

the Direction for HR Leaders in Education



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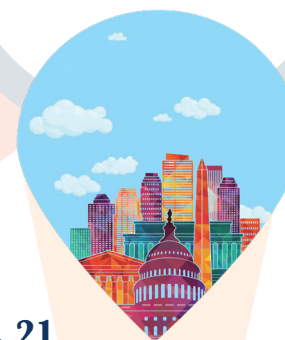
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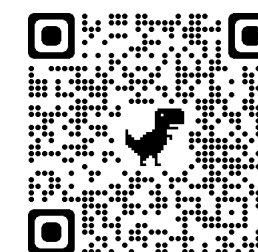
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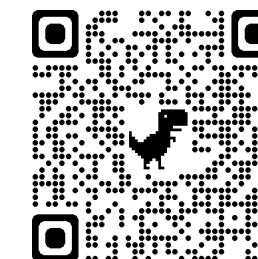
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The Leon Bradley Scholarship Program was established to encourage more minorities or people of color to enter the field of teaching and school leadership. We will annually award up to two scholarships to assist a minority candidate seeking their initial teaching certification endorsement. Each scholarship will be given in the amount of \$3,500.00.

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A New Direction for pHCLE

by Kelly Coash-Johnson, Executive Director;
American Association of School Personnel Administrators; Overland Park, KS

With 2021 comes many changes and updates to AASPA's Human Capital Leaders in Education (HCLE) program and the Professional Human Capital Leaders in Education (pHCLE) Certification. We sat down for a chat with Kelly Coash-Johnson, Executive Director of AASPA to ask her about some of the things we can look forward to this year and beyond.

What is the biggest change happening with pHCLE in 2021?

After five years working closely with Battelle for Kids on the Human Capital Leaders in Education (HCLE) Standards and professional development, a decision was made to reorganize the program and update the materials. With work underway to accomplish this goal, AASPA has embarked on a journey to provide additional study support and guidance for those still eager to take and pass the Professional Human Capital Leaders in Education (pHCLE) Certification test this year. We are excited to share opportunities in 2021 for a pHCLE Virtual Study Group.

What is the pHCLE Virtual Study Group and how does it differ from the previous trainings that were offered?

The pHCLE Virtual Study Group is designed to assist individuals who are interested in sitting for the pHCLE Certification and who have completed professional development geared towards the HCLE Standards. These individuals could be people that had gone through the 64-hour training previously or those who attended and participate in various other professional development activities that develop mastery in human capital leadership. This program is not meant to replace the previous training, it is designed to assist in studying for the pHCLE exam. We are currently in the process of redesigning and developing professional development for those interested in a deep dive into the HCLE standards, similar to what was offered in

2016-2020. We hope to have this program off the ground and running by October 2021.

What's included in the new pHCLE Virtual Study Group? What can people expect?

A big project for 2020 was to develop a Certification Reference Reading Guide to assist individuals who want to take the pHCLE exam. Beyond just a study guide, we wanted a reference document that included links to articles, webinars and research documents. The goal would be to focus on each of the four main HCLE standards, **Strategic Staffing**, **Talent Management and Development**, **Culture and Total Rewards** and **Performance Excellence**. Participants will have access to this document. In addition, we will be hosting four 90-minute sessions by facilitators who are both pHCLE's as well as practitioners. These will be recorded and a great opportunity to ask questions about terms, definitions and practice. Study groups will be held the month prior to each of the pHCLE testing windows.

Tell us what is in store for the Human Capital Leaders in Education Standards.

Being a part of the development of the HCLE Standards over six years ago was a huge honor and opportunity for AASPA. We enjoyed working with Battelle for Kids, who had started the process with articles, research and best practices. It was a natural fit for us to bring the practitioner side to the table and really focus on HR leadership, communications, compliance and change management practices in schools. No one can argue that we have seen a great deal of change in human capital leadership over the past few years. We are excited to revisit the HCLE Standards in 2021 for revision and additional competencies. Be looking for ways to be a part of the revision of the HCLE Standards as early as this summer.

Book Review: Take Time for You: Self-Care Action Plans for Educators

by Dr. Tina Boogren
Reviewed by Dr. Brandon Eighmy

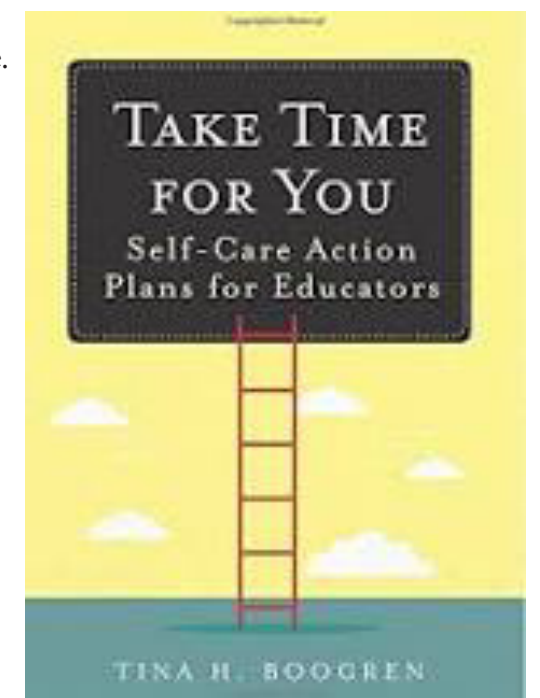
“
Regardless of the school year or the reader's years of experience, this guide will provide the reader with the opportunity to practice the skills necessary for a stronger, better, happier YOU!”

This book outlines a very clear and manageable process for educators to work through varied levels of need when it comes to personal and mental well-being. *Take Time for You* outlines self-care plans that are based on the research and theories of Abraham Maslow's Hierarchy of Needs. Using Maslow's Hierarchy is a fantastic start for all educators, particularly those who have most recently taken their Universities' Child Psychology class, because it is recognizable and easy to understand. The reader doesn't have to first examine the basis or rationale for self-care because Maslow's Hierarchy is so commonplace. This gives the reader the opportunity to move beyond the theory of human needs to the most important parts in this book, the practices at each level.

This book is written for all educators and, as Dr. Boogren suggests, “non-educator family and friends could benefit from a dedicated focus on self-care”. It can be used individually or in collaboration with colleagues. Dr. Boogren provides conversation starters for accountability partners and reflection questions for those who wish to practice better self-care alone. Regardless of the school year or the reader's years of experience, this guide will provide the reader with the opportunity to practice the skills necessary for a stronger, better, happier YOU!

At Carlisle Community School District, *Take Time for You* is a primary resource for our staff. In an effort to meet the personal and professional needs of our staff, we use this book as a resource for our mentoring and induction program. Our veteran staff and our new teachers have the opportunity to conduct an audit together, talk about each level of Maslow's Hierarchy, create and execute plans, and then reflect together!

To order your copy of *Take Time for You*, visit aaspa.org/products/featured-books



10 Tips for a Confident Candidate



by Dr. Elizabeth Beasley, Supervisor of Human Resources;
Dr. Dale Farrell, Chief of Staff;
St. Mary's County Public Schools; Leonardtown, MD

So, you have an interview lined up in the school system of your dreams! You know your content like the back of your hand and have the pedagogy down, but what can you do to set yourself aside from the competition? Take a look at these ten pointers to prepare yourself to stand out from the crowd.

1. Do Your Homework!

Take a look at the school system's website. Become familiar with all their data. If your interview is at a specific school, look at that school's website, too. Read the principal's message to find out what is important at that school. Check to see if the school has a school-wide discipline system in place. Look at the calendar of events to see what community/parent events the school hosts. When answering questions, make connections to what you've learned about the school and community.

2. Protect Your Privacy!

Make sure your social media is locked down and/or cleaned up. Remove any pictures or posts that could give someone the wrong impression of you. Give your approval (or not) to be tagged in pictures or

comments. Even if you are still in college, you must remember you are now a professional and parents are trusting you with the care of their most treasured possession. Social media will be the first place parents will look when they see your name on their child's schedule. And principals will check you out on social media, too!

