

Hiring and Retaining Teachers

Gwinnett County Public Schools
Summer Leadership Conference

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Division of Human Resources

Have you ever hired someone who disappointed you?

- Did you do it on purpose?
- We do it because we just don't have enough information, or the right information!
- This presentation will offer a different look at the hiring process that fits our times. Please open your minds to new ideas...

Fact: Hiring is back as a big issue

“Our greatest contribution is to be sure there is a teacher in every classroom who cares that every student, every day, learns and grows and feels like a real human being.”

*Don Clifton, Chairman, Gallup
International Research & Education
Center*

Top Reasons Hiring is Important

- Research Shows:

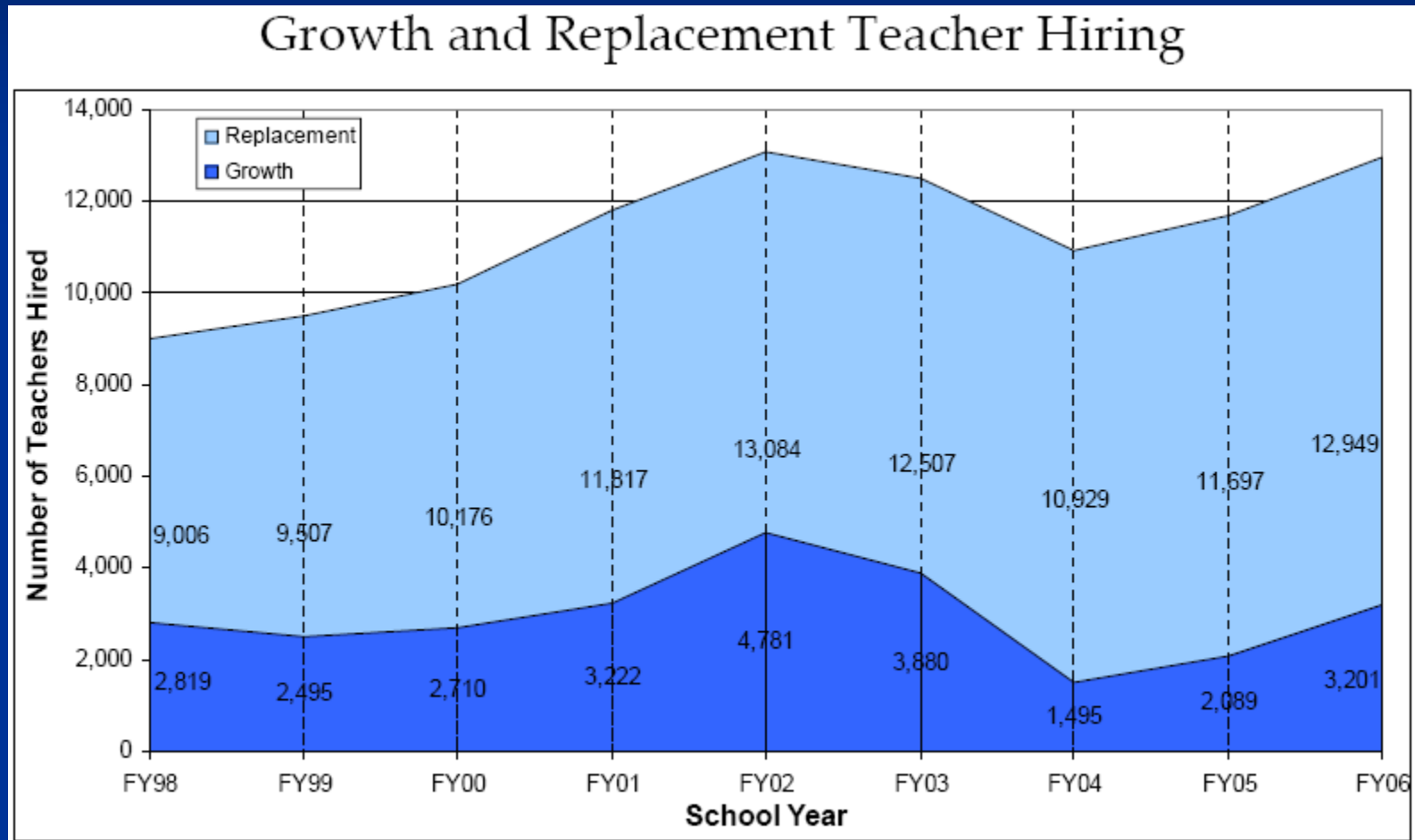
- The most important factor in student achievement is having a high performing teacher in the classroom.
- Effective teachers boost student achievement scores and make a difference in the lives of our students.

