

SAC Staff Recruitment Strategies

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Ashish Kothari, Maggie Schradel, Sarita Zilch,
Jane Haffner, Vinit Kohli, Amy Chima, and Mary Kay Crone

Current State of Sycamore Staff Recruitment

Ashish Kothari

Project Statement Questions

“Without question, when the majority of students in public schools are students of color and only 18 percent of our teachers are teachers of color, we have an urgent need to act. We’ve got to understand that all students benefit from teacher diversity. We have strong evidence that students of color benefit from having teachers and leaders who look like them as role models and also benefit from the classroom dynamics that diversity creates. But it is also important for our white students to see teachers of color in leadership roles in their classrooms and communities. The question for the nation is how do we address this quickly and thoughtfully?”

Education Secretary John B. King, Jr.,
Speaking at Howard University, March 8, 2016.

How Do We Measure our Progress!

Teacher Diversity Index: The percentage-point difference between teachers of color and students of color.

Area	Diversity Index
US*	30
Ohio*	18
Sycamore	23

* Ulrich Boser, "Teacher Diversity Revisited," Center for American Progress, May 2014

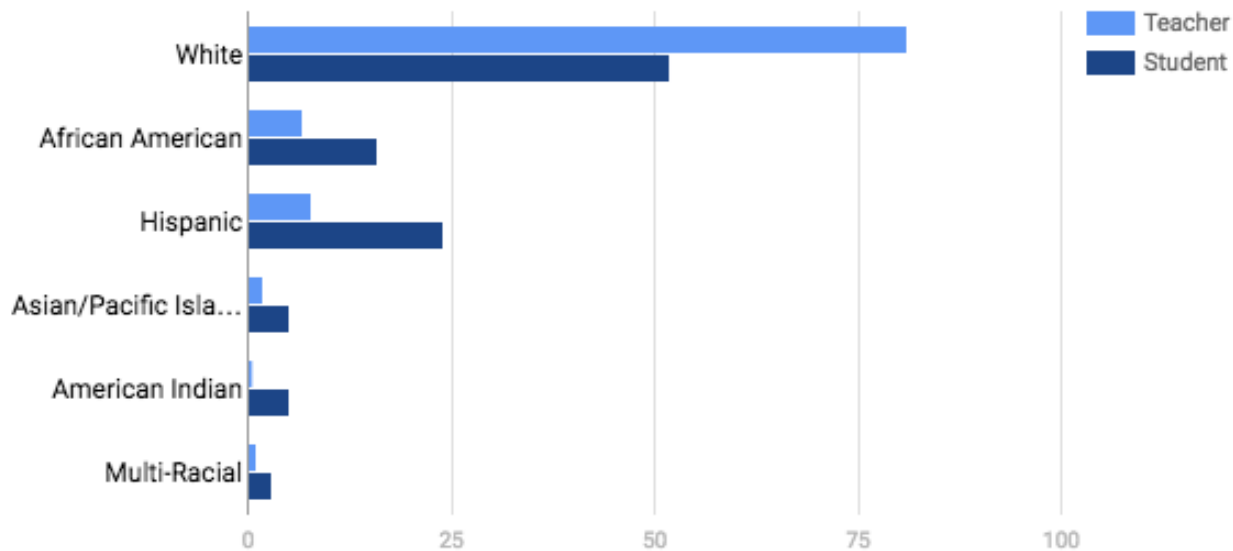
The background features abstract, overlapping green geometric shapes in various shades, ranging from light lime green to dark forest green. These shapes are primarily located on the right side of the slide, creating a modern, layered effect.

