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President's Corner From the Desk of Dr. Beth Dalton, AASPA President



As we head into the home stretch of the 2019-2020 school year, we are all preparing for our next 'season'. Our 'spring training' is just starting as we determine hiring needs, develop budgets, attend job fairs, interview potential candidates and 'draft' our selections for our next hiring class. In preparation for this work, there is much to consider. Do we have plans in place to ensure that we are providing learning environments where all students feel a sense of belonging and purpose? Does our organization possess a culture that embraces, values and recognizes the importance of supporting the well-being of our faculty and staff.

If you, like me, believe that these things are a work in progress, I am thrilled to share that in conjunction with the Minority Caucus (soon to be renamed the Diversity, Equity and Inclusion Committee), AASPA will be sponsoring its first Diversity, Equity and Inclusion Summit. Join us in

Orlando on April 30-May 1 for two jam-packed days of sessions on creating a culture which embraces equity and inclusion, recruiting and retaining a diverse workforce, restorative practices, strategies to leverage external partnerships, grow your own programs and many more. The excitement around this Summit is incredible, indicating the need for such an event! I hope you are able to join us for this inaugural Summit.

Another exciting development of our organization is the launch of our new website. In February, the website will go live. Check it out at www.aaspa.org. The new and improved website features enhanced membership access and renewal, the ability for members to track their professional development and expanded resources for each and every member. Make sure you visit your personalized Member Compass to view your individual profile, professional development and AASPA activity.

As always, I encourage you to get involved in our organization. Join a committee, write an article for one of our newsletters, facilitate a webinar or lead a Twitter discussion. You always get back more than you give! Contact Kelly Coash-Johnson at kelly@aaspa.org (or Sandy, Taylor or Anna) and ask how you can contribute.

On behalf of the AASPA Executive Board and staff, please let us know if there is anything we can do to help you to effectively lead your district's human capital management. We are here to support you in your efforts in the interest of the students you serve.

Regards,

Dr. Beth Dalton
AASPA President



ARE YOU TWEETING THIS?

by Dr. Nicole Regan, Director of Recruitment and Supervisor of Special Programs;
Lincoln Public Schools, Lincoln, NE

From a recruitment perspective, it is safe to say that the playbook is changing by the evolution of social media and its impact on attracting talent. There is no doubt the platform of social media has taken center stage to increase the recruitment and branding of school districts. There is no doubt that Social Media can be considered the most pivotal in streamlining recruitment, selling the branding of the school district, and communicating a connection to our future employees.

Reports from Glassdoor for Employers report 86% of younger job seekers (in any field) who are in the first 10 years of their careers use social media in their job search. In addition, 45% of job seekers use their mobile devices every day in their job search. As the demand for teacher talent increases, teacher shortages increase and teacher preparation programs decline enrollment, it's important to have focus on how your social media resources can impact returns on recruitment investment.

This year, we took a closer look into our new generation workforce to strengthen our pathway to connect to our applicants. Not only did we post, tweet, share on a variety of social media strands, we decided create a social media internship position to strengthen our recruitment scope.

Please meet Lindsey; our HR Social Media Intern. (At the end of this article she shares her impression of the HR Social Media internship for the Lincoln Public

Schools). Through the partnership of the University of Nebraska College of Business, we hired Lindsay to build our social media platform in recruiting, researching, engaging and generating a connection to applicants. With the addition of this position it has allowed HR to strengthen our engagement strategies in the following areas:

- Build creative and engaging social media content to recruit applicants
- Navigate current social media tools and trends
- Attend recruiting events and engage with recruits/potential applicants
- Generate story ideas regarding employees
- Initiate, build and maintain positive relationships with social media influencers
- Maintain record of social media network statistics
- Promote recruiting and employment events

Not only has Lindsey refocused our recruitment strategy to college and career applicants, she has also given the HR professionals a fresh perspective to connect with our future workforce. Her collegiate experience and perspective allows us to narrow our focus of school recruitment in a strategic way while stretching beyond our traditional means of “tapping” talent.

We all know that data drives our HR departments to strategically focus on hiring top talent each year for schools. Additionally, the social media trends help us

understand how we connect to applicants who would have not considered applying to our school district. Statistics to support our movement include:

- 83% of the teachers polled use Facebook, followed by 72% who use Pinterest, 54% who use Instagram and 48% who use Twitter. However, when it comes to the channels they favor for work, 74% of respondents said their number one social media channel is Pinterest. Facebook was next (39%), followed by Twitter (30%) and Instagram (17%)
- 91% of employers are using social media to hire talent, today
- 73% of millennials found their most recent position through a social media platform

As we are in the peak of recruitment season this year, we continually need to seek out best practices to hire top talent. The university internship program may be an option to consider to lead with other organizations in the internship benefits and promotion of our school districts.

I'm Lindsey Nissen, marketing major and soon-to-be graduate from the University of Nebraska-Lincoln. As a small-town Wyoming native, I came to college seeking community. If you've ever visited Lincoln, Nebraska on a Husker game day, then you've been a part of one of the best communities in the nation. When I began my role as the Social Media and Recruitment Intern for Lincoln Public Schools in late September, I joined a new community. This one is composed of passionate individuals dedicated to providing support for students within Lincoln Public Schools.

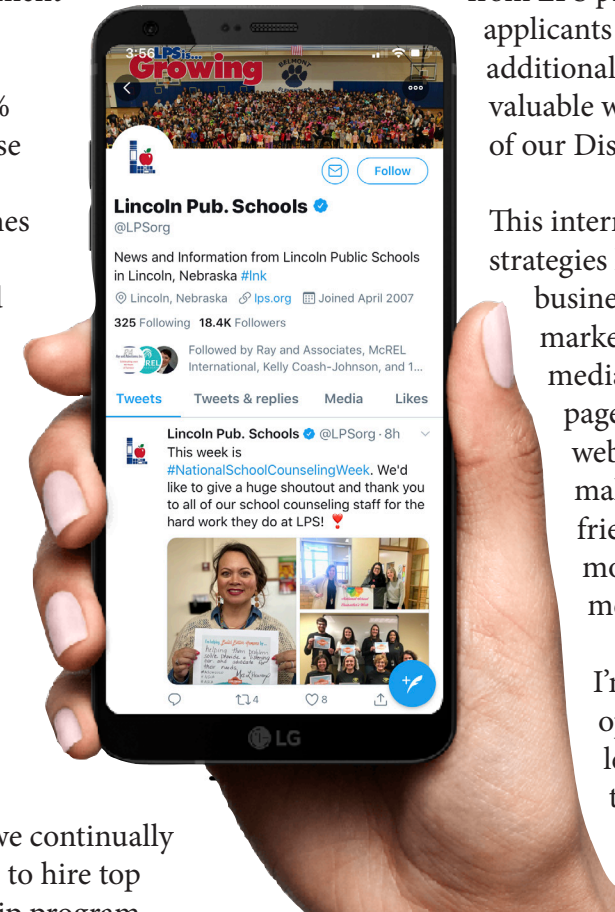
With the creation of this internship, I started administering the Instagram, Twitter and LinkedIn accounts for our Human Resources department. These pages not only highlight why Lincoln Public Schools is a fantastic place to work, but also why Lincoln, Nebraska is a great place to live. Being active on social

media has enabled candidates both near and far to get insight on our hiring process, as we provide tips from LPS professionals. Connecting with applicants on social media has also created additional touch points, something so valuable when it comes to recruiting outside of our District.

This internship has allowed me to apply strategies learned in the classroom, to a real business. We've been utilizing several marketing tactics like content and cross-media marketing to drive traffic to our pages, and ultimately, our application webpage. We've also been working to make our application process mobile friendly, as we keep in mind that most users are viewing our social media from a smartphone.

I'm very grateful for this opportunity, and all that I've learned thus far. I hope to continue to grow our social media reach, and improve our online presence. This will foster the most talented applicant pool and lead us to finding individuals

that will make the #LPSdifference.