Top Reasons Hiring is Important

Projected Teacher Demand Georgia FY2006-2010

	Georgia	%
05-06	11,582	13.19
06-07	11,012	13.05
07-08	10,152	14.36
08-09	8,971	16.33
09-10	7,436	20.28
Total	49,153	15.04

Top Reasons Hiring is Important



Source: Georgia Professional Standards Commission

Top Reasons Hiring is Important

- High Performing Teachers like to work with other High Performers
- Hire average teachers and attrition of your existing “star” teachers will increase
- Hiring smart can be a more powerful tool than retention!

If we thawed a personnel administrator frozen in 1950...

- They would not recognize much in the HR suite...
 - FMLA, EEOC, OCR
 - HRIS
- The only HR process that would look familiar is hiring.

Would you want to hire...

- Eager to please
- Energetic
- Enthusiastic
- Gets along well with others
- Follows directions well
- Consistent
- Holds no grudges
- Doesn't keep score
- Gives 110%
- Loyal



What has changed? Everything.

- School districts have higher expectations for student achievement.
- Teaching applicants must be “highly qualified”
- Applicants are more prepared than interviewers
- School districts are beginning to focus on the people side of the equation

Interviewing

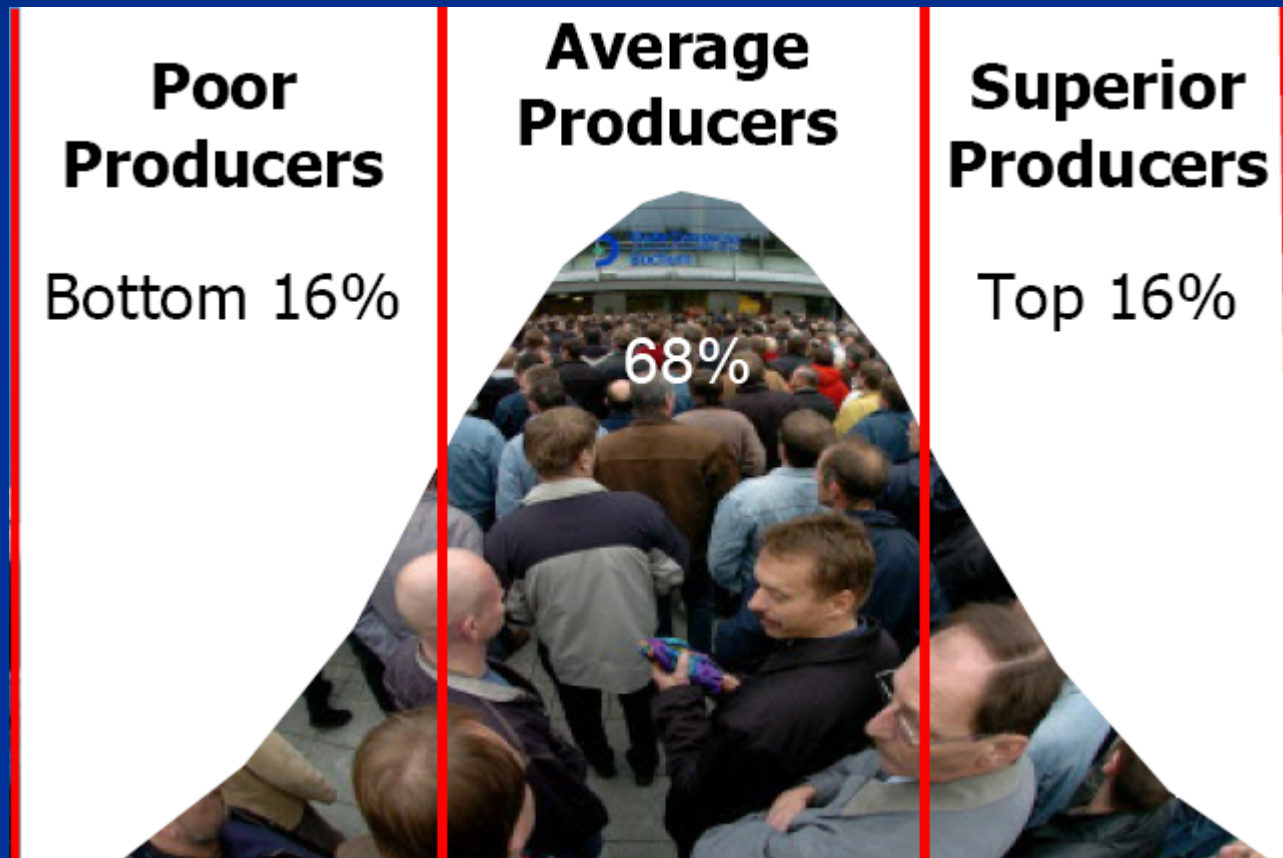
A scary truth...

