambitions are and what their hopes and fears for the future are.

Understanding what makes talented teachers feel valued, motivated and secure is just as important as reviewing resumes for the content knowledge and pedagogy skills listed in the job posting. It provides insight into where those teachers will want to go next and allows the school leader to supply the resources necessary for the teachers they are recruiting to be supported, rewarded and allowed to grow.

When discussing an opportunity with a potential candidate, spend more time listening than speaking. Be sure to provide the candidate with an opportunity to express their perspective, including their interests, goals and career plans. Not only will they feel a boost from being heard, but they'll tell you exactly who they are, what type of culture they are seeking, how to persuade them to join your team and ultimately how to support their endeavors once they are hired, so they continue to be motivated and engaged in your district.

Leverage Technology & Social Media

Effective school personnel administrators use technology to their advantage. There's a large pool of talented educators out there. Finding them may require following a Twitter account, commenting on a blog, mining an applicant tracking system or conducting online video interviews. Whatever the means, the best administrators embrace technology to leverage their efforts and personalize communication.

The user bases of Facebook, Twitter and LinkedIn alone are significant and often provide recruiters with their first interaction with potential candidates. Social media also offers a unique forum for school personnel administrators to brand the district they serve, communicate what the community believes and highlight the supporting actions, policies, procedures and artifacts that document the district's commitment to excellence.

Effective school personnel administrators know that if they can effectively communicate a district's brand and beliefs to candidates, then the majority of them are not only likely to accept a position but may even take a lower salary or fewer resources than other districts can provide. Educators at their heart are not driven by finances or the all-mighty dollar but by passion, purpose and the opportunity to play an impactful role in bettering the lives of the students and communities they serve. The diligent school personnel administrator is always cognizant of this and still examining how they can better leverage technology and social media to communicate their district brand more effectively to potential candidates.

Go The Distance

The best talent seekers understand the significance of persistence and give it everything they have from beginning to end. They go all in. They spend long hours making phone calls, sending follow-up emails, meeting potential candidates for coffee, lunch or



Dr. Tim Dilg is the assistant superintendent of human resources for the School District of Clayton (St. Louis, MO), recognized as one of the top districts in the nation. Dilg is an NCEA Educational Excellence Award Winner, St. Louis Principal of the Year, published author and presenter at state and national conferences. Under Dilg's leadership, two high schools have been recognized as National Schools of Excellence, one a Model School for brain-based instruction and twice his organizations have been named a top 100 Workplace. You can connect with Dilg on twitter @tdilg.

dinner, sometimes years before an opening exists. I, for one, watch which candidates are sharing their practices on social media. I engage in conversations with professionals who present at educational conferences, and I continually ask my peers and colleagues for referrals.

To secure unique talent, you must be willing to commit to different and relentless pursuits. School personnel administrators know that the time fostering relationships minimizes the need for the right candidate to accept the position once offered because throughout the relationship building process they have been nurtured and engaged. Further, because the administrator has invested so much of themselves in cultivating the relationship, he or she also has confidence that the right hire will not only be positive and productive but more likely to refer other unique talents to the district and more likely to stick with the district because they were recruited on truth and honesty.

Ready For The Next Task

Successful school personnel administrators realize the journey to excellence is never finished. There is an internal drive to always pursue educators with a variety of background experiences and pedagogical skills who are creative, passionate, driven and all working towards one common goal—to educate, empower and inspire the next generation of leaders.

As school personnel administrators, we are always on a journey for the highest quality educators and will go to any depths to find them, knowing that through the journey and perseverance we will have improved our district by placing increasing emphasis on teaching, learning and building a better tomorrow. I hope the strategies I have shared will help you on your journey to building and sustaining a culture of excellence and creating an educational utopia for all of our children.



KEYNOTE SPEAKER: Brad Black
President & CEO | HUMANeX

A STRATEGIC VIEW OF GREAT CULTURES DRIVING GREAT OUTCOMES

Addressing the reality of teacher shortages requires an in-depth understanding of what the best do by design. When studying any field, there is always rich insight into how certain organizations consistently win against the same challenges facing their peers. Starting with a framework and mindset to see the challenges in a different way, winning strategies, processes and practices can provide insight into solutions for sustained success. Combining the realities of 'best right fit talent' and 'one more like your best' in the selection and promotion processes, the cycle of excellence is started. At the same time, elite culture building practices set any organization apart and build a 'magnet' to attract and retain top talent. This session offers a rich opportunity to examine 'next level' models, strategies, processes and practices proven by the best in education.