Dr. Nicole Regan is the Director of Recruitment and Supervisor of Special Programs for the Lincoln Public School District. She has 16 years of Human Resources administration leadership for Nebraska. Nicole's

responsibilities include the varied aspects of personnel leadership including recruitment, evaluation and program development. Nicole has been an AASPA member since 2007 and has participated on the AASPA Nominations Committee as well as presented on various best practices at AASPA conferences. She is in her 26th year of serving K-12 students in public education. Her greatest pride is driving high performance in schools and programs which include the daily activities of attracting highly engaged employees to work in the public schools.

KICKIN' IT UP A NOTCH: HOW A CHILI COOK-OFF SPICED UP A SCHOOL DISTRICT'S TALENT ACQUISITION PROCESS

by Greg Dietz, Assistant Superintendent of HR;
Maine Township High School District 207; Park Ridge, IL

Approximately five years ago I received an email from a neighbor who asked if I would judge the neighborhood Chili Cook-Off. What I didn't know then was how that chili contest would end up catapulting my school district's talent acquisition process to new heights!

The Chili Cook-Off Dilemma

My excitement about serving as a chili contest judge quickly turned into a dilemma due to the large number of contest entries we received. This prompted the panel of judges to gather in our cul-de-sac to determine a solution to the problem. Should we allow only traditional tomato-based chilis? Should the contestants be limited to beef as their protein source? The panel even discussed reviewing just the recipe cards submitted by the contestants and then taste-testing only those chilis that looked appealing based on their ingredients. Ultimately, the panel concluded

that making decisions about the best chili in the neighborhood without actually tasting all the entries was neither a fair nor accurate way of selecting a winner. After much discussion, we decided to leave no chili behind and sample them all.

Kickin' It Up A Notch

After the contest I was feeling really good, not just because I had a full belly from taste-testing every chili entry, but because all the contestants felt like they had been given a fair chance at winning the contest. While only one neighbor was voted the Grand Champion, every contestant had a great experience and vowed to tweak their recipes in hopes of winning next year's contest.

Later that evening, I reflected on how the process we used to judge the chili contest wholly contradicted the procedures my school district used to screen and select

new employees. While the chili judges felt it was pretty much unthinkable to evaluate a chili based solely on its recipe, that truncated process is essentially what most school districts follow: perform a quick review of resumes and applications to decide which applicants will be granted an interview. In essence, school officials are judging the "recipes" submitted by the applicants, but only getting a real taste of the chilis from those who they interview. This reflection gave me the idea of using our video interviewing software to kick things up a notch and actually guarantee a job interview for every qualified job seeker who applies!

From No Chilis Left Behind to No Candidates Left Behind

A national research study showed that on average just one in six applicants is offered a job interview. Imagine if chili contest judges decided to taste just one out of every six bowls of chili cooked up by the contestants... that would certainly be a recipe for disaster. To increase positive candidate experiences, my school district now implements what we call the "New NCLB" (No Candidates Left Behind) approach that relies on the use of asynchronous (pre-recorded) video interviews. Using the power and efficiency of this tool, we've been able to keep our promise to applicants which is, if you are qualified for the job and submit an application you will receive an invitation to interview for the position!

A Recipe for Hiring Success

It's obvious that finding a great recipe does not mean that a tasty bowl of chili will always be the end result, just like an impressive resume does not always mean a teacher will be effective in the classroom; however, for every candidate who sports an impressive resume then bombs their interview, I guarantee you that there are just as many, if not more, highly-effective teachers working in other school districts because you chose not to offer them an interview. This scenario reminds

me of something my late father used to say, "You're less likely to find the needle when you don't search all the haystacks," in defense of his practice of allowing his track and field athletes to try out for any event they desired. The key to my district's hiring success is we literally offer every qualified applicant a chance to try out for the job by inviting them to respond to a series of structured interview questions.

There's Not Enough Thyme

While many chili recipes call for a teaspoon of thyme, historically, time has been a major limiting factor preventing employers from interviewing more applicants per vacancy. Assembling an interview committee is one thing, but finding mutually-available time for the committee members to interview the candidates is much more difficult. For this reason, employers tend to interview fewer than 20% of the applicants. However, when

using asynchronous video interviews, lack of mutually-available time is no longer an issue, as candidates' interview responses can be viewed and evaluated by the selection committee members at any time and place as their schedules allow.

Also, when your approach is to invite every qualified applicant to complete a video interview, there is no need for the employer to wait until the application deadline closes. Using asynchronous video interviews, job seekers can be sent interview invitations as they submit their applications. This means the selection committee members receive candidate interviews to evaluate all throughout the vacancy posting timeline. Using a standard five-question screening interview



script, while providing up to two minutes for each response, means the maximum amount of time a reviewer will spend evaluating each candidate is 10 minutes. Of course, there will be candidates who will quickly eliminate themselves, based on their responses, such that those interviews can be cut short by the reviewer. Also, not every candidate will use the full two minutes to answer each question. When you consider the typical application period is approximately 21 work days, in less than 30 minutes per work day an interviewer can screen upwards of 84 interviews before the application deadline even ends! And unlike what occurs with in-person interviews, the selection committee members can review candidates' responses any time of day or night from any location.

While the typical selection process begins with a review of all submitted applications, followed by on-site interviews for a select few, through the use of video interviewing technology a committee can spend the bulk of their time reviewing interview responses first, and only then doing a deep dive reviewing the credentials of those who gave impressive interview responses. Basically, our strategy simply flips where our selection committee members spend most of their time, which is assessing more interview question responses instead of reviewing every online application. Let's face it, even an impressive resume will not advance a candidate to a second round interview if they couldn't impress the committee with their video interview responses.

Increase Your Applicant Pool and Improve Educator Quality

Job seekers are more willing to spend 30-60 minutes filling out your online application if doing so means they will be granted an interview. That's why in the past three years our school district has seen an 11% increase in submitted job applications while posting nine percent fewer positions, as compared to the three-year period just prior to using video interviews to implement our No Candidates Left Behind strategy.

Lastly, when using a video interviewing platform you have the capability of involving more stakeholders in the selection process. More interviewers evaluating more applicants leads to making better hiring decisions. Want to spice up your talent acquisition process? Just add video interviewing to your recipe!



Greg Dietz serves as Assistant Superintendent for Human Resources at Maine Township High School District 207, a position he has held since 2005. With 25 years of administrative experience Greg's responsibilities include labor relations, contract maintenance, collective bargaining, talent selection, staff recruitment and policy development. Greg served on the IASPA state board of directors for 10 years as a Member-At-Large and Membership Chairman and was recently recognized as a founding member of IASPA. In 2019, Greg was elected to the national board of directors for the American Association for Employment in Education and serves as the Professional Development Director. A former District 207 Teacher of the Year, Greg is in his 32nd year serving students and staff in his school district.

HUMAN CAPITAL LEADERS IN EDUCATION CERTIFICATION

In collaboration with Battelle for Kids, AASPA has developed the pHCLE certification program for human capital leaders in pre-K-12 education.

UPCOMING VIRTUAL COHORTS

July 15 – September 9, 2020; Wednesdays 12:30 to 2:30 pm ET
September 17 – November 12, 2020; Thursday 2:00 to 4:00 pm ET

AASPA Member: \$865.00
AASPA Non-Member: \$895.00

Upcoming Testing Windows for pHCLE Certification

April 1 – 20, 2020; Registration deadline: March 25
July 1 – 20, 2020; Registration deadline: June 25
November 1 – 20, 2020; Registration deadline: October 25

For more information on certification, visit aaspa.org/human-capital-leaders-education, or email kelly@aaspa.org.

BattelleforKids

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**NOMINATE YOUR COLLEAGUES, DISTRICTS
AND AFFILIATES FOR NATIONAL
RECOGNITION THROUGH AASPA! FOR A
COMPLETE LIST OF AWARDS, GO TO
AASPA.ORG/AWARDSRECOGNITIONS/.
WINNERS WILL BE ANNOUNCED AT THE
82ND ANNUAL CONFERENCE
IN SEATTLE, WA ON
OCTOBER 14, 2020.**

The Journal of Education Human Resources (JEHR) is seeking contributions for their quarterly publication providing research, analysis, case studies, and field-based commentary on human resource issues in the education sector. The journal has recently been reorganized as a "user-inspired" research-practice journal, publishing articles that are a blend of empirical, scholarly, and field-based reflection addressing contemporary human resource (e.g., professional development, evaluation, compensation, hiring, leadership) and finance issues in education, spanning across the P-20 continuum.

