



Priority Improvement and Title I Recruitment and Hiring

PLAYBOOK

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SEPTEMBER 2018

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PLAYBOOK

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PURPOSE

The purpose of the playbook is to identify and codify the differentiated district strategies and systems we utilize to support our most impacted schools. These defined pathways will enable us to recruit and hire skilled and diverse teachers.

MISSION

Recruit and hire skilled and diverse teachers to serve students in our most impacted schools.

VISION

Through our rigorous recruiting and hiring process, students will excel both academically and social-emotionally due to the dedication and instructional expertise of their teachers.

These skilled and diverse teachers demonstrate and are committed to:

- Reflection and growth
- Persistence in adversity
- Shared responsibilities and accountability
- Equitable access for students and families
- Continuous improvement of students and self
- Inclusion of families and community
- A safe and engaging classroom and school community

STAKEHOLDERS

Internal

Learning Services, Human Resources, and Priority Improvement and Title I School Leaders will be engaged throughout the rigorous process of selecting skilled and diverse teachers.

External

The Colorado Department of Education Turnaround Network and Leadership will support efforts to create, adjust, and implement the strategies and systems for recruitment and hiring in Priority Improvement and Title I schools.

RECRUITMENT PRACTICES

Adams 12 Five Star Schools participates in a variety of activities to recruit skilled and diverse teachers to serve in our most impacted schools:

- Connect to outside agencies including colleges and universities.
- Participate on new teacher panels (at local universities/colleges) to introduce and inform candidates about opportunities in Adams 12 Five Star Schools.
- Maintain active membership in recruiting organizations such as the American Association of Employment in Education and Colorado Association of School Personnel Administrators.
- Utilize social media outlets such as Facebook, LinkedIn, Twitter and district website.
- Attend in- and out-of-the-state job fairs with invited school principals. Examples of recruitment brochures: [2015 District Recruitment Brochure](#) / [2016 District Recruitment Ad](#)
- Send emails to colleges/universities to post hard to fill positions.
- Place student teachers throughout the district. Identify those who demonstrate commitment to serving in Priority Improvement and Title I schools.
- Host a Priority Improvement and Title I Job Fair in February/March. Examples of job fair flyers: [Job Fair Flyer Spring 2016](#) / [Job Fair Flyer Fall 2016](#)
- Create marketing statements and brochures specific to each Priority Improvement and Title I school. [School Brochure Example](#)

PRIORITY IMPROVEMENT & TITLE I HIRING PROCESS

Candidate Selection Steps:

1. Posting Positions

Post internal and external positions through the district's applicant tracking system simultaneously. Email language for internal posting: "Staff, I am writing to let you know that I have posted the XXX position on our district website. Let this notice serve as the internal posting for this position."

2. Candidate Selection

[Four Conditions Diagnostic Rubric](#)

3. Phone Screening

After reviewing the candidate pool, contact your HR representative to assist you in reviewing EPI scores and in identifying internal candidates. This is the time in the process to select a broad pool of **internal and external** candidates. There is a list of sample phone interview questions to select from, but other questions may be used, this is the time in the process when you need to ask the diversity question. Also, this is the part of the process where you bring in at least two internal candidates and two candidates from the Priority Hiring Pool if required. This is essential that everyone uses this opportunity to interview the number of internal candidates we are required to interview per the contract. It is this element of the process that determines who moves into the group interview and performance task.

The phone interview:

The phone interview is intended to be a 15-20 minute interview that allows the hiring school to screen for candidates who have either the right experiences, attitudes, credentials, and/or character that will interface well with the team/school. These interviews may be conducted by the admin team, or a small interview team. The candidates that move forward from this element in the process will proceed to the group interview element. *The diversity question must be included in this portion of the interview process.*

[Sample questions for the phone interview](#)

4. Group/Team Interview

This part of the process will look like it has always looked in the building. Please remember to include at least two teachers in this part of the process. There is a bank of interview questions to choose from, or others may be used. The next step in the process will be to schedule finalists for the performance task. (Consideration: It might be beneficial to bring in an HR representative, someone with a special populations lens, a colleague, or the Executive Director to provide another lens when interviewing a larger pool of candidates.)

[Sample questions for the group interview](#)

5. Performance Task

This is the part in the process to schedule an observation or request a video of a lesson, have candidates participate in a collaboration with an instructional coach, submit a lesson plan based on mock data-principal choice. In order to be efficient with your time, this part of the process should be reserved for only the top 3 or 4 finalists.

6. Contact references on the top candidate

Make sure to contact the current and/or most recent principal/supervisor even if they are not listed on the application as a reference.

7. Submit finalist(s) to Executive Director / Human Resources for approval and tracking

Being a new process there will be a compilation analysis of who has been hired, their EPI score (assessment included in our applicant management system), as well as tracking performance data throughout the school year. In addition, HR staff will be surveying candidates as to their perception of the process, so information can be gathered by the field to analyze and adjust moving forward.

8. Perform the Recommend for Hire Step through your district's applicant tracking system

- Submit new hire paperwork (district specific)
- Recruitment and Selection Procedures (district specific)

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Onboarding

1. Post-recruitment Strategy

This is the time to ensure continued communication with the selected candidate. The following are suggestions in order to stay in touch with the newly recruited staff member:

- Invite them to an ERD or planning session
- Invite them to end-of-year school events for both staff and/or students
- Send them some school swag
- Send them the summer reading you may be doing with your whole staff
- Ask team members to keep in touch with the candidate so they stay connected with their new teammates

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DEPARTMENT SUPPORT FOR PRIORITY IMPROVEMENT & TITLE I RECRUITING AND HIRING PROCESS

COMMUNICATION DEPARTMENT	HUMAN RESOURCES / EMPLOYMENT DEPARTMENT	LEARNING SERVICES DEPARTMENT
Recruitment fair flyer: Sample 1 (Spring 2016) Sample 2 (Fall 2016)	Link to your district's job posting	Hiring input and approval
School Brochure Example	Link to your district's applicant tracking system	Input on screening and/or candidates
District materials: Sample 1, Brochure Sample 2, Ad	Candidate endorsement qualification screening	Input on interviews (SPED, ELD, GT, specialized programs, etc.)
Online principal training	Link to your district's hiring paperwork, staffing & resources information	Approval of final candidates (ED's)



GOAL

By using the Priority Improvement and Title I Recruiting and Hiring Process, our goal is to reduce the title schools certified turnover rate so that it is the same or less than the district's overall certified turnover rate.

School Year	District's Overall Certified Turnover Rate	CDE's Teacher Turnover Rate	Title Schools Turnover Rate	Non-Title Schools Turnover Rate
2015-2016	10.46%	13.21%	14.00%	9.11%
2016-2017	12.52%	16.13%	16.83%	10.91%
2017-2018	11.39%	12.77%	13.04%	10.99%

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