- 1 Learn the best practices of recruitment and retention in today's PK-12 environment
- 2 Develop strategies to better organize your HR department
- 3 Learn how to connect HR to student learning and performance
- 4 Gain knowledge on the ever changing federal regulations effecting school HR



WHO SHOULD ATTEND?

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

HOTEL INFORMATION:

Marriott Clearwater Beach Sand Key
1201 Gulf Boulevard; Clearwater Beach, FL

REGISTER ONLINE AT
[WWW.AASPA.ORG/](http://WWW.AASPA.ORG/EVENTS)
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CONFERENCE HIGHLIGHTS



Master, Motivate, Move | Minneapolis, MN

In October of 2018, AASPA mastered, motivated and moved as we set out to provide our members with a week of quality professional development, networking opportunities and entertainment. This resulted in the AASPA 80th Annual Conference in Minneapolis, MN - a four day event that attracted school personnel administrators from all around the country. The conference was a huge success, drawing 550 attendees with more than 50 exhibit booths, 12 pre-conference sessions, 100 clinic/ignite sessions and adding another page to the Association's prodigious 80-year history.



2018 - 2019 AASPA Executive Board



AASPA Presidents Council

2018-2019 Election Results



President-Elect

Dr. Beth Dalton
Assistant Superintendent of HR
Kildeer Countryside CCSD 96
Buffalo Grove, IL
bdalton@kcsd96.org



Region 2 Representative

Dr. Dale Fisher
Executive Director for HR
Deerfield Public School District 109
Deerfield, IL
dfisher@dps109.org

2018-2019 Executive Board Nominations:

It's time again to think about nominations for next year's Executive Board. The positions up for election are President-Elect, Region 1 Representative, Region 3 Representative and Region 4 Representative.

Special Recognitions Award was presented to outgoing board member:

- Rick Arnett - Immediate Past President

The gavel was passed from 2017-2018 President, Dr. Justin Schooley, to 2018-2019 President, Jason Liewehr.

The **2018-2019 budget** was approved.

AASPA 25 Year Member Recognized

AASPA would like to honor its 25-year member for their dedication and service to AASPA.

Patricia Brown

RECOGNIZING AASPA'S FINEST

HERB SALINGER PERSONNEL ADMINISTRATOR OF THE YEAR AWARD
Recipient: Dr. Kimberly Chambers



Dr. Kimberly Chambers

HONORARY MEMBERSHIP AWARD
Recipient: Carrie Durley (not pictured)



Orange County Public Schools

WILLIAM L. HUNTER POINT OF LIGHT AWARD
Recipient: Orange County Public Schools



Dr. Tim Dilg

NEW MEMBER AWARD
Recipient: Dr. Tim Dilg

ARCH S. BROWN AWARD
Recipients: IASPA (IL) and TASP A (TX)



Mike Johann, IASPA



Lolly Guerra, TASP A

SPECIAL RECOGNITION AWARD
Recipient: Dr. Andrea Anthony



Dr. Andrea Anthony

HR SPECIALISTS AWARD
Recipients: Christine Buys (Region 5) and Bonnie Toffoli (Region 6)

THE NEWSLETTER AWARD PROGRAM
Recipient: McKinney ISD



Christine Buys (Region 5)



Bonnie Toffoli (Region 6)

DIGITAL BRANDING AWARD
Recipient: Orange County Public Schools

C.S. ROBINSON AWARD
Recipient: Meriden Public Schools



McKinney ISD

RAYMOND E. CURRY AWARD
Recipient: Scott Zielger



Orange County Public Schools



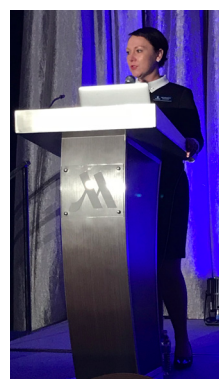
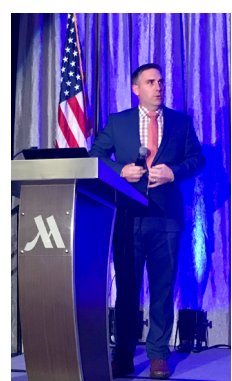
Meriden Public Schools



Scott Zielger

CONGRATULATIONS TO THESE AWARD WINNERS! WE APPRECIATE ALL THAT YOU DO FOR THE ADVANCEMENT OF K-12 HUMAN CAPITAL LEADERSHIP AND YOUR DEDICATION TO AASPA.