What we found out: Diversity within Education

Maggie Schradel

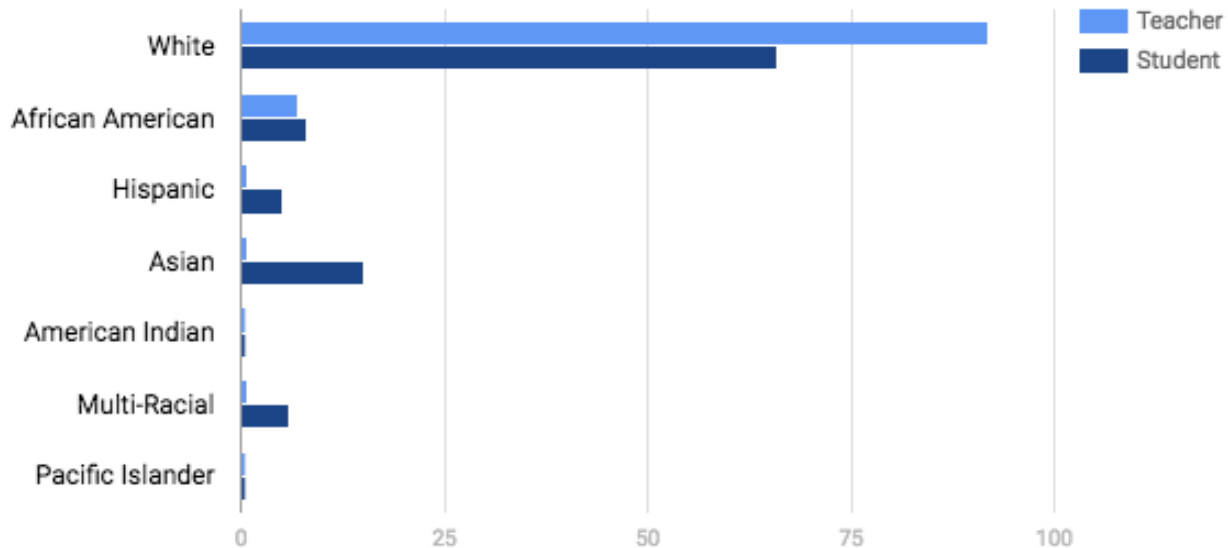
How Does Sycamore Compare?

National Percentage Distribution of Students and Teachers by Race/Ethnicity 2011/12