Contact Dr. Art Stellar, Assistant Editor for Journal for Education Human Relations at artstellar@yahoo.com or 828-764-1785 for more information and specific requirements.

A BLUEPRINT FOR EXPANDING THE TEACHER INTERVIEW PROCESS

by Dr. Ann Gaudino, Assistant Professor of Educational Leadership;
Millersville University; Millersville, PA

Recognizing and responding to the long-term importance of the interview process are essential to hiring the best teachers. When we hire teachers, we are binding our district by contract with that teacher potentially for 30 or more years; the working life of that teacher. We must approach hiring keeping this long range in mind; how many students will be influenced by this teacher over the course of his or her working lifetime? And how time consuming and expensive would it be to remediate his or her faults or move towards dismissal?

As a human resource director and assistant superintendent, I often wondered why districts hire teachers after a short interview process; sometimes after meeting the applicant for one or two hours. Do we really believe that we know someone well enough so quickly to offer them a contract; potentially binding our district with the person for their working lifetime?

I thought about these 'whys' many times, looked at many years of research on aspects of personnel, and decided to take the steps necessary to change our hiring process for teachers. It took time to get everyone on board with the idea and process, but long-term it was vital to ensuring that we hired and retained the best teachers. Working collaboratively, stakeholders can reform our teacher hiring process; making it more in-depth, with a longer in-person interview, and involving more people to get a variety of perspectives on the applicant.

Towards a Comprehensive Interview Process

A comprehensive teacher hiring process begins with the principal and central office administrator (HR director, assistant superintendent, etc.). Working together, they conduct a comprehensive paper review and have much discussion and comparison of scoring rubrics to narrow the pool. Keeping this initial screening process at the administrative level helps to ensure that the potential pool of applicants going forward meets the required and preferred qualifications of the school and district.

Next, an interview team consisting of the principal, assistant principal, central office administrator and lead teachers is assembled. These team members must be employees who are committed to hiring the best for the school and not burdened with other agenda. They must be vetted through a careful process of consideration. Working together, they will conduct in-depth phone/online individual interviews; again with much comparison and discussion of scoring rubrics and thoughts about why or why not each candidate was the 'right' fit. An additional step that can be added at this point is to conduct a group interview with applicants to get a sense of

how applicants interact with colleagues. While best done in person to get a 'read' on all aspects of the applicants' professional behaviors, distant applicants could participate via an online technology platform (Zoom, etc.). After these

interviews, the team works to carefully narrow the pool to the top three to five top candidates to campus for a full-day interview process.

Establishing a full-day interview process that involves many groups of constituents interacting with the candidate is time consuming and labor intensive; but, in the end, I noticed that the quality of the teachers who we hired increased measurably. There were no more 'mis-hires'; never hiring someone who turned out to not be what we had hoped for. Student test scores improved, as did parent and community satisfaction, and building and district morale. Moreover, candidates invited to campus commented that they got to know the school well and could determine if our school was a good fit for them, should they be offered the position. Giving the gift of a full-day of time to each candidate who was invited to campus and carefully vetting the applicants through the eyes of many constituents over an extensive full-

day interview was instrumental in hiring and retaining the best teachers.

A Blueprint for the Full-Day Interview

The full-day interview begins before the school day started with coffee/light breakfast with the teacher applicant, principal, interview committee and a central office administrator. This informal time together is optimal for observing applicant interpersonal skills.

Next, the principal and central office administrator interview the candidate and then walk the school

with the candidate to give him or her the tour. It's amazing how much information can be noticed and learned in these 'down' moments of casual conversation. Having two sets of administrator

eyes is valuable in noticing and noting key points of the applicant's performance and interactions. By the end of the tour, the principal and central office administrators have both spent several hours, nonstop with the candidate—it's so enlightening to observe and interact with the candidate for this long time and in a variety of circumstances and locations.

The rest of the day is spent with the candidate interviewing with various groups: faculty, service personnel (secretaries, custodians, etc.), parents and students because each brings a valuable perspective. In advance, the principal works with a how to select group members, guiding them with formulating their questions, deciding which student or parent would pose which question and how the group will evaluate the applicant. During the day, the principal meets with each interview group after the interview to debrief and learn the findings of the group about the candidate. The candidate spends lunch with the teacher and

administrator interview committee. There is a teaching demonstration with a group of students and teachers and administrators observing to gauge the quality of teaching done by the applicant. The day concludes with the candidate interviewing and debriefing with the principal again; and it also serves as a chance for the candidate to ask final questions.

As an administrator, I felt simultaneously invigorated and exhausted by this long, and sometimes grueling, process. But, in the end, I felt that I truly knew the applicants and could make the best recommendation for our students. Feedback from candidates indicated that they, too, felt they got to know our school well and have a sense if working there would be the right fit for them, if offered the position.

It is difficult to find time in K-12 education. We are pulled in so many directions all at once. The upfront investment of time and effort in the interviewing process yields a long term investment of hiring the best and 'right' teachers. It is less financially and time costly than having to remediate or terminate an employee. Hiring the best employees ultimately translates to helping our students; our number one goal.



Ann C. Gaudino, Ed.D. is an Associate Professor of Educational Leadership at Millersville University. She has 21 years of experience working in K-12 education as an assistant superintendent, human resource director, principal and teacher. She can be reached at ann.gaudino@millersville.edu

DIVERSITY, EQUITY & INCLUSION SUMMIT | APRIL 30 - MAY 1, 2020

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

Who Should Attend?

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

ATTENDEE REGISTRATION

	Thru 4/1	After 4/1
AASPA Member	<input type="checkbox"/> \$325	<input type="checkbox"/> \$350
Non-Member	<input type="checkbox"/> \$375	<input type="checkbox"/> \$400

• 2020 BEST PRACTICES MAGAZINE •

AASPA IS NOW ACCEPTING ARTICLES FOR THE 2020 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, "HEALTHY, ENGAGED STAFF" AS THE THEME FOR THE 2020 ISSUE. POSSIBLE TOPIC IDEAS COULD INCLUDE ARTICLES ON:

- DISTRICT WELLNESS PROGRAMS
- TAKING TIME FOR YOU
- MANAGING STRESS IN THE WORKPLACE
- MENTAL HEALTH SUPPORTS FOR STAFF

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 10, 2020.

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

DAY ONE

- Beyond Diversity: Equity & Inclusion
- Hiring Teacher and Administrators of Color
- Increase Minority Teacher Recruitment & Retention
- Teacher Pipelines & Partnerships to Enhance Recruitment Strategies
- Building a Positive Culture & Climate
- Recruiting & Retaining Teachers of Color
- HR Policies for Social Justice
- Promote Diversity, Inclusion & Equity Practices in Your District
- Diversity, Equity, Inclusion! Where Do I Begin?
- Support Recruitment & Retention of Diverse Candidates
- Leveraging Partnerships to Ensure Equity for All Students

DAY TWO

- National Data in Diversity Recruitment & Retention
- Creating a Positive Employee Experience Through Equitable Pay
- Innovative Strategies to Attract & Recruit Diverse Candidates
- Leading Restorative Work
- Strategies for Creating Employee Experiences that Matter
- HR's Role in Supporting District Initiative
- Onboarding Practices to Promote Retention
- Cultural Competency Training in Education

- Register online
- View all session names & descriptions
- Make hotel arrangements

www.aaspa.org/deis

MAXIMIZE TIME, ENCOURAGE EFFICIENCIES & SECURE TALENT

by Dr. Mark Benigni; Superintendent;
Louis Bronk; Assistant Superintendent of Personnel & Talent Development;
Michael Grove; Assistant Superintendent of Finance & Administration;
Meriden Public Schools; Meriden, CT

The Underlying Problem

As we sat through our tenth interview of the day, we could not help but notice the total exhaustion and overwhelming frustration on our ten-team hiring panel. Our district is known as a leader in urban education and technology integration and we were also recognized with the prestigious AASPA C. S. Robinson Award in the fall of 2018 for our innovations and leadership in human resource management. Yet, today we felt like anything but leaders.