2018 CONFERENCE PHOTOS



2018 LEON BRADLEY SCHOLARSHIP RECIPIENTS



EDEN GREGORY is from the Washington D.C. metropolitan area. She is a senior at Grinnell College studying English and working towards her secondary education license. She has always had a passion for serving the Black and Latina youth in her

community and believes teaching is the best way in which she can serve and give voice to young people.

Eden is currently the co-chair of the Education Department Student Policy Committee at Grinnell College and an active member of the Grinnell Careers in Education Professions program. She is also a leader and member of several student organizations that look to support the faith and community of Black students at Grinnell. For the last five years, Eden has spent her summers at the Washington Tennis and Education Foundation coaching tennis and providing academic support for urban youth in southeast Washington, D.C.

Eden is honored to be a recipient of the Leon Bradley Scholarship and grateful to the Scholarship Committee for selecting her to carry out the mission of providing students in our schools with educators/role models of diverse backgrounds.



GRETCHEN RHODES has been a high school counselor for the last 10 years at Chicago Academy High School in Chicago, IL. Working as the only counselor at a small school she has served in many roles. Her leadership roles include serving as the lead

coordinator for implementing SocioEmotional Learning at a school-wide level, coordinating parent, family and student events, recruiting the incoming 9th grade class, serving on the school leadership team and providing comprehensive individual and group counseling to more than 550 students. Her leadership experiences led her to seek her Master in Educational Leadership at Concordia University with an anticipated graduation date in the summer of 2019. She is hoping to continue her leadership work in the area of school counseling as assistant principal of student services upon completion of her degree.

As a full-time mom, wife, school counselor and graduate student she is grateful to AASPA and the Leon Bradley Scholarship for this generous scholarship and is pleased to support the stated purpose of increasing diversity amongst school administrators and educational role models for students.



ALEX CHAPMAN, a senior at Ohio Northern University, hails from Westerville, OH and is currently pursuing a Bachelor of Music in music education. At Ohio Northern, he studies saxophone under Dr. Henning Schröder and performs in jazz ensemble, wind orchestra, jazz combo, men's chorus, The Polar Pressers, symphony orchestra and the African drum ensemble. He toured with the jazz ensemble in New Orleans and the wind orchestra in both Luxembourg and Germany. Alex is the alto saxophonist in the Polar Pressers saxophone quartet, which won the 2017 Ohio Northern Concerto Competition. Alex had the honor of serving as the assistant

conductor for the 2017-2018 symphony orchestra season. He is the immediate past president of the University's collegiate music education organization, OCMEA. The chapter received the highest level of recognition at the Ohio Music Education Association Conference In 2018, Alex is a member of the ONU Music Department Student Advisory Board. Alex is entering his final year at ONU and will serve as an assistant director for a local marching band. During his free time in the summer, he is a swim coach at a local pool and a chauffeur for his four younger siblings. Alex is honored to be 2018-2019 Leon Bradley Scholarship recipient and is grateful that he is able to pursue his passion and share it with his current and future students.



THE LEON BRADLEY SCHOLARSHIP AWARD is intended for minority college students pursuing the teaching profession and/or school leadership. The scholarship is named in honor of the late Leon Bradley, the first African American president of AASPA (1983 - 1984). Announcement of the award occurs at the Annual Conference in October each year. This award is a one-time, non-renewable grant. The first award was given in 2004. Funds for the scholarship are raised through fundraisers at the Annual Conference and through donations from individuals and groups.

Any members or organizations may send tax deductible contributions for the Leon Bradley Scholarship Fund to the AASPA headquarters at 11863 W. 112th Street, Suite 100, Overland Park, KS 66210.

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Expanding your Sub Pool: How to find and keep more subs for your school district

By Kortni Christian; Staff Writer; EDUStaff; Grand Rapids, MI

In a growing trend, recruiting and retaining substitute teachers has been a challenge for school districts nationwide. Taking a deeper look at the circumstances surrounding this issue, research has found multiple factors converging to create conditions for a widespread shortage.

School administrators are aware of the need for substitute teachers. In any given school day, there can easily be 1 in 10 classrooms covered by a substitute teacher. Just one assignment unfilled can send an entire building scrambling to cover a teacher's classroom(s).