3. Dress for Success!

Make sure you are dressed perfectly for the interview. Err on the side of dressing too professionally versus being too casual. Do a double-check and make any adjustments you need to prior to arriving at the school or central office. Remember, many school systems use camera systems so they can see you the moment you arrive on school property. Sometimes they may be sitting in a conference room watching you walk into the building. Many interviews are now occurring via Zoom or Skype, but the rules still apply. Make sure your background is appropriate and that there are no distractions in the room such as a television playing in the background. You should still wear your interview outfit to look and feel professional.

4. Practice!

Do an internet search for commonly asked questions. Practice with a friend who is willing to provide honest, constructive feedback, record yourself and/or use a mirror (Using your hairbrush as a microphone is optional). Listen for overuse of jargon, filler words such as um, or too much stammering. Go over the hard questions repetitively so you know what your response will be. Review the position description to think of questions they may ask you based on the expectations of the position. Practice your posture, use of hand gestures, facial expressions and eye contact.

5. Treat Everyone with Respect!

Every individual you encounter could potentially have input or be on your interview committee. Each and every individual you meet from the time you arrive until the time you leave should be treated with the same level of respect you would give the Principal. If you communicate with the Principal's administrative assistant, be courteous and respectful to them as well. Always thank someone who has held the door for you, hold the elevator for others and be polite to everyone during the entire time you are on school grounds. Say thank you.

6. No Wet Noodle or Vice Grip Handshakes!

When you enter the interview room, shake everyone's hand. Your grip should be firm but not hurtful. Shake everyone's hand with the same amount of pressure, men and women alike. A good handshake makes a good impression. Although for now, handshaking may have gone the way of the dodo bird with the advent of a global pandemic, it may make a comeback. Either way, still plan to greet everyone in the interview room and look each individual in the eye.

7. Practice Professional Ethics!

Never present a former employer or co-worker in a negative fashion. An interview with you should never become a story (or movie) about horrible bosses! At the same time, don't try to sell yourself by riding the coattails of others. Name-dropping other important people won't tell your story, just theirs and they are already well-known. And never ever use students' names! Come up with alternate pseudonyms names such as John Deere or Peppermint Patty.

8. Prepare Your Own Questions!

You will be asked at the end of the interview if you have any questions, so be ready. Do not ask something that could easily be answered by looking at the school system's or schools' websites. Also, don't interview the interviewer; they already have a job! You could ask about collaborating with colleagues, the level of parent community involvement and opportunities for professional development or involvement in extracurricular activities. Show that you have done your research (see tip #1) and ask about something you learned about the school or school district.

9. No Time for Show and Tell!

It is a great idea to bring your portfolio to the interview, but there won't be enough time for you to review every page in your portfolio. Have some pages marked that you would like to highlight during the interview. There will probably be an interview question that will fit beautifully with something in your portfolio and you can use your portfolio to illustrate your response. If your portfolio is electronic, point the interviewer to the website where they can access it later. Have the link on your resume.

10. Follow up!

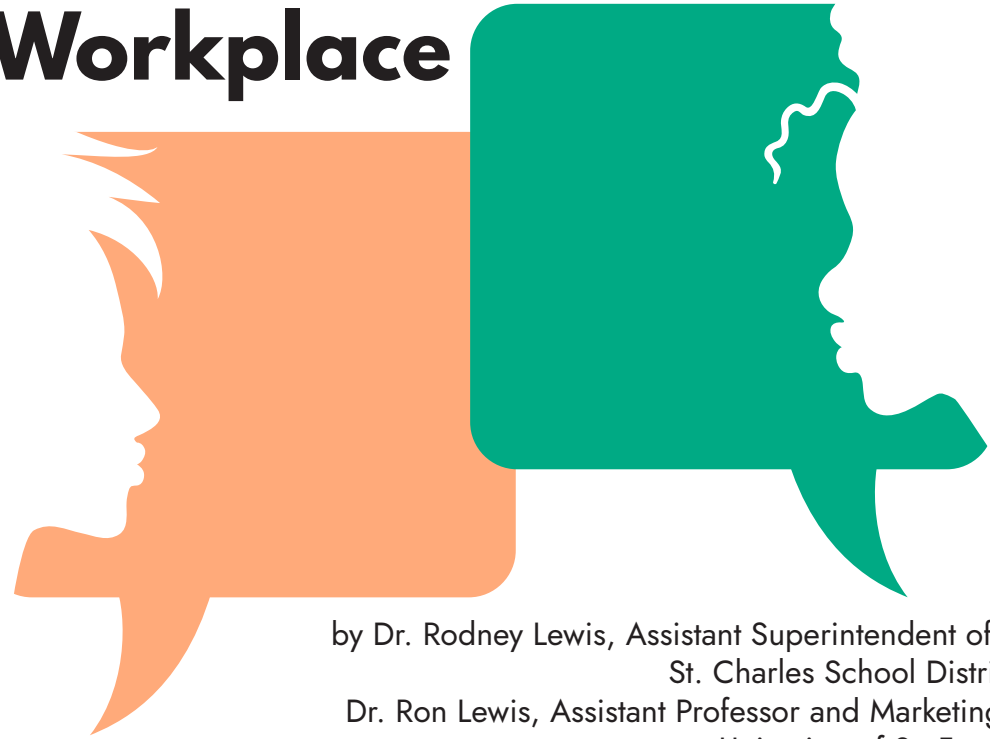
Be sure to write down everyone's name. You will want to send a quick note or email to everyone on the interview team to thank them for their time. This will also give you a chance to reiterate something you said in the interview or to add more detail to an answer you think you may have bombed. If you don't get offered the job, ask for feedback on how you can improve in your next interview.

Elizabeth W. Beasley, Ed.D., is the Supervisor of Human Resources for St. Mary's County Public Schools, Maryland. She had served in that district as a high school special education teacher and school counselor before joining HR in 2015.



Dale P. Farrell, Ed.D., is the Chief of Staff for St. Mary's County Public Schools, Maryland. He is a product of SMCPS and returned there to teach business after college. After serving as a teacher and assistant principal, he transitioned to HR in 2003. He has served in a variety of roles such as Certification Specialist, Supervisor of HR, and Director of HR.

Rated R: Four Reasons We Need to Discuss Racism in the Workplace



by Dr. Rodney Lewis, Assistant Superintendent of Human Resources;
St. Charles School District; St. Charles, MO
Dr. Ron Lewis, Assistant Professor and Marketing Program Director;
Univeristy of St. Francis; Fort Wayne, IN

The senseless murder of George Floyd changed our country forever. It made us notably conscious of the wickedness of racism. This realization has propelled us to examine a more in-depth discussion about racism and how it is woven into our daily lives. Over the past few years, our organizations and learning institutions have started to converse about racism more than ever. Yet, despite the many uncomfortable conversations, we know that race is still challenging to discuss in the office. Notwithstanding the discomfort and anxiety, HR leaders must be ready to discuss racism in our workspaces safely. The authentic conversation about race challenges our organization's virtues, gives our employees a voice, creates a culture of emotional safety and breaks down our biases. The responsibility is not solely on human resources, but we should be on the frontlines in this racial pandemic.

Discussing Race Is A Moral Issue

Many learning institutions and organizations have Diversity, Equity, and Inclusion offices. Many organizations feel like they are tackling inequities by having these offices lead by a person of color or women. At times, these offices facilitate diversity and inclusion programming and then check it off the company's "to-do" list. On the other hand, what happens when an employee of color feels his white colleague has made racist comments during lunch? How is this tackled? This question is a microcosm of a larger problem: "What does our organization truly stand for when it comes to racism and racist ideas in the workplace? Creating a safe workplace community that encourages the open expression of thoughts, ideas and feelings about the topic of race is critical. Conversely, when we do not discuss racist ideas and racism, we can never tap our organization's moral compass. The lack of understanding and compassion for another person's struggle has potential ripple effects in our professional relationships. This lack of understanding is the author of baseless stereotypes, prejudice and discrimination. Think about it; our organization is part of society, which is connected to the community. All this means is that we play a role in weeding out racism when it occurs in our community. The honest conversation about race helps us evaluate access opportunities, remove oppressive policies that favor one group over the

other and unpack our biases. Studies show that one out of three HR professionals say their organization is not doing enough to promote racial justice in the world. This 33% of professionals are referring to the "soul" of our organizations. As HR leaders, ask yourself, regardless of your employee demographics, "Where does my organization stand on the matter of racism?" If there is silence in your response, the next question is, "How do we break it?"