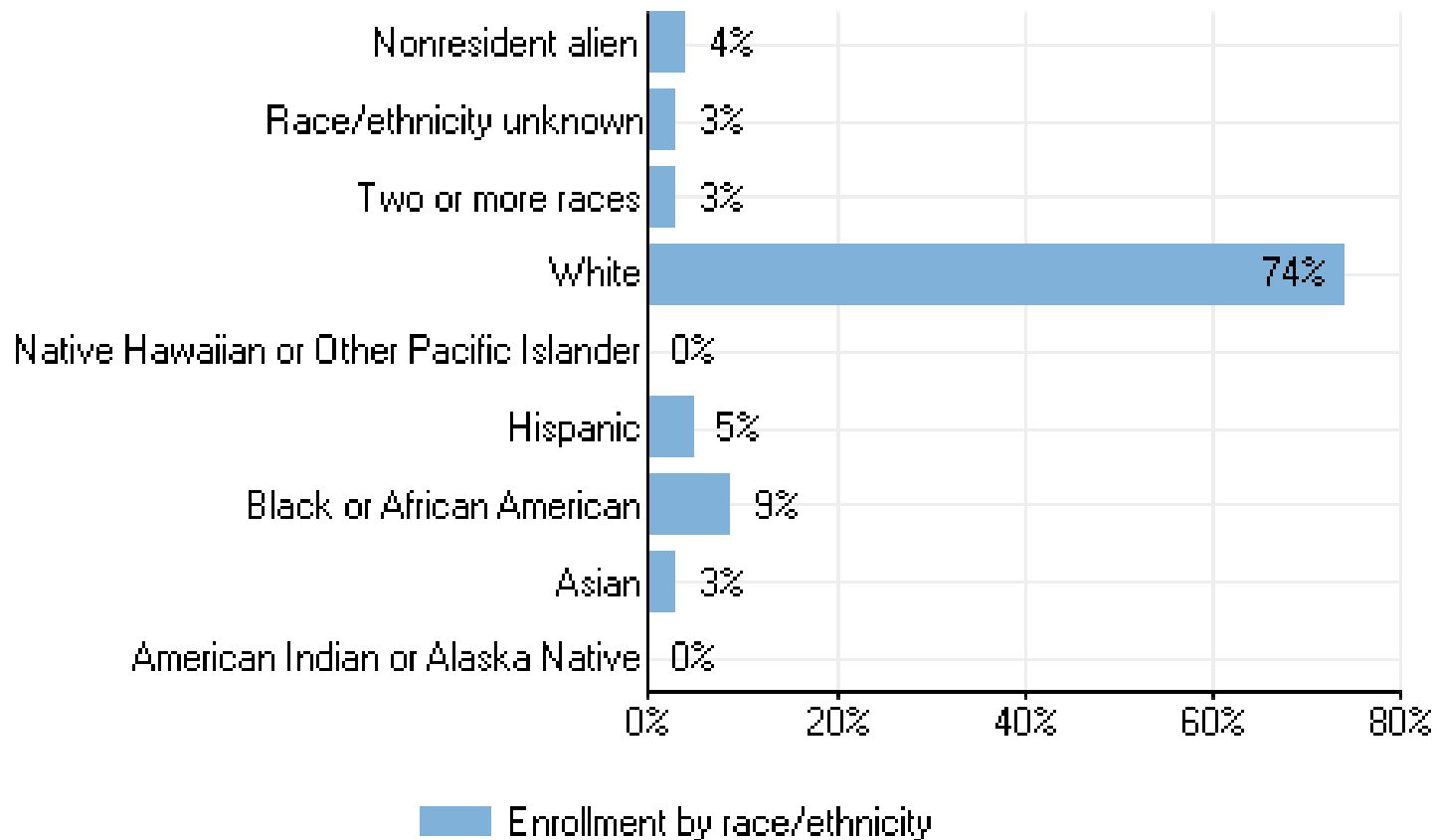
Sycamore Student/Teacher Profile

Sycamore Schools Percentage Distribution of Students and Teachers by Race/Ethnicity



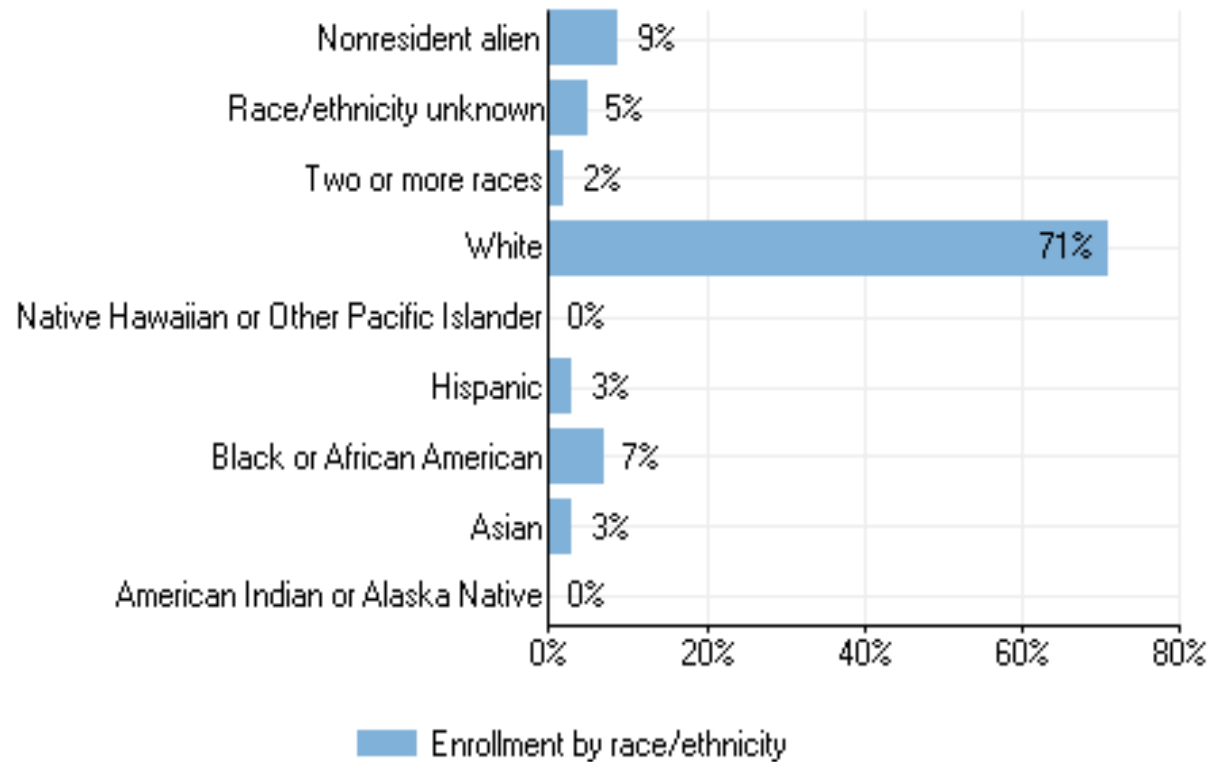
Xavier University % of students enrolled by race/ethnicity