In the past, the substitute teacher pool consisted of 80 to 85 percent certified teachers looking to work as substitute teachers as a pathway to full-time employment. Now, that statistic is reversed, with 80 to 85 percent of substitute teachers without a teaching certificate. Why the drastic change? A strong economy and a competitive workforce coupled with fewer students studying education and the budget constraints of public schools are creating a shortage of people willing to step into the classroom.

Previously, the typical path education students would take to employment at school districts would be to substitute teach to make connections with the goal of getting a permanent teaching position. However, this path has now changed. Due to the shortage of teachers and the decline in students studying education, more students are being hired directly after they graduate, negating the need to substitute teach before taking a permanent position.

New education graduates, fresh out of college, were intrinsically motivated. They substitute taught because they simply loved the classroom, loved working with children and loved to teach. The pay rate was not as important because they saw substitute teaching as a stepping stone to landing their dream job and launching their career.

Recently, Hanover Research conducted a comprehensive survey of substitute teachers. The results? The research illustrated a shift in the demographics of those who are interested in substitute teaching. The typical substitute teacher is now

someone looking to return to work after retirement or their children are in school or is between jobs and wants a flexible schedule along with a supplemental income. Instead of working in schools to be noticed, prospective employees are looking for a competitive wage.

Before you stop reading because your school district cannot afford to pay substitute teachers anything additional, that's just one part of the larger equation. The Hanover survey also showed that the number one factor affecting a substitute teacher taking assignments was the perceived loyalty of the school district to the substitute. Setting up systems where substitute teachers can earn a preferred status or where they can work repeatedly in the same building makes a substitute teacher feel valued and more a part of the teaching staff.

The second group of comments Hanover gathered was in the category of treatment. Creating a supportive and welcoming environment within each school building and school district was critical. That is to say, the way substitute teachers are treated when they step into the school building is just as important as pay.

While the current economic factors are creating a shortage of substitute teachers, you may be asking "What can you as a school district do to help?" Here are a few ways you can attract more substitute teachers to work in your school district.

Implement Substitute Welcoming Program: While your main concern about a substitute teacher may be if they're a good fit, properly educated or will maintain a well-controlled classroom, a free lunch and a warm welcome can go a long way in making a substitute feel part of a team and valued.

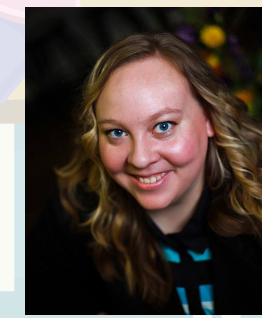
- **Be Prepared:** Have a lesson plan policy in place and audit periodically. Also suggest teachers have a dedicated substitute folder in the classroom with lesson plans, emergency procedures and daily schedule.
- **Be Welcoming:** Building administrators should make a habit of greeting or connecting with substitute teachers and thanking them for working in their building for the day. Have a sign-in sheet ready for the substitute and make sure the substitute knows necessary building procedures.

- **Supplies for Success:** In the office, have a welcome packet ready for substitute teachers for the day. Some suggested items to include are a building map, name badge, building lockdown and emergency plan documents, lesson plans, simple gift (such as a piece of fruit or a ticket for a free lunch), assistance information card with important building contacts and phone numbers.

- **Actions for Success:** Walk the teacher to their classroom or assign a trusted student to escort them to their class. Introduce the substitute teacher to other teachers they will be working near and show support for the substitute teacher by having the principal or assistant principal visit their class at some point in the day to affirm their authority in the classroom.

Incentive-Based Wages: In today's economy where entry level industrial jobs pay \$15 per hour (or more), school districts may want to consider incentive-based wages for substitute teachers. While school districts usually pay a set daily rate for all assignments, it is shown school districts who set up bonus programs have more loyal substitutes as well as more substitutes who take jobs within their district. Incentives can be set up according to how many days are worked within the school district or for more challenging assignments.

While some school districts are looking to tackle the shortage internally, some school districts are turning to specialized staffing companies to help recruit, train and retain their substitute staff. While a staffing company might not be the solution for your school district, it is an economical solution to the ongoing substitute shortage.



Kortni Christian has worked for EDUStaff for one and a half years in their field services department. She has a Bachelor's degree in English/writing from Cornerstone University and has worked as a professional writer for more than 15 years. Her experience includes working in journalism, non-profit communications and technical writing.



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How Do You Identify & Eliminate Waste to Improve Your Organization's Processes?