Discussing Race Breaks the Silence

Talking about race, racism, stereotypes and discrimination is challenging and awkward. Furthermore, many leaders lack the skills or courage to have a conversation because he/she may not want to offend anyone. Finding the right words and saying nothing at all are two different things. Research shows that most employees enjoy diversity and inclusion conversations, but do not enjoy conversations about race. Unfortunately, research also shows that companies rarely deliver or invest in diversity/bias training. One of the main reasons companies avoid diversity/bias training is the topic's comfortability. Regardless if you are a person of color or white, the conversation can and probably will get uncomfortable. But the discomfort is more than understandable and we must lean into it. It makes us vulnerable humans and helps us form deeper connections with our colleagues. Those deeper connections can have a significant impact on workplace performance, communication and collaboration. Having conversations about race in the workplace can open our hearts and minds to someone else's perspective, and more importantly, it gives a voice to the silent conversation around us. More than 25% of Black American workers say discrimination based on race or ethnicity exists in their workplace. So, it is no secret that racism continues to breathe. Still, talking about it sheds light on our various perspectives and we can't unsee what we have seen. Once we know better, it will be up to us as HR leaders to do better. First, we can start by creating a safe space to discuss an unsafe topic.

Discussing Race Creates a Culture of Safe Spaces

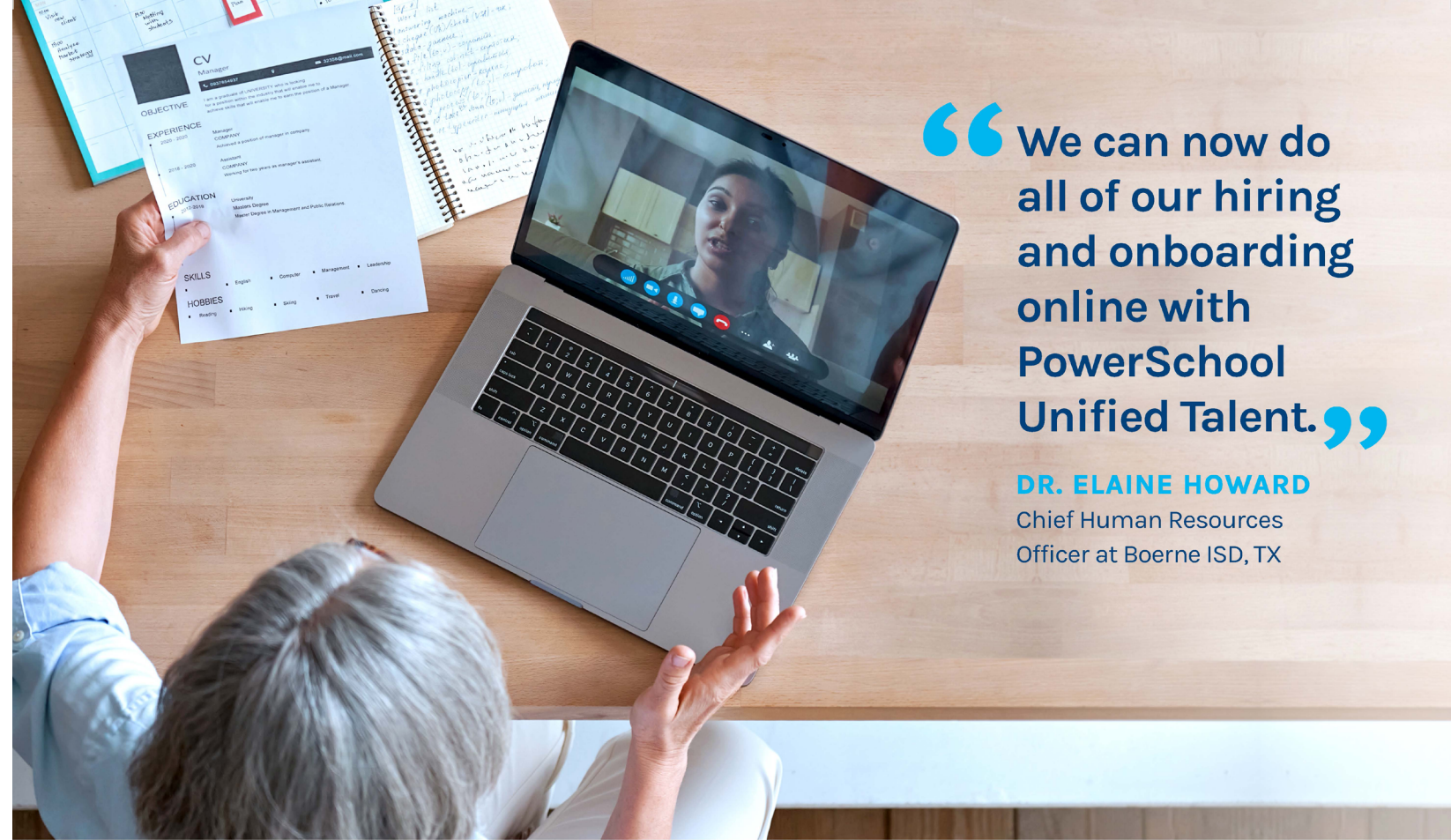
According to SHRM research, less than 40% of American workers do not feel safe voicing their opinions about racial bias in the workplace. Creating a safe place to share perspective and reflection without political push-back will allow our employees to feel heard, valued and appreciated. But make no mistake; this safe conversation regarding race is not just for employees of color! This conversation is for all employees. While white men hold the majority of top executive leadership roles, it would be vital for them to recognize their influence and help construct safe dialogue opportunities. If we are truly committed to ending the cycle of racism, we must empower our colleagues to speak up and speak out. The conversation can transpire without their support; at the same time, we recognize the lasting impact of significant change occurs when there is a collective commitment to tackling the issue. Without these safety methods to address racism, our employees of color could become the "cultural ambassadors" in our institutions. These are employees of color who advocate for other employees of color when there is an issue regarding race. With a strong work culture and processes for handling these discussions, our HR departments and institutional leadership can be the safety net for our employees and release our cultural ambassadors of their duty.

Discussing Race Unpacks Our Implicit Bias

Implicit bias is the process of associating stereotypes and attitudes toward categories of people without conscious awareness. We internalized biases during our lifetime, both consciously and unconsciously, and they are absorbed through our experiences, images and messages. Unless we unpack our own biases, this will undoubtedly impact our hiring, accountability and evaluation systems. In one bias study, the research found that resumes with "white-sounding names" receive 50% more calls for interviews than resumes with "black-sounding names." Implicit biases are in all of us, regardless of race and ethnicity. Nonetheless, most individuals do not recognize they are operating from their prejudices and never have an opportunity to confront them. Therefore, our HR offices can help our employees uncover their biases by providing authentic training to all employees. Recent data also shows that 52% of organizations have provided or plan to provide new training on implicit/unconscious bias, equity, inclusion or other diversity-related topics. The dialogue about our biases will push us to investigate our personal feelings and emotions and assess them sincerely. Being conscious of our

biases is not about culpability. It is about recognition and improvement. Over 70% of HR professionals believe it is appropriate to examine racism at work. This data is very promising because our HR departments are the backbones of our organizations' culture and very instrumental in promoting that culture. As human resource leaders, we have to run toward the topic of racism, not away from it. Is it difficult? Yes indeed! Yet, is it necessary? Unquestionably! This discussion about racism challenges our organization's morality, promotes the conversation on a macro-level, creates safe spaces for all employees to reflect and confronts our biases. Remarkably, while the conversation about racism might be Rated-R, it must be seen and heard by everyone in our General Audience.