<https://nces.ed.gov/>



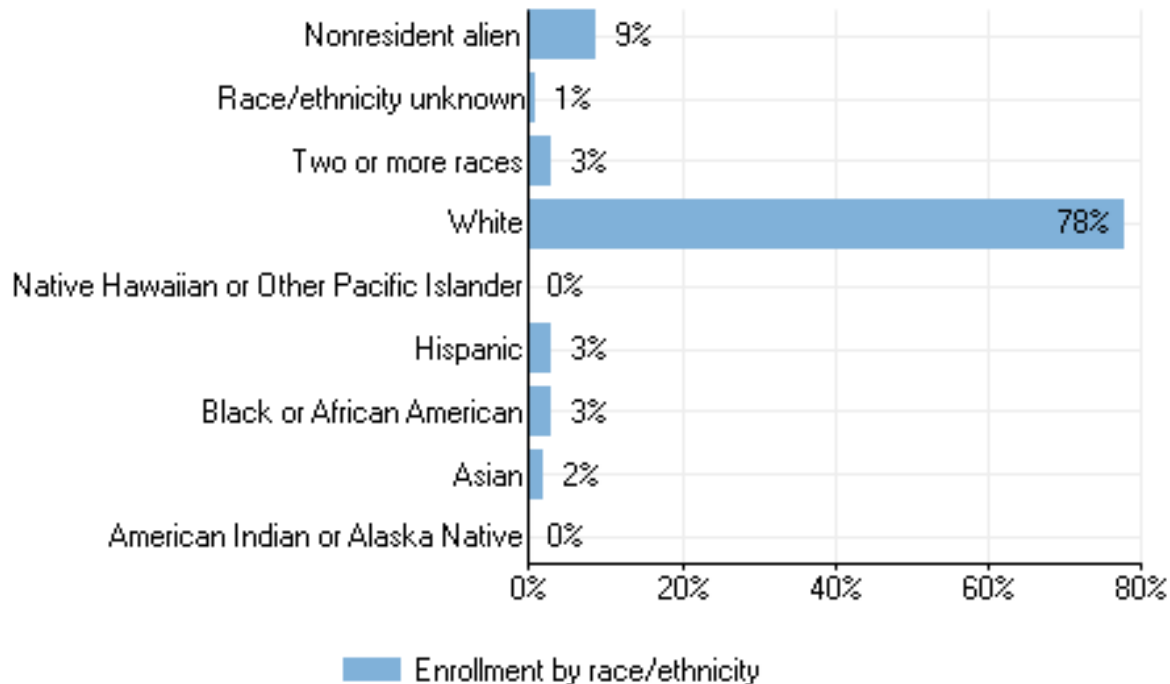
University of Cincinnati % of students enrolled by race/ethnicity