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

You know the old admonishment “waste not, want not.” This axiom rings true in our work lives. On our journey to continuous improvement, we must focus on eliminating waste. What is waste in an organizational setting? Waste is an activity that adds cost but does not add value. It takes up time, resources or space. An organization must call for an improvement in quality, the reduction of defects and rework, and the minimization of variability. Remember it is the employee that makes or breaks our organization. The value is always

determined by the employee: administrator, teacher, secretary, etc. It is what each employee’s perception of the value and quality and if he or she believes that what you are providing meets expectations. This perception is referred to as, “value added” activities. These activities are where there is a change in the function of a product, the employee wants to pay for the activity and it is done the first time correctly. Not having to redo it is value added.

All processes can be designated into three categories of activities: 1) value added, 2) non-value added and necessary, and 3) non-value added and unnecessary. Value is defined by asking, what does the employee want from this process? To increase efficiency in the process, it is necessary to first identify steps that consume effort and time without creating value. What would be an example of a non-value added and necessary activity? Think about the items in education that are required by state statute or federal law. These

would be in that non-value added and necessary category. If something is non-value added and unnecessary, then it should be eliminated if possible. Improvement opportunities to reduce waste can be as simple as removing bottlenecks, duplicate services, additional check and reviews and activities that result in rework. It may also include consolidating roles or substituting parallel activities for sequential activities.

How do you eliminate waste? You should begin by identifying an operation or product that is inefficient. Identifying an operation would create a need to identify processes that necessitate performance improvement. You could even look at the lowest production output as a start for your waste-reduction analysis. Next, create a value stream map for the operation under

review. With this map, identify the frequency, location and magnitude of the eight types of waste. From this, you can establish metrics to determine the frequency and magnitude. Use problem-solving efforts to reduce or eliminate the waste. Don’t forget to review periodically the metrics you have used to identify the waste. Finally, repeat this cycle with other inefficient operations.

There are eight common types of waste. You can use the acronym **DOWNTIME** to help you remember them. By eliminating these, we increase the value added, output, quality, and consistency of our activities.



D is for defects. This occurs when products, information or services are incomplete, wrong or late. The item unsatisfactorily deviates from the expected outcome. This waste is the best understood because you must take an action to fix a problem that you created, and you are losing due to defects. In industry, defects that create waste include shortages, rewash and poor finish in quality. Some examples in the education field are data entry errors, design flaws, employee turnover, absenteeism, errors that are returned for correction or clarification, missing information or extra steps during inspection to find mistakes that add cost. It can include incorrectly calculating employee needs or rejecting qualified applicants. Reworking wastes time and materials so a way to improve would be to use computer modeling to minimize trial failure.

O is for overproduction. Overproduction occurs when you produce more or faster than is required. Overproduction is the worst kind of waste because it causes other wastes and creates obscurity in needed improvement. There are two ways to remember to avoid overproduction. First, if you do not need it, then do not produce it. Second, you want just in time versus just in case in production. The goal should be to deliver exactly what the employee wants exactly when wanted—not too soon. Overproduction is caused by large batch sizes, unreliable processes, unstable schedules and inaccurate information not actual demand. If you are preparing daily updates when only monthly updates are needed or you are planning too many meetings, then you are guilty of overproduction. The wasted resources and time could be used for other more productive items. Think about the example where extra material creates a storage cost. This is another area where computer modeling can help to reduce the number of trials needed to obtain valid results.

W is for waiting. This occurs when you wait for anything such as people, equipment, tools, or materials. Some office examples would be downtime due to a computer or fax needing repaired, waiting for approvals to make it through the long process or waiting for information from an employee. Equipment and timescales planned can improve uses of keeping employers waiting or wasting their time. This is the “time is money” adage. For a quick way to eliminate waiting, you can begin tracking down time on all

equipment. You can also track employees’ paid time and compare this to productive time or actual time spent on tasks. The disparity in this analysis may just shock you. Waiting prevents your employees from being able to proceed with their work. It prevents services and products from being received.