Identical twin brothers, Dr. Ron Lewis and Dr. Rodney Lewis are the founders of the Lewis Influence. The Lewis Influence is a professional development and consulting firm designed to support students and businesses to achieve academic empowerment and workplace synergy. In 2013, the brothers authored their first book, "GRITTY: A Book Written by First-Generation College Students For First-Generation College Students." Ron and Rodney graduated and received their bachelor's, master's, and doctorate degrees. Dr. Lewis and Dr. Lewis have delivered hundreds of presentations to students and professionals alike about leadership, team-building, communication and diversity while using relatable principles accompanied by compassionate stories from their professional experience and doctoral education. Dr. Ron Lewis is an Assistant Professor and Marketing Program Director at the University of Saint Francis. Dr. Rodney Lewis is the Assistant Superintendent of Human Resources for the St. Charles School District, located in St. Charles, MO. The twins continue to dedicate their lives to inspiring, empowering and teaching others.



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New this year! AASPA is offering the pHCLE Virtual Study Groups. Participants will learn about the key components of the Human Capital Leaders in Education (HCLE) Professional Standards: Performance Excellence, Strategic Staffing, Talent Management & Development and Culture & Total Rewards, how to apply these standards to their own human capital systems, connect with other educators to expand their professional network and prepare to take the pHCLE certification exam.

The Virtual Study Group includes four 90-minute virtual sessions, facilitated by trainers who have both completed their pHCLE and who use the Human Capital Leaders in Education (HCLE) Professional Standards in their current organizations. Participants will receive links to all recorded sessions, a copy of the Certification Reading Reference Guide and instructions on additional independent learning.



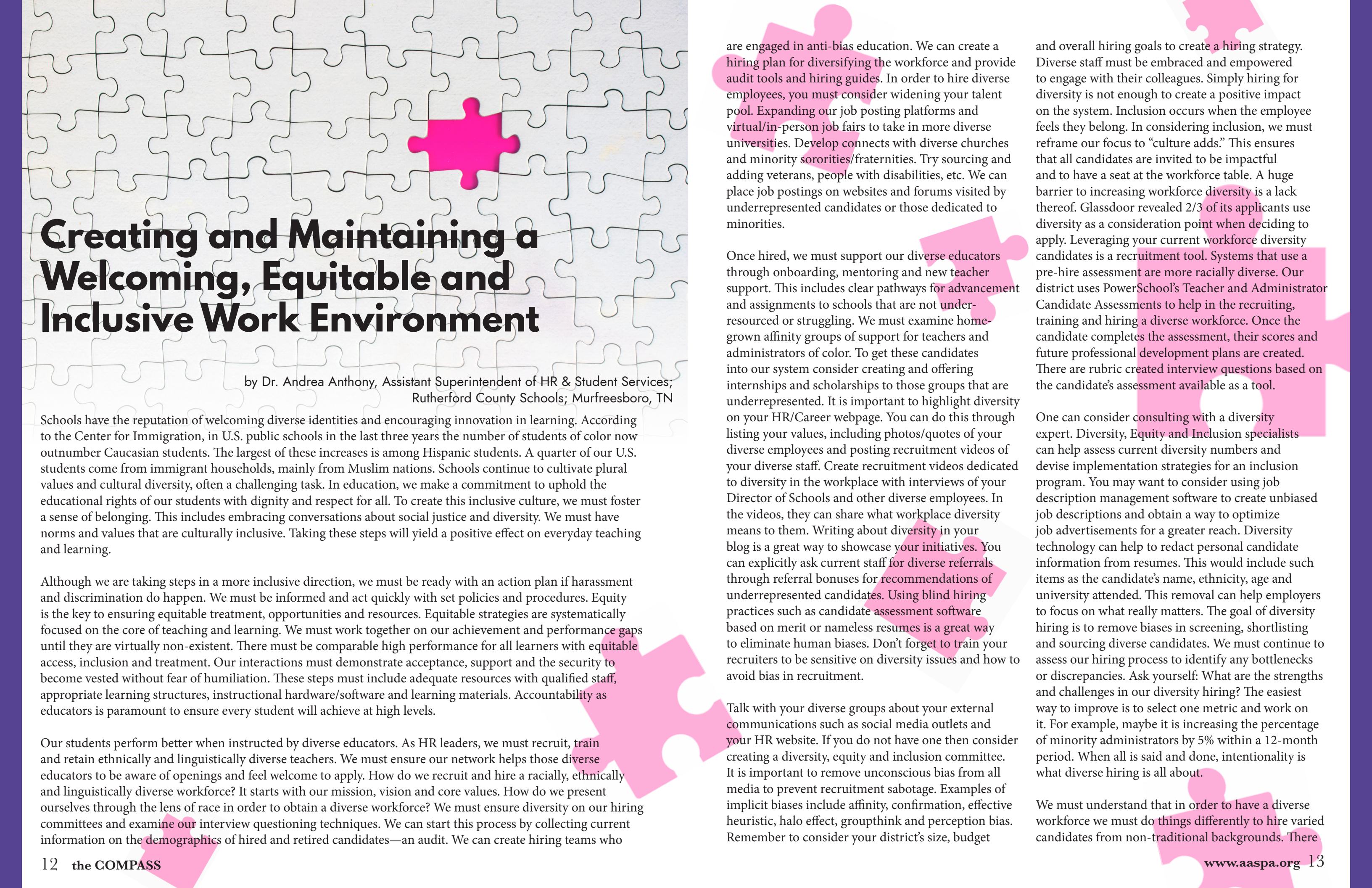
Virtual Study Groups:

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For more information go to:
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Creating and Maintaining a Welcoming, Equitable and Inclusive Work Environment

by Dr. Andrea Anthony, Assistant Superintendent of HR & Student Services,
Rutherford County Schools; Murfreesboro, TN

Schools have the reputation of welcoming diverse identities and encouraging innovation in learning. According to the Center for Immigration, in U.S. public schools in the last three years the number of students of color now outnumber Caucasian students. The largest of these increases is among Hispanic students. A quarter of our U.S. students come from immigrant households, mainly from Muslim nations. Schools continue to cultivate plural values and cultural diversity, often a challenging task. In education, we make a commitment to uphold the educational rights of our students with dignity and respect for all. To create this inclusive culture, we must foster a sense of belonging. This includes embracing conversations about social justice and diversity. We must have norms and values that are culturally inclusive. Taking these steps will yield a positive effect on everyday teaching and learning.

Although we are taking steps in a more inclusive direction, we must be ready with an action plan if harassment and discrimination do happen. We must be informed and act quickly with set policies and procedures. Equity is the key to ensuring equitable treatment, opportunities and resources. Equitable strategies are systematically focused on the core of teaching and learning. We must work together on our achievement and performance gaps until they are virtually non-existent. There must be comparable high performance for all learners with equitable access, inclusion and treatment. Our interactions must demonstrate acceptance, support and the security to become vested without fear of humiliation. These steps must include adequate resources with qualified staff, appropriate learning structures, instructional hardware/software and learning materials. Accountability as educators is paramount to ensure every student will achieve at high levels.

Our students perform better when instructed by diverse educators. As HR leaders, we must recruit, train and retain ethnically and linguistically diverse teachers. We must ensure our network helps those diverse educators to be aware of openings and feel welcome to apply. How do we recruit and hire a racially, ethnically and linguistically diverse workforce? It starts with our mission, vision and core values. How do we present ourselves through the lens of race in order to obtain a diverse workforce? We must ensure diversity on our hiring committees and examine our interview questioning techniques. We can start this process by collecting current information on the demographics of hired and retired candidates—an audit. We can create hiring teams who

are engaged in anti-bias education. We can create a hiring plan for diversifying the workforce and provide audit tools and hiring guides. In order to hire diverse employees, you must consider widening your talent pool. Expanding our job posting platforms and virtual/in-person job fairs to take in more diverse universities. Develop connects with diverse churches and minority sororities/fraternities. Try sourcing and adding veterans, people with disabilities, etc. We can place job postings on websites and forums visited by underrepresented candidates or those dedicated to minorities.

