

# + • RECRUITING STRATEGIES ○ DURING COVID-19

American Association of School Personnel Administrators

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# Introduction

## 2 Surveys by EdWeek Research Ctr- 2020 Education Solutions

- School HR Professionals- 78% Public Schools, 15% Charter Schools, 7% Private Schools
- Location- 31% Urban, 39% Suburban, 30% Rural
- Winter 2020
- 2,065 respondents, all from public schools/districts:
- 1,454 school board members
- 404 principals
- 99 superintendents
- 61 district human resources officials
- 47 district finance/business officials



# Data

- Enrollment in teacher preparation programs has declined by 1/3 over the past decade, and 69% predict a reduced interest in teaching due to COVID-19
  - The number of teaching positions has increased by 64 percent since the late 1980s, and 63% predict an increase of online recruiting and 41% predict a decrease of in-person recruiting -HR
  - COVID-19 has created additional demands for substitute teachers, and 56% expressed being “very concerned” on filling positions.
  - 49% stated that COVID-19 has had somewhat of a negative impact on the ability to recruit top talent.
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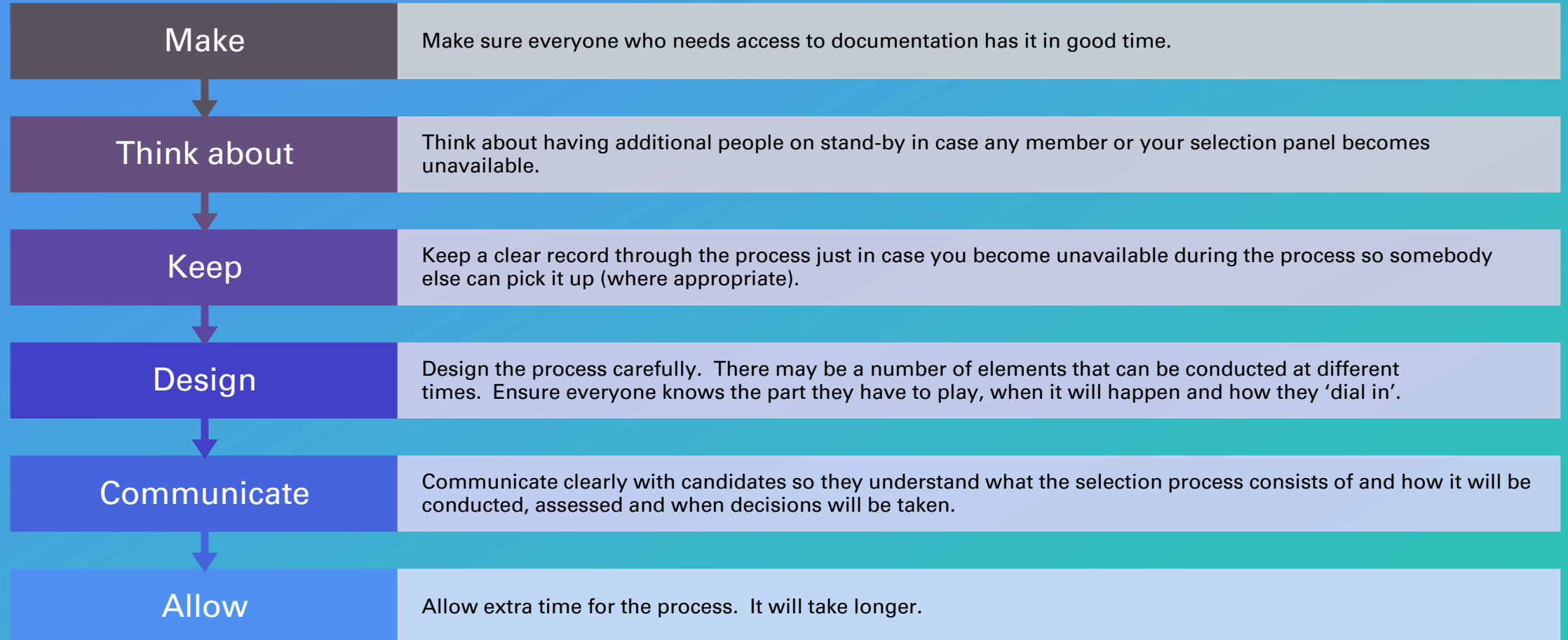
# + • What strategies can we use to recruit teachers during COVID?