N is for neglected talent. This occurs when professional development opportunities and ideas are lost by not working with and listening to the employees. Neglect of talent can also be due to exclusivity or limiting relevant stakeholders in a solution or discussion. It can happen by merely placing an employee in a role that does not align with their knowledge, skills or strengths. It occurs when an employee is limited to opportunities for growth and are placed in a stalemate position. In labor-dependent industries such as the field of education, you must pay attention to this area and not underutilized your human resources. If you fail to provide the necessary tools of training and expectations, then you are committing neglected talent waste. In education, we spent many hours hiring and vetting qualified employees. If you find that they are not suited for the job, and you want to terminate them because you have placed them in the wrong job, then you have committed waste. Make sure you are expecting, inspecting and measuring every employee’s contribution to continuous employment. Don’t be the employer who only hires people’s backs and not their minds! Recognize your employees’ vast experience.

T is for transportation. This occurs when there is unnecessary movement of items. Moving materials unnecessarily wastes time and energy. By reducing weight and sizes of pieces to ease in the handling, you can improve this factor. Examples would be excessive email attachments, multiple handoffs of electronic data, distributing unnecessary cc copies to employees who do not have the “need to know,” or moving furniture around so you can get to your necessary supplies. Transportation is a great place to look at from the employee’s value perspective. Employees want items delivered but do not want the function of the right to change along the way creating a non-value added process. You want to make sure your routes, processes and policies are as efficient as possible.

I is for inventory. Inventory is when the supply

exceeds the demand creating waste. One way to improve upon this waste is to ensure suitable outlets are available to obtain products, so no build-up on stock occurs. Because you realize the impact of inventory is that too much stock increases costs of storage. It can also hide process issues. Examples in education are obsolete textbooks or equipment, unopened emails, available technology sitting around, food supplies that have expired or stockpiling office supplies in their classrooms thus creating a supply shortage for others. Inventory waste is often the easiest to spot visually with seeing piles and parts of anything. This often happens when employers purchase or make items before they are needed, batch processing. The best suggestion is to review your utilization and cull your stock.

M is for motion. This occurs when employees are moving or traveling excessively and unnecessarily. This movement does not add any value. You can improve this issue by using effective project planning to ensure efficient performance. Motion can also be wasted by having a disorganized work space where you are constantly looking for misplaced supplies, forms, or files. It can be as simple as shifting back and forth between computer screens or walking between offices. Sometimes you see this when you are in a meeting where they give you the wrong version of a memo and employees become tired of waiting for that person to find what they need. Unnecessary motion takes time, and as we have already said time is money.

E is for excess processing. This occurs when reviews, steps or approvals creep into the process and do not add value. Keeping it simple is the key.

Do not add a great deal of unnecessary effort when a streamlined method works efficiently. In human resources, this seeps into processes when you are having to enter the same data in more than one place on a form. Excess processing can happen when you are required to use equipment or some technology that does not change the product outcome. You also see this waste in meetings where you are discussing a document as a group. Do not waste time with repeated and unrestrained reviews. You should consider the material as a group then go through the completion cycle of processing, reviewing and distributing the final version. In the classroom, an administrator may be observing a teacher and can tell they spent multiple hours creating a PowerPoint presentation with high leveled graphics, sound and motion. The administrator needs to point out to the teacher that a straightforward presentation with all the essential details would have sufficed. This will help the teacher to avoid excess processing waste. In industry, this happens when you produce an item at a higher quality than is required or expected. This can lead to devaluing services. Elimination of unnecessary steps in the process is essential.

These types of waste impact your organization’s processes. Eliminate these and help your organization’s leadership team to have a trained eye on waste. Consider creating a survey and administering it to your employees to see where they see waste. Share the results maybe in a pie chart like the one below. Work together to stomp out waste will help your employees with the enemies of not enough time or money. Remember, “waste not, want not,” and always go for value added.



Dr. Andrea Anthony began her secondary education career 26 years ago and is continuously recognition for her leadership and vision in helping her high school move from a state target school to a 2011 National Blue Ribbon School. She began her leadership role as a high school mathematics department chair and a graduate school adjunct professor at MTSU. She has also served as a curriculum and instruction assistant principal, director of her district’s K-12 summer schools, an executive principal for 12 years and her district’s coordinator of secondary education. She has been recognized as Tennessee’s NASSP Principal of the Year and Tennessee’s Mid-Cumberland Supervisor of the Year. Currently, she serves as the assistant superintendent of human resources and student services for Rutherford County Schools. Dr. Anthony went back to get her second doctorate in law, a doctorate of jurisprudence, citing so much of administration deals with the law and employing a world class staff. She added her SHRM HR generalist certification and pHCLE certification from Battelle for Kids and AASPA.