The Meriden Public Schools is a district of over 8,500 students and over 1,100 staff members located in central Connecticut, directly between New York and Boston. We are one of the lowest funded districts in the state. This past year was the first time in ten years that we received a local increase and it was for less than one percent of our budget. Being cost conscious and valuing staff's time is essential.

As we completed day two of our interview process and another six candidates departed, our committee began the debriefing process. The quickest part of the day was the panel's consensus—only two of the 16 candidates should be brought back for a more intensive interview. We knew something had to change! The time and human resources being wasted on an ineffective interview process left us searching for answers.

The Potential Solution

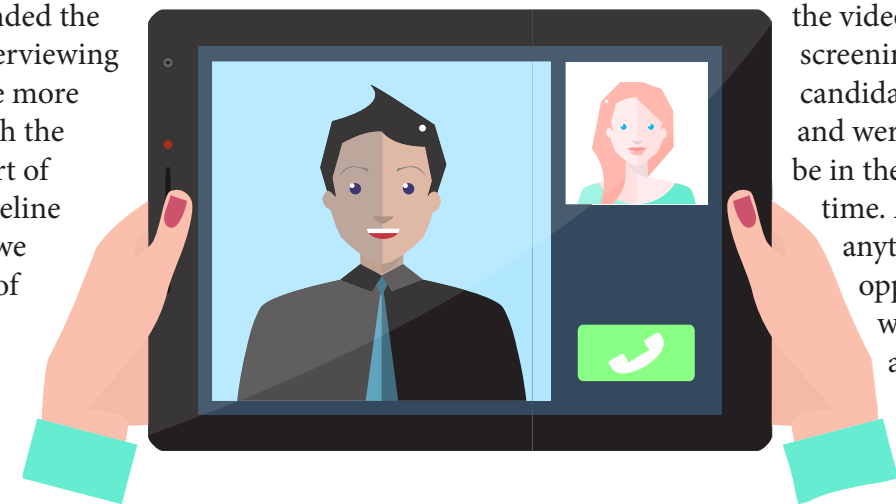
Knowing that we could not continue to invest so much time in the interview processes that were not leading to positive results, our team attended AASPA's annual conference and took advantage of the vendor showcase. While perusing through the vendors, we stumbled on a company that offered a video interview platform. We were intrigued and excited about the idea of utilizing technology to gain more exposure to potential candidates for our district and to help complement some of the programs we already had in place. The concept of video interviewing held promise for our interview teams and our potential candidates. Would this product allow us to maximize time, encourage efficiencies and secure talent?

The Strategic Implementation

Our initial implementation of video interviewing was targeted for candidates aspiring to join our Teacher Development and Teacher Support Programs. We receive a large number of applicants for these positions and candidates are hired by our central office staff and later placed in one of our school buildings. Video interviewing allowed our central office staff to conduct screening interviews during times that fit their own schedules. Viewing video interviews during times that fit our schedule made it easy to vet candidates and prioritize who we would move forward in the hiring process. Videos were easy to view and share with members of our team and also with school building administrators. We no longer had to coordinate our schedules to gain an opportunity to see a candidate.

Our team expanded the use of video interviewing once we became more experienced with the program. As part of our Teacher Pipeline Programming, we have a number of programs that place aspiring teachers in our schools. Our mission is to have a multitude

of candidates working in our schools with our teachers and students. Taking this approach allows us to train aspiring staff in the initiatives and pedagogical practices we are implementing throughout the district. As the spring hiring season approached in 2019, we provided all of the candidates in our district a link to a screening interview through this video platform. The group encompassed individuals from our Teacher Development and Teacher Support Programs, our student teacher cohorts and university interns that we had in the district. Those who completed interviews were rated by our central office team and then our top candidates' videos were shared with building administrators who had openings for the upcoming school year. This process allowed our central office team to vet candidates we thought were a good fit in the district and allowed school hiring teams to have easily accessible candidate information early in the hiring process.



the video interviews with our screening committee and rate candidates on our own schedules and were not tied down having to be in the same place at the same time. After years of embracing anytime anywhere learning opportunities, we now were practicing anytime anywhere interviewing practices.

The Benefits to the Candidate

Video interviews eliminate geographical restrictions and the need to travel, as well as the stressors associated with in-person interviews. Just as interviewers can view and assess the candidates at a time that is convenient for them, video interviewing allows candidates to participate in the interview process at a time that works for them and a location that provides them comfort and choice. Candidates have noted that they appreciate the opportunity to choose a video location free from distractions and at a time that is void of work or family stressors. In person interviews are often conducted during the work day, requiring candidates to take time off from work to participate. This can cause stress for candidates, but also deter some individuals from participating in screening interviews. Offering video interviews alleviates the burden of leaving work to participate in

the first step of the interview process. Additionally, candidates have shared that video interviewing allows participants to truly focus on the qualities they are trying to relay to the hiring panel and thus share openly their views and skills. With today's technology at our fingertips, candidates share how easy and efficient it is to use their phones, tablets or laptops to provide a quality interview video.

The Technology Audit

Having addressed the underlying problems by strategically implementing a comprehensive video interviewing platform, it was time for us to ensure future candidates had the technology skills to support our digital transformation. Our district features a blended learning approach in the classroom and we want to ensure that our staff members are tech savvy, both as supporters and users of technology. Staff members flip their classrooms, use digital tools to personalize learning and assess students through video demonstrations. Video interviewing provides an opportunity for us to gauge a candidate's technology skills. Our new interview protocol reinforces the district's vision of leveraging technology to increase student engagement and improve student learning.

The Future Opportunities

We plan to expand our use of video interviewing this upcoming hiring season by creating flyers with a QR code that links to our video interview. We will bring these flyers to college recruitment fairs and will share with candidates we want to partake in our screening interviews. This will allow us to compile a library of interviews that can be shared with our school hiring teams early in the hiring process and will provide more flexibility in vetting and hiring candidates for our next teacher cohort. Launching a video interview process forced us to ask the most critical questions and made us better interviewers. After a series of interviews, panel members noted that their attention and patience worsened. Our catalogue of candidate videos allows all interviewers the opportunity to view candidate responses when they are most tuned in. No more days of double-digit interviews and multiple days of calendars being booked. In the Meriden Public Schools, we faced our interviewing dilemma, video conferencing became our answer.



Mark D. Benigni, Ed.D., has been an educator for over twenty years and begins his tenth year as Superintendent of the Meriden Public Schools. Dr. Benigni served as a teacher, assistant principal, principal, and Mayor of the City of Meriden. The Meriden Public Schools has received awards from CoSN, the Learning Counsel, NSBA, District Administration, and Edutopia. Dr. Benigni is currently the co-chair of the Connecticut Association of Urban Superintendents, as well as 2nd Vice President of the Connecticut Association of Public School Superintendents.