Once hired, we must support our diverse educators through onboarding, mentoring and new teacher support. This includes clear pathways for advancement and assignments to schools that are not under-resourced or struggling. We must examine home-grown affinity groups of support for teachers and administrators of color. To get these candidates into our system consider creating and offering internships and scholarships to those groups that are underrepresented. It is important to highlight diversity on your HR/Career webpage. You can do this through listing your values, including photos/quotes of your diverse employees and posting recruitment videos of your diverse staff. Create recruitment videos dedicated to diversity in the workplace with interviews of your Director of Schools and other diverse employees. In the videos, they can share what workplace diversity means to them. Writing about diversity in your blog is a great way to showcase your initiatives. You can explicitly ask current staff for diverse referrals through referral bonuses for recommendations of underrepresented candidates. Using blind hiring practices such as candidate assessment software based on merit or nameless resumes is a great way to eliminate human biases. Don't forget to train your recruiters to be sensitive on diversity issues and how to avoid bias in recruitment.

Talk with your diverse groups about your external communications such as social media outlets and your HR website. If you do not have one then consider creating a diversity, equity and inclusion committee. It is important to remove unconscious bias from all media to prevent recruitment sabotage. Examples of implicit biases include affinity, confirmation, effective heuristic, halo effect, groupthink and perception bias. Remember to consider your district's size, budget

and overall hiring goals to create a hiring strategy. Diverse staff must be embraced and empowered to engage with their colleagues. Simply hiring for diversity is not enough to create a positive impact on the system. Inclusion occurs when the employee feels they belong. In considering inclusion, we must reframe our focus to "culture adds." This ensures that all candidates are invited to be impactful and to have a seat at the workforce table. A huge barrier to increasing workforce diversity is a lack thereof. Glassdoor revealed 2/3 of its applicants use diversity as a consideration point when deciding to apply. Leveraging your current workforce diversity candidates is a recruitment tool. Systems that use a pre-hire assessment are more racially diverse. Our district uses PowerSchool's Teacher and Administrator Candidate Assessments to help in the recruiting, training and hiring a diverse workforce. Once the candidate completes the assessment, their scores and future professional development plans are created. There are rubric created interview questions based on the candidate's assessment available as a tool.

One can consider consulting with a diversity expert. Diversity, Equity and Inclusion specialists can help assess current diversity numbers and devise implementation strategies for an inclusion program. You may want to consider using job description management software to create unbiased job descriptions and obtain a way to optimize job advertisements for a greater reach. Diversity technology can help to redact personal candidate information from resumes. This would include such items as the candidate's name, ethnicity, age and university attended. This removal can help employers to focus on what really matters. The goal of diversity hiring is to remove biases in screening, shortlisting and sourcing diverse candidates. We must continue to assess our hiring process to identify any bottlenecks or discrepancies. Ask yourself: What are the strengths and challenges in our diversity hiring? The easiest way to improve is to select one metric and work on it. For example, maybe it is increasing the percentage of minority administrators by 5% within a 12-month period. When all is said and done, intentionality is what diverse hiring is all about.

We must understand that in order to have a diverse workforce we must do things differently to hire varied candidates from non-traditional backgrounds. There

are a multitude of workforce diversity benefits to recognize: variety of perspectives, increased creativity, higher innovation, faster problem-solving, better decision making, increased outcomes, higher employee engagement, reduction of employee turnover and improved hiring results. Diverse employees are more likely to have different skills and experiences that can be empowering when shared. Harvard Business Review cites that cognitively similar teams are not able to solve problems faster than diverse teams. Diverse teams offer diverse and multiple solutions which can lead to better decisions faster. Workplace diversity can boost the system's reputation and brand. There are recognitions available for districts, such as Forbes' America's Best-in-State Employer Certificates based on the results of independent surveys evaluating employer performance. Systems dedicated to workforce diversity are looked upon as more human and socially responsible. We must do our part to create and maintain a welcoming, equitable and inclusive work environment.



Dr. Andrea Anthony began her secondary education career 26 years ago and is continuously recognized for her leadership and vision. She has 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 works in the fourth largest school district in TN with 46,000 students and 5,300 employees. Dr. Anthony is involved with her local university's EPP team, recruitment and job fair team, and the state's retention team to recruit and retain effective CTE teachers.

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- RAYMOND E. CURRY AWARD
- HONORARY MEMBERSHIP AWARDS
- SPECIAL RECOGNITION AWARD
- HUMAN RESOURCES SPECIALIST/SUPPORT STAFF AWARD
- NEW MEMBER AWARD

DISTRICT

- C. S. ROBINSON AWARD
- WILLIAM L. HUNTER POINT OF LIGHT AWARD
- HR DIGITAL BRANDING DEVELOPMENT AWARD
- NEWSLETTER AWARD

AFFILIATE

- ARCH S. BROWN AWARDS

WINNERS WILL BE ANNOUNCED AT THE 83RD ANNUAL CONFERENCE IN WASHINGTON, DC ON OCTOBER 13, 2021.

LEARN MORE ABOUT THE AWARDS AT WWW.AASPA.ORG/AWARDS-AND-RECOGNITIONS-

• NOMINATIONS ARE OPEN FOR THE 2021 - 2022 AASPA EXECUTIVE BOARD OFFICES •

OPEN POSITIONS INCLUDE: PRESIDENT-ELECT, REGION 1 & 2 REPRESENTATIVES

PRESIDENT-ELECT: SERVES AS A MEMBER OF THE EXECUTIVE BOARD FOR ONE YEAR ASSISTING THE PRESIDENT & STANDING IN FOR THE PRESIDENT, IF NECESSARY. THE PRESIDENT-ELECT THEN SERVES AS PRESIDENT DURING THE FOLLOWING YEAR. IN THE THIRD YEAR, THEY ASSUME THE IMMEDIATE PAST-PRESIDENT POSITION.

REGION 1/REGION 2 REPRESENTATIVE: SERVES A THREE-YEAR TERM AS A VOTING MEMBER OF THE EXECUTIVE BOARD ASSISTING IN THE PLANNING, IMPLEMENTING & EVALUATION OF THE POLICIES, GOALS & ACTIVITIES OF THE ORGANIZATION WHILE REPRESENTING THE WISHES & NEEDS OF THOSE IN THE GEOGRAPHICAL REGION. THEY ALSO SERVE AS A LIAISON TO THE VARIOUS COMMITTEES.

• FOR MORE INFORMATION ON POSITIONS, CRITERIA, TIMELINE & TO COMPLETE THE APPLICATION, GO TO AASPA.ORG/NEWS/EXECUTIVE-BOARD-ELECTION-INFORMATION •

• 2021 BEST PRACTICES MAGAZINE •

AASPA IS NOW ACCEPTING ARTICLES FOR THE 2021 BEST PRACTICES MAGAZINE. THE ANNUAL PUBLICATION FEATURES ARTICLES FROM MEMBERS ON STRATEGIES OR PROGRAMS ON A PARTICULAR TOPIC. AASPA'S PROFESSIONAL DEVELOPMENT COMMITTEE HAS CHOSEN, "CRISIS MANAGEMENT" AS THE THEME FOR THE 2021 ISSUE. POSSIBLE TOPIC IDEAS COULD INCLUDE ARTICLES ON:

- TRAUMA-INFORMED PRACTICES
- TECHNOLOGICAL CRISIS
- SOCIAL & EMOTIONAL WELLNESS
- MENTAL HEALTH
- CRISIS RESPONSE CHECKLISTS, INTERVIEWS & TEMPLATES
- THE POSITIVE IMPLICATIONS OF COVID FOR STUDENTS

IF YOU ARE INTERESTED IN SHARING YOUR EXPERIENCES WITH AASPA MEMBERS ACROSS THE WORLD, PLEASE CONSIDER SUBMITTING AN ARTICLE. ARTICLES SHOULD BE EMAILED TO ANNA@AASPA.ORG BY FRIDAY, APRIL 9, 2021.