DEPARTMENT OF HUMAN RESOURCES MORAL ARCHITECTURE

By Scott Ziegler; Executive Director of HR; Portsmouth Public Schools; Portsmouth, VA

The goal of the moral architecture presented here is to place the well-being of students at the heart of everything we do as individuals and collectively as the Department of Human Resources (DHR). The architecture most keenly values equity, fairness and ethical decision making. In elevating these core values, the architecture is akin to Aristotle's philosophy of virtue ethics. These virtues are expanded to a series of beliefs at level two. Level three lays out specific actions that will enable DHR to carry out the level two beliefs. The architecture presented here is an ideal. The work of DHR is complex, nuanced and often presents a conflict between doing what is best for the students versus doing what is best for the employees. Both groups deserve to be heard and prioritized. However, the priority of any school system is the education and betterment of its students, so I have chosen to put forth a moral architecture that prioritizes the needs and well-being of the students. To be brief, I have focused on the core functions of the DHR, but this architecture is adaptable to situations outside of these functions.

The purpose of any DHR is clear to even the most casual observer. The purpose of the DHR, articulated in simple form, is to hire and fire employees and to ensure that the department follows employment law in a manner consistent with limiting division exposure and liability. Following these simple statements will allow the DHR to function but will not provide the department with vision, focus or moral authority.

Operating in the absence of clear direction will turn the department into a transactional bureaucracy that offers only the benefit of ensuring that clerical staff files the right piece of paper in the correct location. A moral architecture is needed to focus the department's actions and motivations. This architecture determines the department's why.

I present this moral architecture in three levels. Level one drives DHR toward student well-being in everything. The level one statement reads as follows, "The DHR will act, react and make decisions that promote the overall well-being of students in the school division." It was written to broaden the focus of DHR members. In human resources, it is easy to become focused on the mechanics of the work. The specialist must hire employees, they must onboard new hires, supervisors must evaluate subordinates and sometimes employees must be fired. These are paper and process heavy functions, and it is easy for DHR members to lose focus on the true function of working in a school division. That all of us whether we work as a teacher, custodian, superintendent or HR specialist are there for the students. Beyond being there for the students, DHR must ensure that its actions and decisions will contribute to student well-being. It is not only that DHR needs to hire teachers for each classroom, but the department also needs to hire the most-qualified teacher for every classroom. DHR needs to ensure that hard-to-staff schools have

as much access to teaching excellence as the most privileged schools. Focusing on student well-being helps the department avoid the vice of being focused only on numbers and transactions.

Level two values are articulated herein as beliefs that drive DHR core functions. HR functions primarily as a mechanism to facilitate the hiring, retention, evaluation and discipline of employees. Many factors make a school hard-to-staff. Location, ethnicity of students, socio-economic status of students and reputation all can make it difficult to hire and retain staff. It is incumbent on DHR to ensure that these difficulties do not create a situation where students are disadvantaged. Hence, the level two statement, "DHR believes the equitable distribution of human capital is in the best interest of students and contributes

to student well-being." Direct action to carry out this belief could include DHR moving certified staff to make sure long-term substitute teachers do not disproportionately teach high-needs students. This difficult and likely unpopular decision to realign staff is made somewhat easier by focusing on the well-being of students.

The rules and procedures laid out in level three guide our actions and establish norms for interacting with employees and potential employees and guide the DHR toward supporting student well-being. For instance, the level three rule, "Treat employees with dignity and respect" creates an environment in which employees generally have positive feelings about their workplace. Employees with a positive outlook toward work are better able to focus on their students which contributes to student well-being. In contrast, employees who engage in conflict with the central office are more likely to engage in conflict with students which detracts from student well-being.

As detailed in the chart on the next page, the level three actions point the department toward the level two beliefs which in turn point toward the overarching telos which is a moral architecture that makes student well-being its focus and priority. For ease of use and implementation, level three actions are presented in line with the corresponding level two belief.

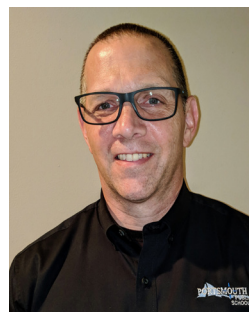
"These are paper and process heavy functions, and it is easy for DHR members to lose focus on the true function of working in a school division. That all of us whether we work as a teacher, custodian, superintendent or HR specialist are there for the students."