<https://nces.ed.gov>

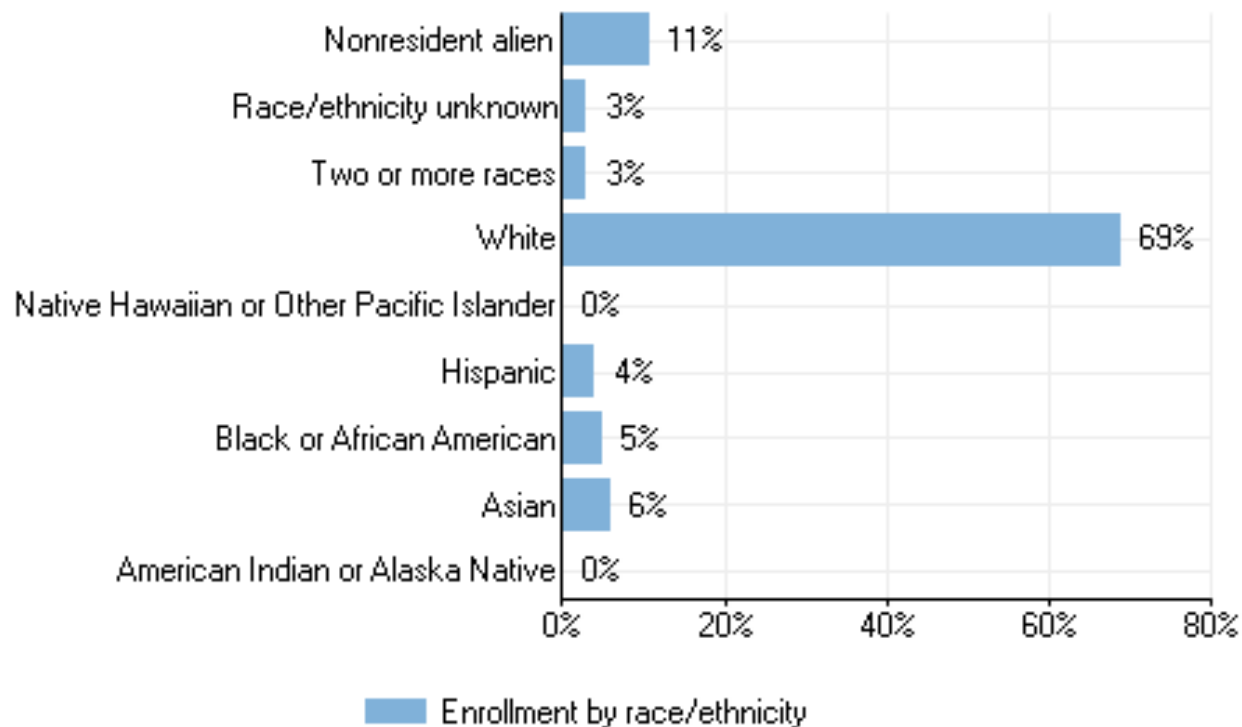


Miami University % of students enrolled by race/ethnicity <https://nces.ed.gov>

- Miami University percentage of minority students that have completed the teacher ed program was 11% for the 2015/16 school year and 13% for the 2016/17 school year.



Ohio State % of students enrolled by race/ethnicity



What are non-traditional options for recruitment?

Sarita Zilch

Leverage Corporate Ties

Many companies in our area have diversity recruitment efforts from which we could benefit

- ▶ **Spousal relocation benefits:** Some companies offer job placement assistance for relocating spouses. Can we ensure Sycamore is a top consideration for relocating teachers, especially diverse applicants?
- ▶ **Job placement & education assistance services:** Many companies offer outplacement assistance & education stipends to early retirees/downsized employees. Can we attract those considering teaching as a second career?



Our Conversation with Dr. James:

“There were two factors which drove the need for diversity among staff.”

The Sycamore student body was becoming more diverse.

Studies indicated that the success of a student body correlates with teachers that are of similar backgrounds.

Our Conversation with Dr. James (cont'd):

Effort was made to **attend teachers' and education fairs** in Ohio. UC was a successful recruiting venue. Miami is an emerging one. They also targeted African American universities.

It was stressed that Sycamore was looking for **top-notch** candidates. 3-4 Sycamore Staff usually attended including a building administrator, a teacher of color, Director of HR, to engage with minority candidates in the room.