Louis Bronk is an assistant superintendent for Personnel and Talent Development for the Meriden Public Schools. He has helped lead district talent initiatives recognized by the American Association of School Personnel Administrators (AASPA) C.S. Robinson Award. Email: louis.bronk@meridenk12.org

Michael S. Grove is an assistant superintendent for Technology and Operations for the Meriden Public Schools. He was recognized by the Connecticut Association of School Business Officials Innovative Practices Award. Email: michael.grove@meridenk12.org

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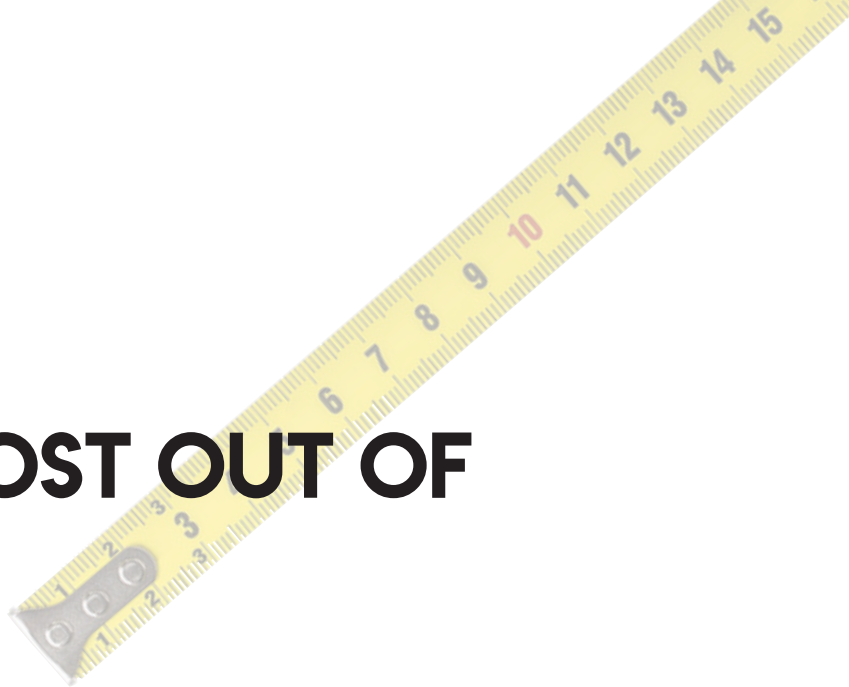
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MAKING THE MOST OUT OF METRICS



by Karen Dooley, Senior HR Consultant;
Texas Association of School Boards; Austin, TX

Metrics can help decision-makers identify trends and manage the workforce more effectively. Using workforce metrics can support a district's competitiveness and help the district avoid missed opportunities for improvement.

To forecast future needs, school districts must have an accurate view of current employees and the roles they serve. They also must identify and predict trends in enrollment and employee attrition. HR departments can use metrics to help guide decisions such as succession planning and leadership development by tracking staff demographics, employee turnover, hiring practices and recruiting efforts.

What data?

The specific data chosen determines its usefulness in the decision-making process. Using the wrong data can have similar results to using no data at all.

Prior to collecting data, consideration needs to be given to the type of data needed. The starting point begins with the identification of your aim. Pin down what you are trying to accomplish through your data analysis and then determine where this data might be found.

Two types of data exist—qualitative and quantitative. Both types can be beneficial in providing information for analysis purposes. Qualitative data is anecdotal and may be gathered through interviews or surveys, for example. Quantitative data is numerical in nature.

Both types of data may lead to smarter decision-making. Specifically, use of data may lead to greater opportunities for improvement, prediction of future trends, optimization of current efforts and creation of actionable insights.

What is your aim?

The aim is determined by evaluating the strategic plan, district improvement plan, goals and mission/vision. The HR department should set its goals, design its work and implement decision-making processes aligned with the district's initiatives.

Helpful hints

HR departments can take several steps to make the most out of using their metrics.

- Teamwork—the more minds available to analyze data, the better the results. Several sets of eyes looking at the information can eliminate data bias.
- Have a plan—determine what the point or objective is before you dive into the data.
- Current data—data from the past is helpful to evaluate in that it helps identify trends. Current data can be used to develop dashboards making future analysis easier.
- Identify the problem—knowing what the question is can help determine what data to collect.
- Right data—if the data needed has not been collected, then determine how to get it.
- Seek to understand—analyzing and extracting the data can lead to meaningful insight in using the data.
- Back to the drawing board—do not be afraid to scrap a data search or analysis to revisit another if the end result will be more useful.
- Tell a story—share your results through visualization. Remember, a picture is worth a thousand words.
- Measurable goals—establishing goals capable of being analyzed quantitatively or qualitatively can change current data into future action.
- Continuous process—as landscapes, goals and environments continue to change in school districts, so should the data analysis process.

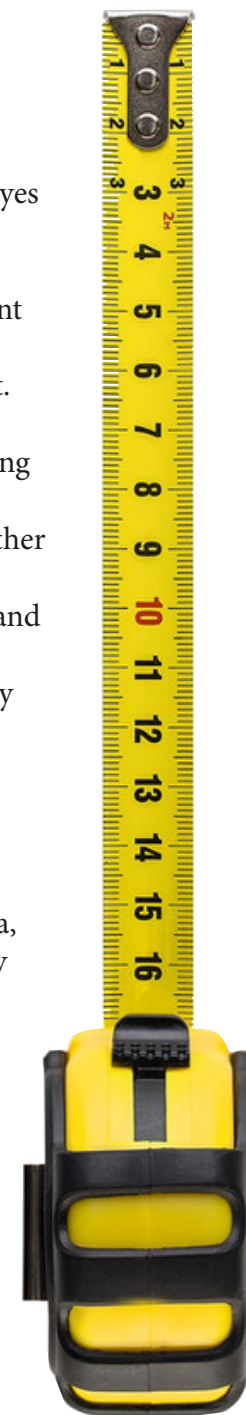
Tools and resources

For an HR department to get the most out of their metrics, they must analyze appropriate data, understand it, visualize it in a meaningful way and share results to make more effective, timely decisions.

A couple of tools may be useful to aid in this process. A talent dashboard can serve as an analytics tool to monitor and evaluate employee demographics, recruitment efforts and retention rates.

An FML tracker is another tool used to help districts track the use of FML and other types of leave. It includes reports used to analyze the use of leave for a specific timeframe by employee or campus/department.

Online tools are available, many free of charge, to assist district's in creating their own dashboards. These online tools allow districts to design and organize their metrics to best meet their own strategic priorities.



Karen Dooley joined HR Services in 2016. Karen assists with staffing and HR reviews, training and other HR projects. She is a seasoned administrator with more than 17 years of HR experience in central Texas districts as a coordinator, director and assistant superintendent. She also worked as an assistant principal, counselor and teacher, and holds a superintendent certificate. Karen received her master's degree from Prairie View A&M University and her bachelor's degree from Texas State University. She served on school performance HR review teams beginning in 2002 in Texas and Oklahoma prior to joining TASB HR Services.

RECRUITING & RETAINING TODAY'S TEACHERS

by Dr. Zack Howard, Assistant Superintendent, HR;
Pickerington Local District; Pickerington, OH

I started my career in education back in 2000. I still vividly remember going through the hiring process and what it felt like—from the “cattle call” feeling of a job fair to the big moment I’d waited for—when I was offered a teaching position with a school that felt like “home.” When I recruit, screen, hire and attempt to retain new teachers, I recall my own process with hiring. Sadly, the hiring process in the education profession has remained largely the same. The Peterson Hiring Model (2002) is a comprehensive framework that is often followed by school administrators for hiring teachers:

- Preliminary Procedures (Think “Online Applications”)
- First-Level Screening (Online Assessments / Screening Surveys)
- Second and Third-Level Screening (Job Fairs, Onsite Interviews at Colleges/Universities)
- Hiring Interviews (Think of the building-level interviews by Committee)
- Final Decisions and Follow Up (Final Interviews and/or job offers from Principal or Human Resources)

But, what today’s teaching candidates want more than anything is timely communication and an information-rich process to determine the right placement for them. The worst thing we can do as a profession is pull a “bait and switch” by selling our own school district job opportunities as utopian without also sharing our legitimate challenges. When teachers accept a job with us, they know what they’ve signed up for and they know their purpose for being on our team. When teachers lose the feeling of being “called to the profession” or feel as if their role is minimized in our mission, retention becomes an issue. When we lose young educators from our district, many never return to the classroom. Five years are needed for a new teacher to maximize their students’ learning potential and seven years to truly reach their peak for proficiency and effectiveness. As educational leaders, we need to hire-for-fit for the greater good of our entire profession.

How can we improve communication?

- Let our candidates know their online applications have been received and reviewed!
- Keep them informed with the timeline for hiring specific positions. If they’re no longer a candidate for the position they applied for, tell them.
- Provide feedback for why another candidate was a better fit. Remember the hiring process itself can be a hiring tool for our district as individuals may think- I didn’t get the position this time, but I’m more interested in the district now than I was when I initially applied because of the information-rich process used to select their teacher.

How can we make the process more information-rich?