• FOR MORE INFORMATION OR A COPY OF THE SUBMISSION GUIDELINES, PLEASE EMAIL ANNA@AASPA.ORG. •

Recruiting Before, During and After a Pandemic

by Alicia Himes, Coordinator of Personnel;
Los Lunas Schools; Los Lunas, NM



Both Merriam-Webster and dictionary.com named “pandemic” as the word of the year, though I would argue that the WOTY for education professionals is “pivot.” Perhaps it has just been the Baader-Meinhof effect (when your awareness of something increases so it appears to be happening more), but usage of that word seems to have increased as everyone around us struggles to adapt.

Though the challenges of the past unprecedented year have certainly been enhanced by the pandemic, school employees are experts in the field of change, regardless of the circumstances. After all, how many new curricular programs have you experienced in your career? Changing administrators? Unpredictable events? Best laid plans that have gone awry?

The expectation is that we will ride the waves and prevail seamlessly. Between the budgetary concerns and social distancing requirements of the past year, recruitment practices, including job fairs and interviewing, have had to be looked at through a different lens.

Before COVID-19, like many of you, our personnel department attended college career fairs and networking events. This year we also incorporated the recruitment of our students. Administrators from our office set up recruitment tables at each of our three high schools during lunch to encourage students who are exploring teaching as a career opportunity. In February, we hosted a “Grow Your Own” event for interested students and their parents to learn more about the profession. (Several of these students were already involved in Educators Rising.) We hosted a dinner with a panel discussion of teachers and counselors to speak about their experiences as educators and to take questions from students. The event was an amazing opportunity for us to help guide our students in their career choices, to offer support and to let them know that they have a home with us when they have successfully finished schooling and testing requirements. A positive unintended consequence of this event was that it provided a reminder to our panel that their work impacts students on many levels and we all left the event with newfound inspiration.

In early March when pandemic concerns truly began to rear their ugly head, our district was hosting our usual recruiting event. As I somewhat jokingly passed out hand sanitizer to our administrators meeting and greeting

people, we were naive to the fact that we would not return from our Spring Break the following week. Our students and teachers have been working remotely since.

With our typical recruitment and interview processes coming to a screeching halt, we turned to virtual options. Each school site and department made introductory interviews since we could not “meet and greet” the candidates in customary fashion. Our district posted an ad online and in the newspaper with a QR code that took interested candidates to an open interview link using our online platform (Spark Hire). These were “one-way” interviews in the sense that the candidate was responding to the interview questions programmed into the system, rather than being asked by a committee directly. Through these open interviews, administrators could follow-up with interested candidates for a variety of positions. Our current plans include developing a more robust system for conducting virtual job fairs this spring, which many of you likely have been doing.

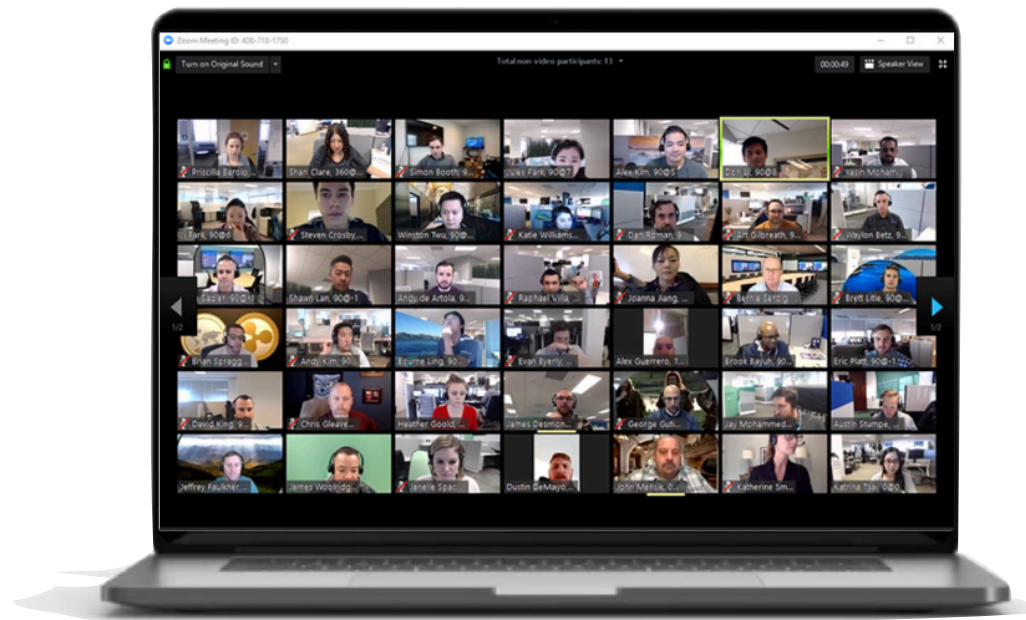
We often remember to praise our staff members and encourage them to practice self-care; I urge you to give yourselves the same courtesy and a pat on the back for your willingness and ability to pivot. With our online capabilities, future communication options for interested candidates and our current employees are greatly expanded, so there may be some bright outcomes from an otherwise dark time



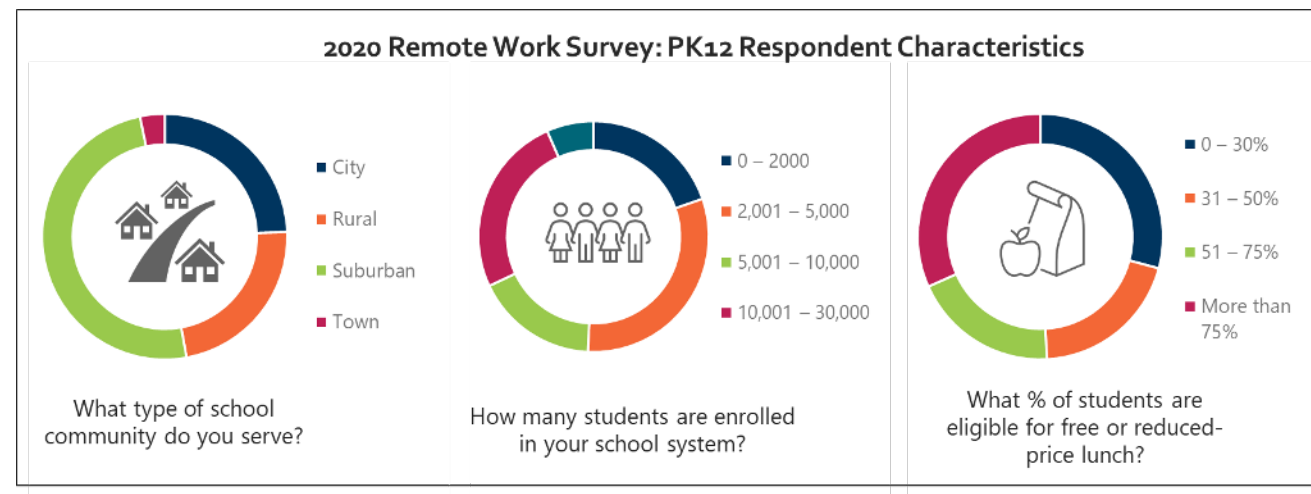
Alicia Himes began her career in 2006 as an English teacher in her home state of Pennsylvania after receiving a bachelor’s degree in writing and a master’s degree in middle and secondary education. After moving to sunny New Mexico in 2007 to escape the snow, she obtained a master’s degree in educational leadership and began her career with Los Lunas Schools, serving as a teacher, assistant principal and principal. Her career has spanned all levels Pre-K to 12. She has been Coordinator of Personnel for Los Lunas Schools since 2019. Her favorite part of working in personnel has been connecting with school employees at all levels, especially new educators.