As stated in the introductory paragraph, I present this moral architecture as an ideal with the full knowledge that there are several obstacles to full implementation. The work of DHR is complex. For example, the ideals of the moral architecture would call us to move teachers to serve the needs of the students better; the reality is that many teachers would resign rather than changes schools. The teacher shortage in Virginia makes it difficult to attract

teachers, and our proximity to other school divisions means teachers always have an opportunity elsewhere. Beyond staffing, federal and state law sometimes requires the employer to place the needs of the employee before the needs of the organization. This requirement is true in cases of serious illness or injury and cases of employee disability. In these cases, DHR is duty-bound to act on behalf of the employee regardless of the effect the action may have on student well-being. Lastly, tight budgets often dictate what actions are feasible, and at these times budget needs trump student well-being.

However, as I look toward implementation of this moral architecture, I do not expect many of the obstacles to be insurmountable or to derail the process. On the contrary, I expect that this architecture will serve as an anchor to the work of DHR and when exceptions are made, they will be made only after careful consideration and always with a quick return to the norm.

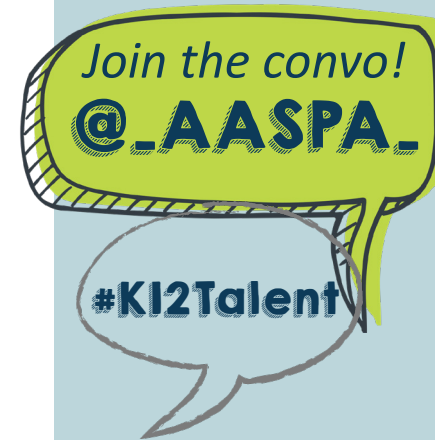
LEVEL 1	The Department of Human Resources (DHR) will act, react, and make decisions that promote the overall education and well-being of students in the school division.
LEVEL 2	DHR believes hiring and retaining well-qualified, certified teachers is in the best interest of the students and contributes to student education and well-being.
LEVEL 3	<ul style="list-style-type: none"> • Source and recruit high-quality candidates – always be sourcing • Enhance the candidate experience. • Fund hiring bonuses. • Fund moving allowances for out of state hires. • Develop partnerships with local colleges and universities to attract student teachers and recent graduates. • Provide relevant professional development. • Support principals and hiring managers by pre-screening applicants, interviewing applicants, and, when necessary, making hiring decisions • Maintain an up-to-date list of high-quality applicants for each open position • Make employment offers early in the hiring season
LEVEL 2	DHR believes the equitable distribution of human capital is in the best interest of the students and contributes to student education and well-being.
LEVEL 3	<ul style="list-style-type: none"> • Staff schools based on student needs and Title I status. • Incentivize transfers to hard-to-staff schools. • Provide opportunities for professional development to enhance the skills of employees at all sites. • Provide on-going training for substitute teachers, especially long-term substitutes. • Provide a path to certification for substitute teachers. • Realign and reassign staff as needed to ensure equitable staffing. • Develop creative staffing plans to mitigate the effects of teacher shortages.
LEVEL 2	DHR believes that the fair and equitable treatment of employees is in the best interest of the students and contributes to student education and well-being.
LEVEL 3	<ul style="list-style-type: none"> • Treat employees with dignity and respect. • Sponsor listening tours and focus groups to assess and monitor the employee experience. • Establish district-wide meeting and collaboration norms. • Establish a district-wide definition of 'bullying.' • Ensure all employees are provided with their due process rights. • Investigate all complaints of harassment and discrimination, take corrective action when necessary. • Ensure a highly trained HR staff that is knowledgeable in employment law. • Provide training to front-line managers and principals. • Provide anti-harassment and discrimination training to all employees. • Assess employee happiness and satisfaction. • Work to limit conflict in employee interactions with DHR.



Scott Ziegler is the executive director of human resources for Portsmouth Public Schools. Ziegler began his career as a special education teacher, later serving as a history and social studies teacher. After 17 years in the classroom, Scott moved into administration serving as a high school assistant principal and an employee relations specialist. He began his current role in 2015.

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@EmilyDouglasHC Had an AMAZING time today learning from biz leaders about their #BRG (business resource groups)! Supporting #diversity and #inclusion w/in an organization drives well-being & engagement. Many practices to bring to #K12ed & #K12HR when it comes to supporting #K12Talent! #EX #HR

@drcarter29 One of my biggest realizations in the first year ish in my role is the impact Central Office has on the district's overall culture. Important to set a standard of positive climate/culture in our schools and set the expectation/tone as leaders. #k12talent

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