- Share the high points and the challenges for the district early on in the recruiting process!
- Provide updated job descriptions for open positions rather than a “one-size-fits-all” teacher” job description.
- Provide onsite interviews with a tour of the building. Consider having a teacher leader or department chair be their guide.

- Allow the candidate to observe a classroom or shadow a teacher for a day prior to accepting a job offer especially within the department or team with the open position.

Despite almost universal acceptance of the need to hire effective teachers and the understanding that successful teachers should be retained, many school districts still omit hiring from the descriptions of the most urgent and timely jobs of school leaders. If we’re really serious about becoming better at recruiting and retaining our new teachers- we should consider our new teachers’ perspectives! Just as I can vividly recall my own experience with being hired (even 20 years later!), they can too – especially when the process is fresh in their minds. As such, we’ve begun to provide a survey to your new teachers as part of their orientation and onboarding process.



Dr. Zack Howard began his career in secondary education 20 years ago while teaching High School Science in the Pickerington Local School District near central Ohio. He has served roles as a Department Chair, Dean of Students, Assistant Principal, High School Principal, Director of Assessment & Accountability, and currently serves as the Assistant Superintendent of HR. The Pickerington Local School District has over 1200 employees and approximately 10,900 students. Howard is an adjunct professor for Concordia University-Chicago.

SEARCH FOR TOP TALENT, EVERYONE'S CHALLENGE

by Anthony Kim; CEO
Education Elements; San Carlos, CA;
Jose Dortes; Chief Talent Officer
Miami-Dade County Public Schools; Miami FL;
Arnoldo Gutierrez; Director of Performance Management
San Antonio ISD; San Antonio TX

The interest in teacher recruiting and retention continues to grow across the country and has become a higher priority for all school districts. According to the Learning Policy Institute's 2016 report, "A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.," they estimate that the annual shortage of teachers would reach about 110,000 by the 2017-2018 school year and increasing each year. In a recent report by The New Teacher Center, they suggest that turnover in Title 1 schools can be 50% higher than in non-Title 1 schools and that these teachers in higher poverty schools are likely to leave the classroom and the profession altogether. The New Teacher Center continues to report that the cost of replacing a teacher is approaching \$20,000, and school districts that recognize this are investing heavily to support new teachers, by implementing programs like additional mentoring or tuition reimbursement. The cost to replace a teacher is high, and the cost to our future is even greater as the constant churn in teachers inhibits learning. The relationships teachers build with students is lost. The culture of collaboration is destabilized. Finally, the early training and professional learning that the teachers are developing to improve their craft leaves the organization and has to be restarted with the new teachers.

School districts in the U.S. also have a substantial impact on their local economy. Whether they are a small rural district or a large urban district, school districts make up a significant portion of the local workforce. Miami-Dade County Public Schools, for instance, employs over 33,500 employees. American Airlines is the 4th largest employer in the area with 11,300 employees, and Carnival Cruise Lines is the 7th largest with 3,500 employees. School districts play a critical role in stabilizing local economies, are responsible for the professional development of large workforces, and have the honorable mission of educating our children.

Yet school districts across the country are feeling the shortage of educators. Fewer teachers are going through traditional schools of education programs and many are leaving the profession for other careers. One reason is that many industries also feel a shortage in their respective industries and are putting in sophisticated strategies to recruit from other industries. As this U.S. News report states, "Despite years of initiatives to recruit skilled foreign workers or increase interest in science, technology, engineering and math (STEM) among students in the United States, a new study shows Americans feel the need for additional STEM workers is critical." The report further states that the manufacturing sector alone needs about 3.5 million jobs by 2025. CNN also reports that the healthcare industry "will need to hire 2.3 million new health care workers by 2025". It seems that these other industries are working hard to recruit more people into their sectors. Relatively speaking, an estimated teacher shortage of 110,000 teachers seems small in comparison, and it further reinforces our belief that other industries have even greater demands than education and will try hard to attract our workforce of five million educators.

Right now, districts are competing with their neighboring schools, school districts and other states to attract teachers from an already limited pool. Some school districts are getting sophisticated with search engine optimization to target teachers from other industries who may be thinking about moving. These types of tactics

will not make our nation's educator workforce stronger in the long run. We have to start now to develop strategies which will direct more college students into education and encourage people to change careers into this field. While policy-makers make political gestures and campaign on salary increases for teachers, often the salary increases are not substantial enough to make enough of a difference in lifestyle for a teacher or to prevent them from leaving the profession. Mercer published a 2019 Top Global Workforce Trends annual report, including 7,300 executives, which looks at what creates a compelling employee value proposition. The categories include: reward for performance, compensation, benefits, career development, support for wellness, sense of belonging, and meaningful work.

Based on their research of 7,300 respondents across 16 geographies and nine industry sectors, today's employees "are seeking more purpose, inspiration and connectivity". They see success as a team effort and believe their role is "relationship focused" and their environment is "collaborative". The report outlines four key trends in creating employee value proposition:

- Aligning work to future value by anticipating change
- Building brand resonance to attract the talent you want as an organization
- Curating the work experience to make work simple and intuitive so that people grow and thrive
- Delivering talent-led change by inspiring a growth mindset

Miami-Dade County Public Schools and San Antonio ISD are paying attention to these trends, and transforming their strategy and how they think about teacher recruiting and retention. Miami-Dade County Public Schools (MDCPS) is taking a multi-pronged approach to retaining good, early career teachers – the teachers with 3-5 years of experience. They are starting to build relationships with these teachers even before they join the district, by creating a "Pre-service Teacher Online Connections" program which connects pre-service teachers with teacher leaders at MDCPS. They are also ensuring that teachers coming into the profession with alternative degrees are able to have the

best experience possible, through their MINT 2.0 program. MINT stands for Mentoring Induction for New Teachers and offers people changing careers a way to get certified and mentored by a teacher leader. Finally, the district is providing consistent professional learning to their school principals who must do the everyday work to develop their teachers and maintain a culture which retains their teams.

MDCPS is intentionally focused on developing relationships between new teachers and their teacher leaders. In a poll they conducted, the top reason teachers stay in MDCPS is due to their relationships with their peers. The district is also taking a differentiated approach to engaging early career teachers and late career teachers. Other innovations include the way MDCPS is expanding their pool by convincing potential career changers.

In MDCPS we talked about one of their many strategies – mentorship. In San Antonio ISD (SAISD), we will draw attention to their work around relationships and conversations. SAISD is focused on training people to have conversations with intentionality and helping administrators develop the skills to have difficult conversations in a skillful way. SAISD is working with Crucial Conversations and iPEC Coaching to develop their administration's and school leadership's ability to deepen relationships and resolve tensions. SAISD is working towards micro-learning with Crucial Conversations. The HR and professional learning teams are consistently designing conditions to model, engage, and promote the skills needed to be fluent in Crucial Conversations. The teams at SAISD are working towards building habits which lead to more success and smaller failures so people stick with the Crucial Conversations strategies. SAISD has further expanded commitment to conversations by also bringing in iPEC Coaching, which is an approach to think about the whole person, and it starts with empathizing with the other person's energy level and meeting them at that level. SAISD is expanding upon their leadership strategies based on empathic leadership and servant leadership. While the district continues to get a lot of inspiration from other sectors, the challenge has been taking those materials



and contextualizing them for teachers and school leaders. This is an area where the education sector as a whole often feels challenged – the ability to transfer and contextualize strategies and programs from other industries.

Both MDCPS and SAISD are not bound by what you normally see in education. They aim to be creative and willing to try new things they see elsewhere that may work in their organizations. School districts are competing to recruit and retain top talent not only with other school districts, but with other industry sectors. In order to be successful in attracting and retaining employees, they need to feel valued, supported in their growth and frequently need to experience joy in their work. As one of the largest employers in any community, school districts take on additional responsibilities that are often not highlighted. As a large employer, the culture of your organization influences the rest of the community. The behaviors and emotions of our workforce engages the rest of the community at grocery stores, restaurants, homes, churches, and community events. As employers like MDCPS and SAISD transform their practices to focus on mentoring and conversations, what are some of the key lessons learned for education and other sectors to consider? In a fast-changing world which requires agility, employers (including school districts) are largely taking on more responsibility to educate and develop their people. While universities and alternative certification programs need to adapt to these demands and tweak their curricula based on new needs, they are often risk-averse due to the legacy of policies not modernized to meet today's needs.