- Virtual Job Fairs- Safe hiring locations, cheaper, convenient, no additional travel, no set up or advertising needed, opportunity for candidates that do not live in your area
- Each fair lasts 2-3 hours and allows job seekers to create an avatar that can visit virtual booths to live chat with school district representatives and gather information about districts. If they are interested in a school district the candidate can request a video conference. (A FL district noted that generally the fair brings in 350 candidates but this year the virtual fair brought 700)
- Video applications- where the candidate uploads a video to apply for a position- timed and answer a couple of questions- candidates are chosen to participate in a 1 to 1 live video interview
- Using platforms like EdJoin where the candidate applies online, watches administrator video, and then answers a series of questions on video.
- Video Interviews- using Zoom, google meets or Teams

# + • Recruiting ◦ remotely during the Covid-19 pandemic

- You will need to:
- Plan carefully to ensure you have people available at the right time
- Ensure you have the necessary tools available online to interact with candidates and other panel members
- Accept that some normal elements of the process cannot be achieved through remote selection and add alternate elements so you undertake as many appropriate activities as possible, allowing you to be confident in selecting a new employee

# Planning, practicalities and logistics Virtually







# Planning, practicalities and logistics Virtually

- Consider how to conduct the different elements of the process remotely using web-based tools (e.g. Microsoft Teams, Skype, Zoom etc) where there needs to be visual interaction. Make sure you test those tools ahead of the process. Have a plan B if the tools fail on the day.
- Plan for how written tasks or exercises can be designed and conducted so they are time limited if necessary.
- Ask candidates whether they need any reasonable adjustments for any aspect of the adjusted process.
- Organize a timetable and send it to candidates, your panel members and others involved.
- Conduct the process in the same formal and professional way you would if it was happening in school.
- Nominate a chair to manage the interview process and invite panel members to speak. Agree beforehand who will ask which questions.

# Multi-Person Video Interviews

- Use physical cues – like putting your hand up – during discussions so the candidate knows who's about to speak
- Keep microphones on mute unless you're talking
- Give candidates extra time to answer questions and type each one into the chat function of the software so you are sure candidates have heard you right
- Add additional safeguarding questions if needed since you won't be meeting candidates face to face.
- Decide whether you want candidates to complete tasks before, during or after the interview and make sure this is clear to them ahead of time, including how long they'll have to complete the task and how to submit it.
- For tasks such as presentations, ask candidates to send a video of themselves delivering the task so that you can review them in your own time and not over video conference.
- If you're recruiting for a senior position, you'll likely want candidates to meet staff.
- Have specific times for members of staff or groups to log in and meet candidates.
- Where practical, use a single video-conference link that candidates can stay on while they are being interviewed and assessed.
- As you normally would, ask members of staff for feedback on their impression of the candidates.





# Temporary changes to your recruitment and selection process

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Accept that some normal elements of the process cannot be achieved through remote selection. Add alternative elements where necessary to your process to undertake as many appropriate activities as possible to allow you to be confident in selecting a new employee.



Make it clear that your existing recruitment related policies now have an adjusted approach which the school/trust will take to recruitment and selection.

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# *Advertising*

- At the advertising stage, think how you can give candidates a feel for your school if they are unable to visit.
- Could you prepare a quick video tour of the school that can be shared, so they can see the site and buildings?
- Are you able to post more information for potential applicants on your school website.
- Perhaps invite potential applicants to contact you at this stage for an informal discussion in place of a visit to the school.
- Ask them to take a detailed look at your school website / Twitter feeds / Facebook page



# The Interview Process

- Prepare interview questions as you normally would.
  - Once you have applications in and have shortlisted, perhaps have a preliminary interview –
  - Plan for a final interview to clear up any remaining issues.
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# Video Discussions

- Here you are seeking to achieve the face to face opportunity for interaction you would normally have. You may decide to incorporate some or all of the following suggestions for alternative assessment techniques:
- 1:1 interview followed by a group interview
- An online lesson observation may be helpful in assessing how candidates perform in different settings. Think about how you can replace physical lesson observations with other activities that will see the candidate engaging with pupils:
  - observe a discussion between candidates and selected pupils remotely.
  - if your school is teaching remotely consider if the candidate could teach one of these lessons
  - consider reviewing the evidence you would normally be looking for when observing a lesson and use this to set specific interview questions. \*
- Organize for a group of pupils. \*
- Be sure to ask candidates to deliver a video presentation on a relevant topic.