PK-12 Trends in Remote Work

by Dr. Kate Heynoski, Senior Director;
Experience Management Institute; Delaware, OH



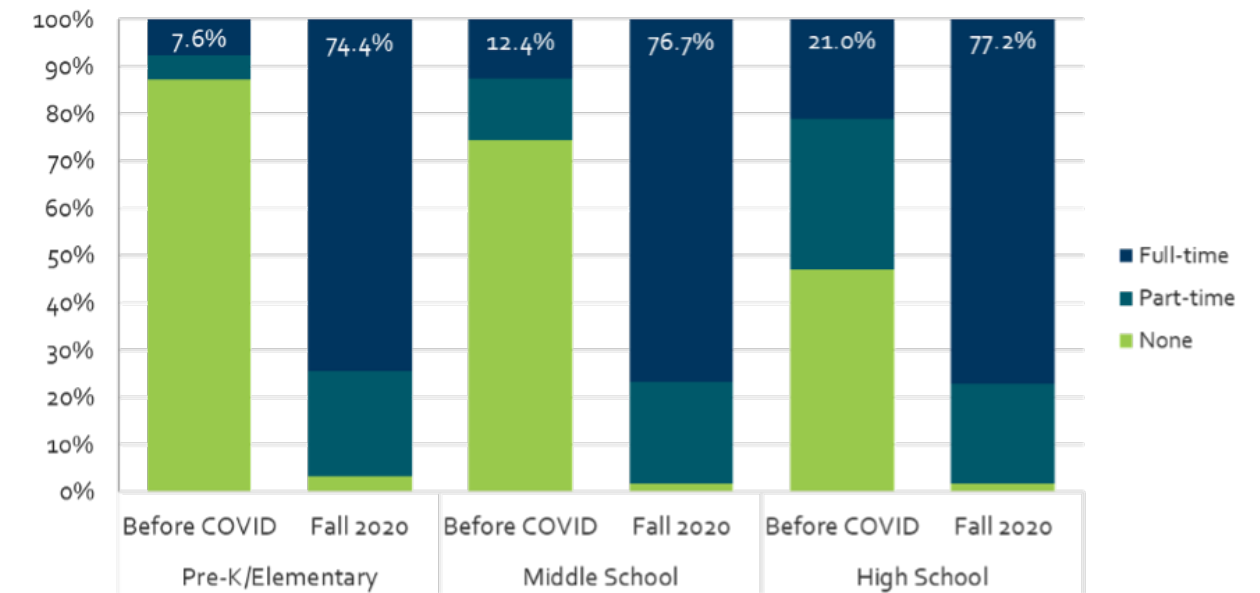
As the Coronavirus began to spread rapidly throughout the U.S. in the early months of 2020, it was difficult to conceive the seismic shifts it would create in education. PK-12 education has largely been associated with brick-and-mortar locations serving as the hub for learning. Educators' careers have centered on being physically present with children to support their learning needs. All that changed with the closure of many school buildings across the country. In October-November of 2020, AASPA members were invited to participate in a Remote Work Survey to share how their school systems have adapted to these challenges. More than 120 individuals responded to the survey.



Transforming the Learning Environment

While few Pre-K/Elementary and Middle Schools offered full-time or part-time remote learning options to students before COVID, in the fall of 2020 more than 96% of respondents shared that remote learning options are available to all students. Nearly a third of respondents reported that 90% or more of their students were learning completely online.

Percentage of Schools Offering Distance or Online Learning



Who Has the Opportunity to Work Remotely?

Along with changes in how students are learning, many school districts have updated their remote work policies. The most common types of remote work arrangements allowed by school districts are temporary remote work (e.g., family or medical hardship) and situational remote work (e.g., meet a repair person, care for a sick child). The most significant shift has been in the proportion of school districts who permit teachers to work remotely. Prior to COVID, 88% of respondents said their school district never allowed teachers to work remotely. In contrast, nearly 60% of respondents said they have teachers who work remotely full-time and 35% permit part-time remote work.

	BEFORE COVID	FALL 2020
	No Remote Work Permitted	No Remote Work Permitted
Teachers	88.6%	10.4%
Student Support Services	82.1%	17.9%
Building Leaders	68.3%	17.9%
District Leadership	58.5%	17.0%
HR Department	63.4%	19.8%
IT Department	57.7%	22.6%

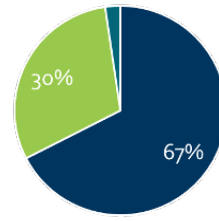
The departments that are most often excluded from remote work opportunities are Grounds/Maintenance/ Custodians (71.6%), Food services (59.1%), Transportation (46.6%) and Safety/Security (37.5%).

Support & Accommodations for Employees

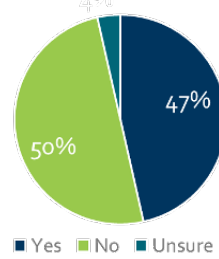
The transition to remote work can blur the boundaries between personal and professional lives. The COVID pandemic has created unique circumstances where entire families may need to share space while learning and working. Many districts have taken steps to support employees with this transition. More than 50% of districts report that they provide training to help employees work successfully from home, while 40% have trained managers on how to successfully manage remote employees. Many districts have also taken steps to support or provide accommodations for employees with children. Examples including providing options for remote work or flexible work hours based on their children's schedules. Districts have also found creative solutions to childcare needs such as:

- allowing staff to bring their children to work with them on an asneeded basis,
- providing on-site childcare for employees' children,
- providing on-site learning spaces for employees' children,
- allowing employees' children to attend school full-time instead of part-time, and
- establishing partnerships with the YMCA and daycare organizations.

Support for School-age Children

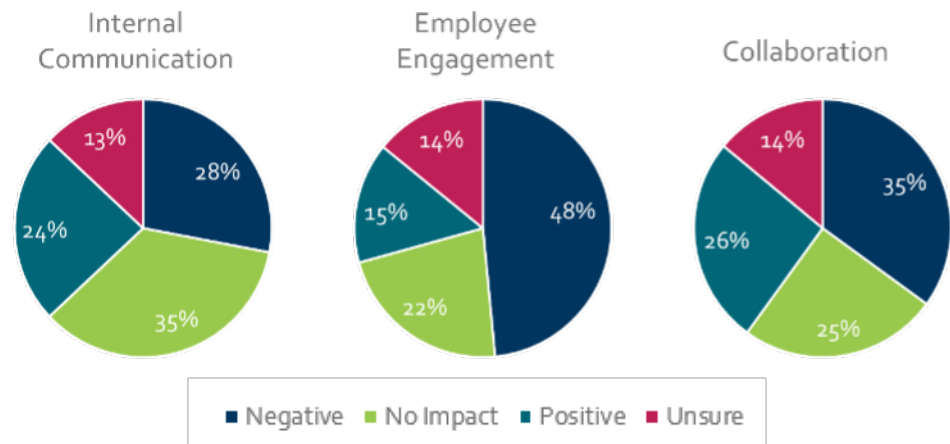


Support for Infants and Younger Children



Impact of Remote Work Arrangements

The future of remote work in PK-12 education remains unclear. Nearly half of respondents said they were unlikely or very unlikely to continue allowing remote work after the COVID pandemic is resolved. As of the fall of 2020, respondents have reported widely different employee experiences with remote work. While some districts have seen positive impacts on internal communications, employee engagement and collaboration, others have noticed a decline. Although concern for the impact on student learning remains high, there are still opportunities for district to allow certain positions or job tasks to be completed remotely.



Kate is data-driven consultant with more than 10 years of experience working with K-12 public schools, higher education, Head Start programs, state departments, professional associations, and nonprofits. She is highly skilled at translating research and data into a clear plan for action with 20 years of experience leading change initiatives. Her work is driven by a desire to help individuals, teams, and organizations continuously improve their practice

Upcoming AASPA Events

SAVE THE DATES!

DIVERSITY, EQUITY & INCLUSION SUMMIT
April 22-23, 2021; Orlando, FL - Register [HERE](#)



JUNE BOOT CAMP
June 24-25, 2021; Denver, CO - Register [HERE](#)



83RD ANNUAL CONFERENCE
October 12-15, 2021; Washington, DC - Register [HERE](#)

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About Professional Development Membership Advocacy Resources

Upcoming Webinars

Webinars are provided free for AASPA members. Non-AASPA members who register and attend webinars will be invoiced \$25 following the event. Not a member of AASPA? Contact us at 913-327-1222.

Video Interviewing Best Practices for Hiring Teachers & Staff

February 24, 2021 @ 11:00 AM - 12:00 PM CDT

Jeremy Tolan, Partnerships Manager, Spark Hire will present.