Leading analysts like Josh Bersin identify the key professional skills in demand as: adaptability, collaboration, cultural awareness, and leadership. As large employers in education creating significant economic impact, competing to recruit a tight workforce and preparing our kids for the future, we have an enormous challenge ahead of us. The only way we will be successful is by changing how we think about the problems and working to bring new team habits into our everyday work that helps create diverse, equitable and inclusive environments into our schools and district offices. We have to help our teams create trusting relationships to engage our peers, and give them the confidence to achieve goals. As leaders, we need to design frequent “peak moments” for our teams which they will cherish and remember. While we have a teacher shortage, it's nothing like the shortage other industries are facing and those industries are going to be aggressive about what they can offer to our pool of educators. Not only do we need to think about attracting top talent, but we have to be more purposeful around retaining and developing the talent we attract.



Anthony Kim is a Corwin Press bestselling author, with publications including *The New Team Habits*, *The New School Rules*, and *The Personalized Learning Playbook*. His writing ranges the topics of the future of work, leadership and team motivation, improving the way we work and innovation in systems-based approaches to organizations and school design. Anthony believes that how we work is the key determinant to the success of any organization.

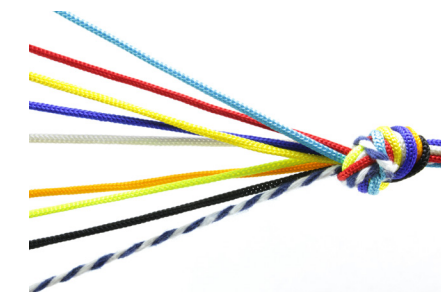


Jose L. Dotres is the Chief Human Capital Officer at Miami-Dade County Public Schools and has helped the district become one of the most successful large urban districts in the country. He brings a unique perspective around leadership develop and draws his strategies from best practices in other industries while maintaining a focus on instruction. Jose was the Chief Academic Officer at Broward County, but also worked in other industries which has shaped his passion for attracting people from other industries to education.



Arnaldo Gutierrez is the Director of Performance Management at San Antonio ISD and is a certified coach in Crucial Conversations, Institute for Professional Excellence in Coaching, and Mediation. Having built a 15 year career at San Antonio ISD, he is responsible for developing more than 50% of the workforce in the district. He's passionate about helping people build skills around relationships and problem identification.

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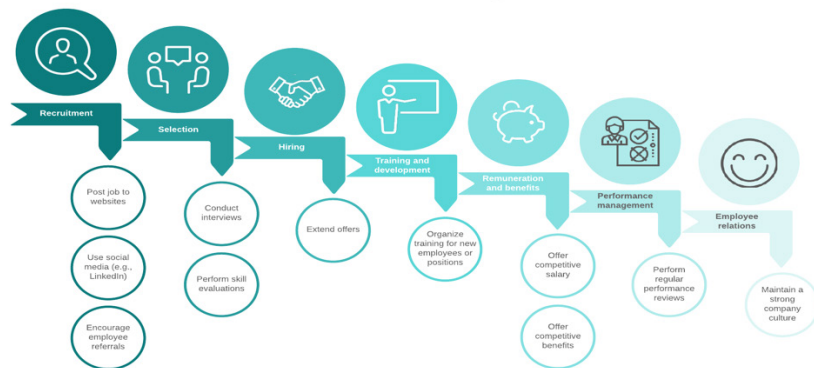
STRATEGIC ALIGNMENT: YOUR ORGANIZATION'S HEART

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

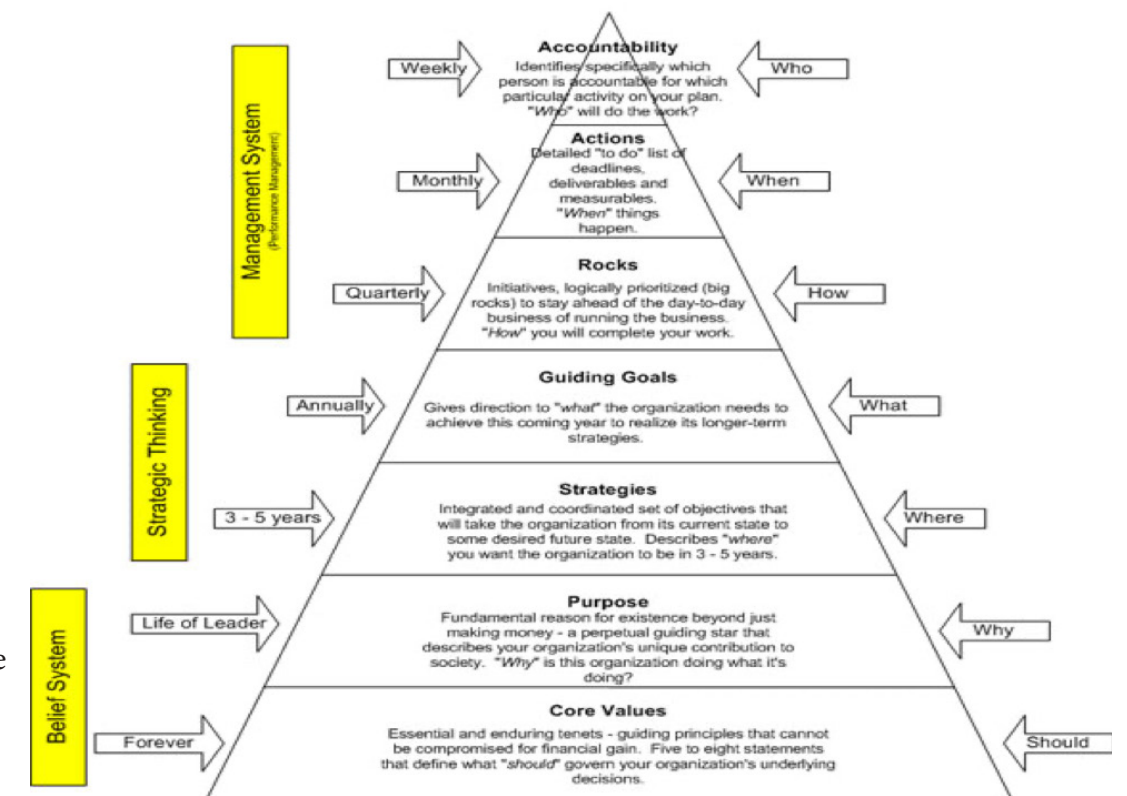
In our Human Resources office, our organization's heart beats for all our students and teachers. Our mission is to empower today's students to grasp tomorrow's opportunities through recruitment, training and retaining of our world-class employees. If the strategic alignment is your organization's heart, then what exactly is strategic alignment? Strategic alignment allows high performance by capitalizing on the contributions of its people, processes and inputs. This is to the actualization of objectives that are measurable. It minimizes misdirection of effort, resources and waste to the true intended purposes. To be truly aligned, the organization's business

and product development strategies must match up with its customers, users and marketplace. This is the only way to success. Strategic alignment involves identifying the organization's purpose by helping organizations define what matters most. The next steps are to create a road map for achieving this purpose. It requires planning, reassessment and adjustments that are on-going. This workforce feels responsible and has buy-in for the organization to achieve its objectives.

Overview of the Talent Development Process



Strategic Alignment Framework



How much time do you think is spent each month on strategy in an organization? What percentage of employees fully understand their organization's strategy? You may find the answer shocking, or it may ring true to your organization. The answer is that 85% of executive teams spend less than one hour per month on strategy and just 5% of employees understand the strategy of their organization. If the employees who are closest to customers, our students, and who operate processes that create value are unaware of the strategy, they cannot help the organization execute strategy. Organizations managing strategy well behave differently. What is the appropriate amount of time for this operation? Effective managers usually meet once a month for four to eight hours. They schedule this and provide opportunities to review performance. This proactive stance allows for adjustments to the strategy and the execution. The organization's strategy can be tested and new actions incorporated.