“63% of all hiring decisions are made during the first 4.3 minutes of an interview.”

SHRM Study, reported in USA Today

...so, what should happen in the remaining 40.7 minutes in the screening interview?

Hiring Smart can be a more powerful tool than retention...



Job Performance equals...

“Can Do” Factors + “Will Do” Factors

Both factors are essential to successful performance on the job. The teacher that has the ability (can do) but is not motivated to use it (will not do) is little better than the employee who lacks the necessary ability.

Let's change the process

What should be considered?

■ “CAN DO” FACTORS

- Experience
- Skill
- Training
- Education
- Fit
- Classroom Management

■ “WILL DO FACTORS”

- Motivation
- Relationships
- Instructional Strategies

FIT Questions

- What do you do really well?
- What kind of support do you need from your principal?
- How important is it for your co-workers to be your friends?
- Why would you choose to teach in this school as opposed to another?
- What type of students do you like to work with?

Motivation

- What drives them-
 - What motivates you to be successful?
- What gives them satisfaction-
 - What do you think will provide you with the greatest satisfaction in teaching?
- What is their mission-
 - What does it mean to be a teacher?

Relationships

- Do they value relationships with students-
 - What do you think is the ideal relationship that a student and teacher can have?
- How do they develop relationships-
 - What are the most important things that a teacher must accomplish during the first few days of school?
- Do they want their students to be their friends-
 - How would you do this?

Instructional Strategies

- How do they value diverse and innovative techniques and approaches?
- What different ways do they have to engage in learning?
- How do they tailor their instruction to students?
- What can you do to become an even more effective teacher?

Behavior-Driven Interviewing

- Relatively new mode of job interviewing.
- Comes to education from the private sector where it has been used for 15 years.
- Premise is that the most accurate predictor of future performance is past performance.
- 55% predictive, while traditional interviewing is only 10% predictive.
- Better addresses “FIT”

Behavior-Driven Interviewing

- Requires applicants to relate experiences in previous teaching, student teaching, or field experience.
- A candidate who cannot explain how to assign grades on a writing project to you, cannot explain it to fifth-graders, either.

Behavior-Driven Interviewing can...

- Be used to evaluate credentials
 - Cover letter/Resume/Application
 - Should be candidate's best work
 - Experience
 - Education
 - Clear?
 - Certification?
 - What do cover letters tell us?
 - “Red Flags!!!!!!!”
 - Examples of successful past experiences
 - Typographical/Grammatical

Behavior-Driven Interviewing

- Tell me about a time...
- Describe your experience with...
- How have you...
- What has been your approach...
- Curriculum
- Planning/Methods
- Classroom Management
- Parents
- Student diversity
- Professionalism

Mary C. Clement, "Using Behavior-Based Interviewing", 2005

Questions

- Focus on past experiences
- Create questions based on teacher effectiveness—knowledge, skills and talents
- Use same questions with each applicant

Curriculum

- How have the national standards for your subject area guided your teaching?
- Describe a two-week unit you have taught?
- Ask about reading strategies for early elementary positions.
- Ask about getting students ready for CRCT, etc.