Learn how to gain new perspectives on candidates, improve screening efficiency and remote collaboration, and speed up the hiring process. In addition to real world examples from school districts who have successfully implemented video interviews into the hiring process to face today's hiring challenges, we'll cover how video interviews:

- Reduce screening time
- Efficiently and effectively collaborate with all stakeholders
- Improve your candidates' experience
- Spend more time interviewing top applicants
- Provide confidence about how candidates will present themselves in the classroom

This webinar is provided FREE for AASPA members and FREE for nonmembers. Not a member of AASPA or don't

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www.aaspa.org/upcoming-webinars

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Book Review: Through the Cracks

by Carolyn Sollman, Barbara Emmons and Judith Paolini
Reviewed by Dr. Shelly Norris

“

I “accidentally” came upon this thin, purple, hard-back book, *Through the Cracks*, anchored at the bottom of a gargantuan pile of educationally-relevant clearance items at a well-known bookstore in 2002. (By the way, I think I faintly heard it scream my name! So, I had to purchase it!)

Fun fact #1:

I “accidentally” came upon this thin, purple, hard-back book, *Through the Cracks*, anchored at the bottom of a gargantuan pile of educationally-relevant clearance items at a well-known bookstore in 2002. (By the way, I think I faintly heard it scream my name! So, I had to purchase it!)

That said, you may be already thinking to yourself, “2002, that book is old, outdated and no longer educationally relevant! It would have been best if Shelly had provided us with a book review about a more contemporary piece of literature, reflective of education in today’s world, not with a copyright date of 1994!” But, please oblige me, just stay with me and wait for it!

Fun Fact #2:

I don’t believe I found this treasure by “accident”. Whether by divine intervention, perfect alignment of the planets, or sheer Karma, the day I found this literary prize was definitely my day! The contents of this 51-page picture book have critically impacted the way I think, reflect, decision-make and plan for self and others, all in the name of joy in student learning. In turn, should you decide to give it a read, I hope it will impact you in the same way. Of any book that I have relied upon, used and perhaps maybe abused, repeatedly over the last nineteen years in supporting school professional development, teaching workshops, etc., it is *Through the Cracks* that has served as my mainstay.

STOP!

Before reading any further...Reflect upon and recall the name of your favorite teacher from the past. What made that person your favorite? Was it the learning activities they planned? Was it their educational “delivery”? Was it the way they made you accountable for your own learning? Did that person make learning “come alive” for you? Was their classroom environment embellished in a diversity of oddities, curiosities and resources which transported you to imaginary and uncharted worlds and lands? Perhaps that person appeared a bit quirky and unique.

Now, think of a teacher, who could have easily allowed you and your cadre of student peers to “fall through the cracks.” Were any, if not all, of the attributes mentioned above absent from your learning experience in that person’s classroom? Contemplate and compare the juxtaposition in attitude, creativity and the physical learning environment of these two teachers and how these attributes affected you as a student and learner.

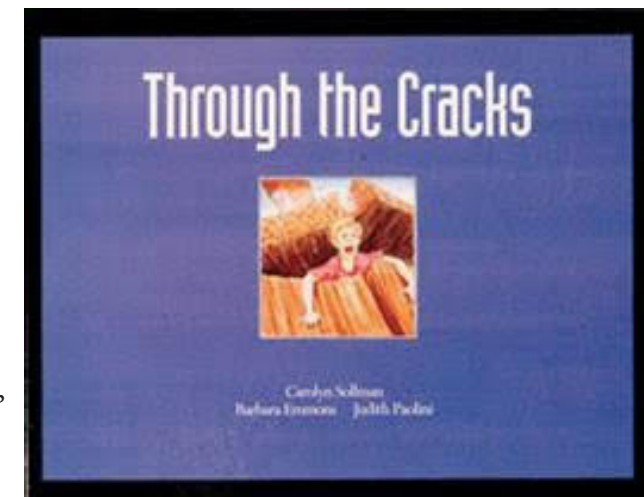
As we think about our favorite and most notable teachers, an assumption is that the majority of us create a vivid mental picture of a person who engaged us in physical and cognitive activity, exploration, creativity, risk taking and joy-making. *Through the Cracks* presents a triangulation of metaphorical, allegorical and seemingly literal experiences that many of us possess as part of our own educational stories. Told in the form of an easy-to-read children’s book, accompanied by dynamic tell-all illustrations, *Through the Cracks* captures the crucial essence of educational relatability, relationship-building, community, connectivity and above all, the need to engage students in authentic learning experiences, thus keeping them from “falling through the cracks”.

The author and illustrators take us on a journey, depicting an excited child’s first day of school, unfortunately to be met with classroom experiences that served to “shrink” him and the peers around him. Through the poignant voice of the authors and vibrant brush strokes of the illustrators, we are reminded about the “darkness” that exists for students when learning is not engaging or relevant. However, we are also reassured by the “light” that appears for students when educators take transformative strides to assure that learning is authentic, engaging and joyful. These metaphors of darkness, transformed by light, serve to reflect the academic, social and emotional experiences that yesterday’s and today’s students long for and deserve in their learning.

Fun fact #3:

Early childhood educator, Loris Malaguzzi, coined the phrase “Nothing Without Joy!” Malaguzzi’s work posits, “Joy is the lifeblood of the learning process”. I can think of no better mantra that synonymously aligns within the context and the message reflected in *Through the Cracks*, thus reminding us that “relationships, play and laughter” serve as a vital catalyst in the learning needs of all children.

*To read the full review of *Through the Cracks* by Dr. Shelly Norris, visit aaspa.org/news/aaspa-blog



To order your copy of *Through the Cracks*, visit aaspa.org/products/featured-books

DIVERSITY, EQUITY & INCLUSION SUMMIT | APRIL 23 - 24, 2021

DOUBLETREE BY HILTON | ORLANDO, FL

The AASPA Diversity, Equity & Inclusion Summit is a two-day event developed for those individuals who are seeking to increase their knowledge in the areas of leadership, recruitment, selection and retention of diverse individuals in PK-12.

Participants will be able to select from sessions specific to recruitment as well as strategic leadership in human resource practices for diversity, equity and inclusion.

Attendees Will Learn:

1. How to bridge the gap between a diverse workforce and one that is inclusive
2. New and best practices for diversity recruitment
3. Information that may be shared with school boards and communities regarding diversity, equity and inclusion
4. Strategies to increase retention of diverse employees

SESSIONS INCLUDE:

- Diversity, Equity and Inclusion-Where do I Begin?
- Myth-Busted: Teacher Selectivity and Racial Diversity are NOT Mutually Exclusive Aims
- Focus on Unconscious Bias with Conscious Actions
- The Empathetic Leader: Our Responsibility to Create Trust and Inclusivity

ATTENDEE REGISTRATION

	THRU 3/26/2021	AFTER 3/26/2021
AASPA MEMBER	<input type="checkbox"/> \$325	<input type="checkbox"/> \$425
NON-MEMBER	<input type="checkbox"/> \$550	<input type="checkbox"/> \$650

Who Should Attend?

District Recruiters • Superintendents • HR Directors • Assistant Superintendents • School Board Members • Principals

KEYNOTE: Diversity in All of Us

Dr. Ron Lewis & Dr. Rodney Lewis, Founders of The Lewis Influence

Today has opened our eyes to many concerns regarding diversity in America. Many of us want to learn more and take action, but don't know where to start. Founders of The Lewis Influence, Dr. Ron and Dr. Rodney Lewis, invite you to this keynote address, which will open your mind and heart to the spirit of diversity and help you to consider "diversity" as more than what we see, but instead, as who we are. Dr. Ron Lewis and Dr. Rodney Lewis, keynote presentation, Diversity in All of Us will encourage participants to learn from each other while developing a holistic perspective and respect for each other and the role diversity has on our future generation.

During this interactive presentation, participants will discuss, engage and collaborate in various small group activities to cultivate teamwork, understanding and authentic connection. The presentation will highlight the four cornerstones of diversity, the diversity connection, address implicit bias and practical steps to implement the spirit of diversity in our respective schools. At the duration of the keynote presentation, attendees will depart feeling inspired and equipped with tools to take action and create a diverse focus organization.