A recent 2018 McKinsey & Company report stated, "just half of executives say their time spent at work aligns with their organizations' strategic priorities." We know that aligning an organization's resources that incorporates time is critical to implementing and executing a strategic plan. A strategy is not a one and done task. Pushing through the creation process of strategy in an afternoon does not really work. The solid strategy doesn't evolve that way, but you can begin to develop a habit of setting time aside each week to fine-tune your organization's strategy. The key to remember about strategy is to work on it and keep the commitment.

There are five steps to remember in strategic alignment. First, the planning stage. You must first look honestly at your organization's condition to prevent the process from being flawed. The next step is organizational unity. You must realize that in an organization what one employee does in one department does indeed affect the activities of others in the same or different divisions. The next step to remember is the resources used. Due to time constraints, this will help employees to understand the vision and direction. They know what means the most and can spend their time focusing on the organization's objectives instead of their own. The fourth area is reporting. This is as simple as employees giving scheduled progress reports on the goals. This helps the supervisor to root their employees on or make needed adjustments before issues become harder to fix. The final area is adjustments which cannot remain static. Adjustments must be fluid and ever-evolving. Your organization will often determine better-operating methods and begin to implement them to improve effectiveness. Just for clarity purpose, let's compare traditional human resources with strategic human resources. First, traditional HR is administrative in nature, while strategic HR is empowering. Traditional HR endorses

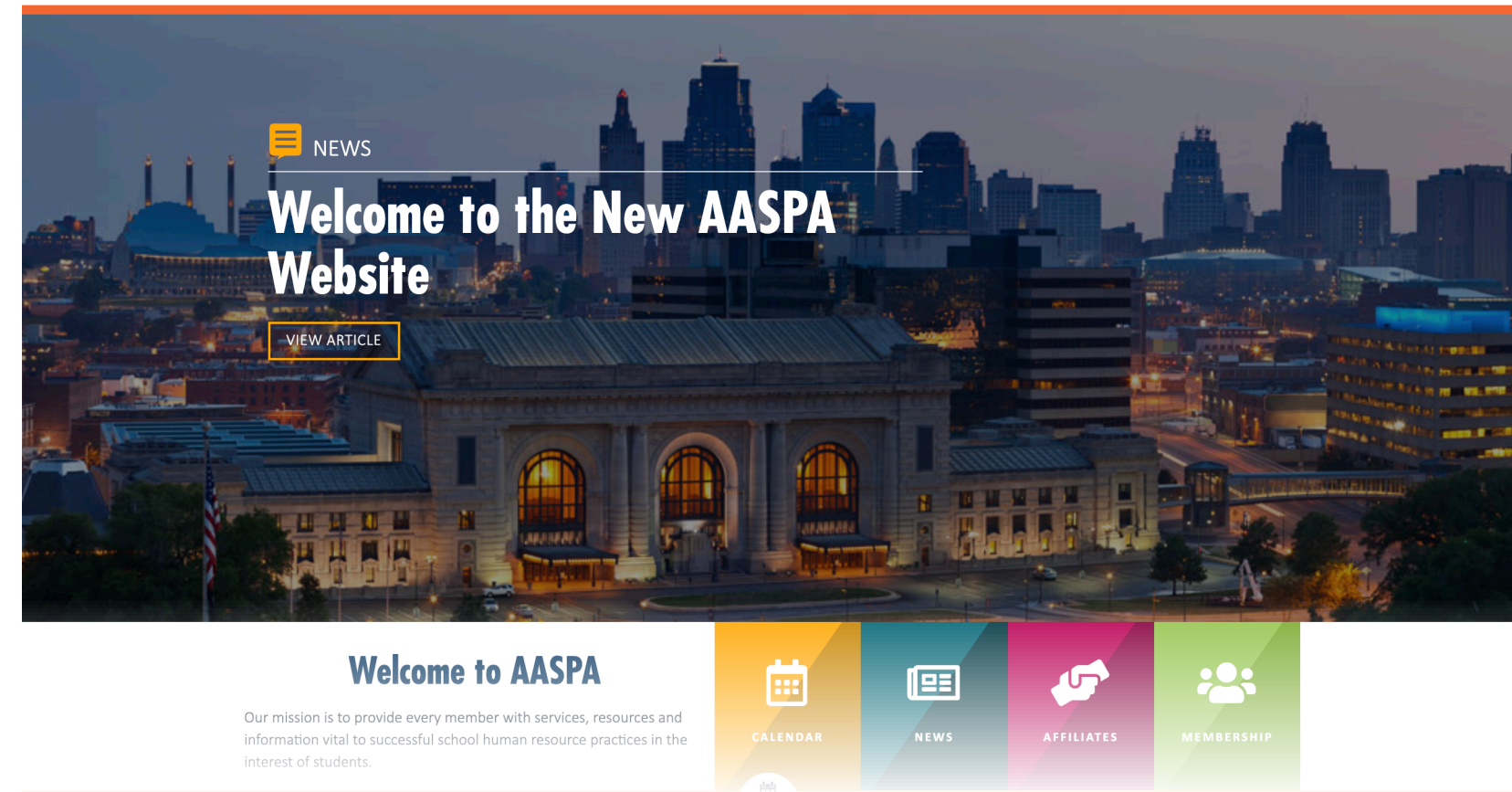
specialization of work while strategic deals with multi-tasking. Traditional deals in the development of policies and its functions, but strategic is more interdisciplinary. Strategic sees rules as flexible and focuses on short term objectives, but traditional ensures adherence to the rules and routines. Traditional is where people are not viewed as a competitive advantage, and strategic sees people as intellectual assets. Finally, traditional human resources are where change is slow and fragmented, but strategic is where changes are proactive and systematic. Clearly, to move to a strategic HR the culture of the organization must be aligned and has great resolution with its variables. It is important to look at examples of variables evaluated in strategic alignment. The first area is leadership collaboration. Is there more disputing than collaborating among the team? Team members must be on the same page with the vision and goals, key performance indicators and business drivers, policies, and culture.

The executive committee must first be sure that they each understand the direction of the organization and are invested in the vision, goals and policies. Sometimes there must be action taken to bring views into alignment with the organization. This would occur if a team member had views in conflict with the team. The second area is key performance indicators or better known as KPIS. The KPIS are the metrics used to quantify the success of the organization. Your organization must try to understand if your KPIS are the right drivers by asking if they provide the needed performance. You can ask if your overall system objectives are being reached. If not, you must align your KPIS with your goals. KPIS fall into four categories for most organizations: 1) improving the efficiency of the cycle-time; 2) steadily increasing revenue or in the case of schools the increase in test scores and teacher retention; 3) improving customer satisfaction in every way; and 4) reducing cost while not reducing quality. The final variable is the system culture. You must ask, is there a productive culture that promotes creativity and innovation? You want your members to feel ownership and value. Customer service and satisfaction are principal drivers. You must do this while keeping your students and employees, your internal customers, at heart. Culture is part of your brand too. Without an aligned culture of support, the best strategies in the world are useless. A positive culture sees the employee as its most asset.

By ensuring there is strategic alignment in your organization, you can eliminate waste of resources. This includes eliminating conflicting priorities, increasing team-member coordination, communication and buy-in. Strategic alignment clarifies capabilities and competitive advantages. It provides clarity and structure of purpose and empowers employees to develop and shape the organization's future. This helps to prevent a possible loss of faith in the vision, mission and values of your organization. If a loss of faith were to occur, it could hurt the morale and employee's willingness to give their best. Remember that the strategic human resource planning process begins with an assessment of current staffing, including whether it fits the system's needs. Next, is forecasting future staffing needs based on the organization's goals? This can be both demand and supply forecasting. You will then develop talent strategies. This includes the processes of recruitment, selection, hiring, training and development, remuneration and benefits, performance management and employee relations. Finally, you will align your system's strategy with employment planning and implement the plan. This is not only to hire new employees but to retain and train new hires and current employees on changes. Keep your organization's heart pumping through these steps and setting time aside to work on strategies.



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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