Methods

- Which teaching methods have you found to work best in the past and why?
- Describe how you start and end a lesson?
- How have you integrated technology into lessons?

Classroom Management

- Describe a management plan that you have used or observed that worked.
- What kinds of positives and consequences are appropriate for this age student?

Assessment and Grading

- Describe a grading system that you have used.
- While a lesson is ongoing, how can you tell if students are engaged in learning?

Professionalism and Communication

- How do you stay current with the trends and issues in education and in your subject matter fields?
- How do you evaluate your teaching?
- Describe positive parent/family communications that you have used in the past.

Look for...

- PAR (Problem, Action, Result)
- Tell me about a time when your lesson did not go as you planned and what you did.
 - Problem: I was teaching 8th graders about problem solving, but I hadn't looked at previous problems.
 - Action: I turned to the teacher's guide that day, but...
 - Result: I learned to preview what student knew **BEFORE** I planned lessons.

Interview Evaluation

Don't ask a question that you cannot evaluate!

Set up a scale for the answers:

- Exceeds expectation
- Meets expectation
- Does not meet expectation

Reference Checks

- Don't depend on HR
- Call, Call, Call!
- Talk with their former principal
- What about AP's and Department Chairs?
- Remember...past behavior is indicative of future behavior

Avoiding Discrimination

- What to avoid?
- Any pre-employment inquiries which express any limitation, specification or preference due to race, color, religion, sex, disability or age are unacceptable unless they are based on a bona fide occupational qualification (BFOQ).
- Additional handout

Tell the candidate...

- You are taking notes
- Your timeline for hiring
- If extra-curricular activities are required
- About the induction program
 - Mentoring!

Extend the Offer

- Remember...there is **NEVER** an emergency in hiring!
- What you invest on the front end, will pay dividends on the backend.
- How much time do you spend with hiring v. documentation and non-renewal?

The time between the offer and the first day of school...

critical for retention

- Invite the new teacher to new employee orientation/induction
- Help with information about the community, insurance, salary/benefits, who to call with questions, room assignments, etc.
- Assign a mentor teacher!

Retention

Encompasses strategies and programs to keep new teachers in the classroom and retain experienced teachers.

How Can We Retain the Teachers We Hire?

- “A Harvard Business School study determined that more than 75 percent of turnover could be traced back to poor hiring practices. The leading contributor to turnover is often not what happens after the employee is hired, but rather the process leading up to it.” (McKenna, 2004, p.16)

Hire the best...and support them!

- “All good schools have one thing in common: good teachers. Top quality teaching fosters high student achievement and high achievers can harness their talents and energies and become successful, contributing citizens.” (The Teaching Commission, 2004, p. 12)

Why Retention Matters

- **Costs: 1 ½ - 2 times salary and benefits**
 - Staffing Costs – cost to hire
 - Vacancy Costs – lost productivity
 - Training Costs – to prepare new teachers
- **Loss of knowledge**
- **Impact on student achievement!**

Why Teachers Stay

- A feeling of connection
- Feeling valued
- Personal and professional growth
- Continuous learning
- Making a difference
- Can't afford to leave
- Fair pay and benefits
- “Quality+” Principal

Why Teachers Leave

- Realistic Job Preview
- Orientation
- Career advancement within the district
- Recognition programs
- Perception of compensation and benefits
- Job Stress
- Professional learning
- Desire to participate in decision making
- Fit
- Long commute

Realistic Job Preview

- **Feel unprepared**
 - Classroom management skills
 - Parent cooperation skills
 - Time management skills
- **Overwhelmed and not knowing how to be successful**
 - Support from experienced teachers/mentors
 - Unavailable when needed

Orientation to Achieve

- One-day orientations “not enough”
- Focus on 3-year induction and assimilation
- Special Education teachers want orientation geared to specific populations

Career Advancement

- System for learning about jobs and transfer opportunities
- More weight on performance and competence as a metric for advancement or raises, versus the emphasis on additional degrees and certifications
 - Perceived as taking a lot of time, money and resources to accomplish