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# Substitutes during COVID

- Generally speaking whenever there is struggle with economy- you get more degreed people entering the substitute pool but with COVID this year many districts are struggling.
- Retirees have been a go to for many districts and with COVID many are hesitant to fill vacancies with underlying conditions, age and the sheer nervousness of putting themselves at risk. Many districts are operating at a 50 % fill rate. \*



# What strategies can improve fill rates?

- Compensation- Compensation does play a part in someone putting themselves at risk. Typically \$75-150 per day (nurses incentives)- Ed Week survey- 29% said sub pay has stayed the same over the last 5 years while 71% state their rate increased, 1% said their rates have decreased-65% say increasing pay would increase the quality of substitutes
- Building/permanent subs- no benefits- fulltime, don't need to get a call each night, know where they are going each day. \*
- **How many people online with us currently use permanent subs?**
- Floating Teacher- benefits, no building, FT
- Substitute Events- annual breakfast or recruiting events for parents and locals who may want to help out- introduce them to buildings and administrators
- Incentives – where pay increases with days etc., training for subs,
- Non-instructional subs- MI lowered from 90 CR to 60 CR, FL- 60 CR, AZ- HS diploma for emergency sub, WI- PD for interns so they can sub, ILL- paras allowed to sub if a licensed teacher is in the bldg. Working with local university.\* 47% of respondents in Ed Week survey stated their district has lowered standards for substitutes and 38% lowered for permanent subs.
- Long-term sub positions- most teachers would prefer 1 sub their entire leave but consider taking multiple subs for portion of the leave. \*
- Concerns:
- Quality of subs with lowering requirements for those in the classroom- You could have people with 90-100 CR that do not meet the mark for your school. \* Other concerns





# Retention Strategies

- Communication is key-getting ahead COVID cases, cleaning measures, safety protocols. Subs must feel that they are getting all the information , they want to feel safe within the school
- Be sure that if you try multiple subs for a long term leave that you have a protocol set for the hand off to the next person coming in and what would that look like in your building.
- Substitutes would feel safer being at one school to lower the risk of exposure to so many people
- Flexibility- offering what they need- willing to teach remote, face to face or both, my symptom app.\*
- Show appreciation- Thank you notes- goody bags upon arrival to school- hand sanitizer, snacks,
- Professional development for teachers on planning for substitutes and preparing their students.
- Expanding efforts to create a substitute pool with similar demographics as the student population
- Training- for subs on how to teach virtually, any trainings in the district should include your subs and interns (potential subs)
- Communication-(family)-Pay-Training-(safe)

# Other Promising Solutions



INVESTING IN GROW-  
YOUR OWN  
PROGRAMS:



TEACHER CADET  
PROGRAMS FOR THE  
DISTRICT'S OWN  
HIGH SCHOOL  
STUDENTS



COMMUNITY-  
ORIGINATED AND  
FOCUSED PROGRAMS



UNIVERSITY  
PARTNERSHIPS



PARENT,  
PARAPROFESSIONAL,  
AND SUBSTITUTE  
TEACHERS FOR  
PERMANENT  
TEACHING POSITIONS



THIS APPROACH HAS  
THE ADDED  
POTENTIAL OF  
INCREASING THE  
LEVEL OF DIVERSITY  
IN THE TEACHING  
FIELD. THE GROW-  
YOUR-OWNS MAY  
REACH PEOPLE WHO  
HAD NOT  
PREVIOUSLY  
CONSIDERED  
PERMANENTLY  
ENTERING THE  
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PROFESSION.

# QUESTIONS?