The team realized that students at these fairs **tend to stay in the vicinity of where they had attended college**. Developing relationships with universities to have them help identify recruits for Sycamore was key -> They were on the lookout for Sycamore and could help guide candidates. Administrators realized that it was important that there were groups of people (other teachers, parents) to whom potential staff could ask questions. These staff should be culturally diverse or at least people who embrace diversity and would be viewed as culturally "sensitive."

No quotas or targets were imposed to meet a certain goal of minority hiring.

Our Conversation with Dr. James (cont'd):

Retention has also been a focus in the past. Administrators met with minority teachers to understand what support they needed. A focus on hiring experienced teachers who work with “students of color” in other districts and embrace diversity would create an environment to improve retention and recruitment efforts.

Our Conversation with Dr. James (cont'd):

Opportunities discussed:

a. Tracking which students were hired and from what education fairs would have allowed efforts to be more focused in future years (This could still happen using a survey of current staff.)

b. It seems building administrators were solely responsible for recruiting at their building only. (Administrators could conduct team interviews and then decide on best fits in each school.) Perhaps a standardized hiring process should exist (with certain exceptions.)

c. Having a diversity committee with parents participating was wonderful. Convening a group of parents representing diverse viewpoints and backgrounds can be helpful in recruiting efforts (They could possibly attend fairs, interviews, and lead retention efforts, etc.)

Recommendations

Vinit Kohli/Amy Chima

How can we help Sycamore be a place where diverse candidates want to work? Immediate Steps

1. Recruit actively using Job Fairs- Outreach and Promotion
 2. Open door policy to allow minority teachers to have open communication and actively address issues to retain good teachers in the district.
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1. Human resource page should be updated - More pronounced statement on diversity to be more welcoming to diversity - (Example - : <http://www.princetonschools.net/domain/62>)
 2. Employee satisfaction survey to evaluate Teacher Feedback.
 3. Incentive to stay and improve skills - Tuition re-imbusement upto \$1,000.
 4. Consistent District-wide Exit interviews and question reason for leaving.
 5. Have an internal referral program for hiring teachers with diverse backgrounds.

Short Term Considerations (18 month timeframe)

- Identify minority/teaching fairs in OH, KY, IN to attend
- Development of a diversity committee comprised of community members, administrators and current teachers to:
 - Increase Sycamore Schools' connections to widen teacher applicant pool through:
 - Attendance at teaching fairs
 - Recruiting from nearby colleges and universities
 - Providing students interested in education with mentoring and practicums
- Reach out to community to help acquire recommendations for teachers
 - Host educational seminars with Chambers of Commerce affiliated with minorities
- Clearly articulate how interview process works at Sycamore schools for applicants on website

Long term considerations (5 year horizon)

- Recruiting Methods
 - Consider expanding interview technique (person to person) to incorporate video interviews for applications that may be applying from another state/area
- Creation of a 5 year long term plan to recruit, hire, and retain diverse students that match Sycamore's diversity profile
- Talent Management
 - Develop 360 feedback mechanism where teachers are hearing from colleagues, students, and parents

Teacher Feedback

Mika Amenomori Wolfford English as a Second Language
(ESL) Teacher describing Sycamore Schools:

<http://shsleaf.org/25343/media/diversity-2/>

Possible
Additional Resources:

Teacher Recruitment Aps:

“MyEDMatch”

“Selected”

“Teacher Match”



Possible Additional Resources (Cont'd):



For example the “Equity” standing committee

1. Develops and presents recommendations for ensuring diversity is addressed with each accreditation decision.
2. Identifies exemplar recruitment plans and work with CAEP Accreditation and Communication departments to share those plans with EPPs.

NCTAF.org

“Even when we are successful in recruiting and preparing diverse, qualified candidates, nearly a third leave the profession within the first three years. Half of all teachers in urban school systems leave within the first five years. This turnover has numerous negative costs and consequences from a loss of financial investments in new teachers to a disruption in school culture as well as the academic and developmental costs to children who experience these losses over multiple years.”