Recognition Programs

- Teacher of the Year Programs
- Innovation in the classroom
 - Classroom management and teaching methods that “get the job done”
- Student perceptions of teachers as “good teachers”
- “Rookie of the Year”
- “Teacher of the Month”
- Published complimentary letters or emails from parents

Perception of Compensation & Benefits

- Salary
- Benefits – the “Hidden Paycheck”
- Results-based compensation
- Not reason why teachers leave
 - More of a dissatisfier
 - Additional time to get job done
 - Additional stress they must handle on job

High Degree of Job Stress

- What they are saying...
 - New accountability for student performance
 - Many are uncertain of “hands-on” experiential learning or teaching methods that would be enjoyable by students
 - Want teaching skills to include techniques and methods to reach students for whom “read and memorize” does not work to meet the performance standard.
 - Struggling with variety of learning needs their children have (ESL, behavior/discipline issues)

Job Stress (cont.)

- Have more to do than the hours in a day
- Came to profession with understanding that the work hours would coincide with family obligations
- Most take work home nightly
- Feel resentful
 - Entering test scores in computer
 - Filling out forms- “administrivia”

Participation in Decision-Making

- Would like more input into decisions that are made that affect them.
- Perception that “decisions are made from on high.”
- Greater autonomy when they produce results.

Specific Recommendations

- Create a culture of teacher participation when possible
 - How goals are to be met
 - New instructional programs
- Use “change management” principles
 - Internal communication plan
 - Understanding the change
 - Reason for the change
 - Input on how to best implement the change

Specific Recommendations (cont.)

- Establish safe avenues for communication of teacher concerns
 - Confidential peer review team
 - Teacher hotline
 - Anonymous employee “question of the month” on website
 - Suggestion box????

Specific Recommendations (cont.)

- Include “Realistic Job Preview” in selection process
 - Positives and Negatives despite need to fill critical positions
 - Will reduce turnover
- Select for Retention
 - Behavior-Driven Interviews (BDI)
 - Key to retention is to match the candidate’s desires for a particular type of work experience with the characteristics of the job.

Specific Recommendations (cont.)

- Orientation and Assimilation
- Review Compensation and Benefits
- Professional Learning
 - Curriculum and skill-building in classroom, parent communications and time management
 - Career movement within
 - Web-based tools
 - Telephone # with jobs listed

Specific Recommendations (cont.)

- **Protect teaching and student time**
 - **Delegate where possible...**
 - Counting classroom/equipment items
 - End of year
 - Physically finding substitutes
 - Data entry of test scores
 - Making copies
 - Completing forms and paperwork
 - Attending fewer meetings
 - School providing parent education programs on how to support student learning
 - Bus Duty
 - Additional planning time
 - Skill building in ESL, gaining parent support, classroom mgt

Other Factors to Consider...

- Award coupons
- “Bragging sessions”
- Start each staff meeting with good news & praise for employees who deserve it
- Read “thank you” letters
- Anniversary letter
- Thanks button on website

Effectiveness of Transfer Processes

- Many departing teachers indicate that commutes are a major dissatisfier.

Recognition

“People will forget what you said. People will forget what you did. But people will never forget how you made them feel.”

Anonymous

Recognition

- Enhances performance
- Helps motivate
- Provides practical feedback
- Makes it easier to get the work done
- Improves productivity

Developing a Recognition Program

- Focus on areas that have the most impact
- Involve employees
- Announce the program with fanfare
- Publicly track progress
- Have lots of winners
- Allow flexibility of rewards
- Renew the program as needed
- Link informal and formal rewards

Provide Leadership

- Build trust
- Commit to helping others succeed
- Offer motivation
- Seek excellence
- Take action
- Be clear on expectations
- Celebrate achievements

Retaining Teachers as They Near Retirement

- Rehiring as part-time/job sharing
- Substitute work
- Training/mentoring assignments

Building Commitment

- Focus – employees know what they need to do and what is expected of them
- Involvement – people support most what they help create
- Development – encourage opportunities for learning and growth
- Gratitude – recognize good performance (formal or informal)
- Accountability – employees are responsible for their performance and lack thereof

Concluding Thought...

- *“Of all the decisions an executive makes, none is as important as the decisions about people because they determine the performance capacity of an organization.”*

Peter Drucker

Questions?