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# 1

## Preparing to Recruit and Retain

*As Personnel Director Stephanie Blair walked into the welcome-back breakfast on the first day of school, she joined board of education President Andrew Koller on the coffee line. President Koller congratulated Stephanie on the Task Force on Induction's success on the board goal he had championed for the past three years.*

*"This assembly program is the culmination of the past three years of the induction initiative, Stephanie. These newly tenured educators are the first to have completed every Building Block of our initiative."*

*"Thank you, Andrew. We could not have accomplished the goals you set without the strong support and leadership of the board of education. . . . And we've only just begun!"*

### THIS CHAPTER WILL HELP YOU

- Prepare for your induction initiative
- Clarify leadership roles in your induction initiative
- Connect induction to your school goals
- Establish induction goals

**A**s the personnel director finished her coffee and made her way to the front of the auditorium, she recalled the cabinet meetings more than three years ago when she first presented information supporting her concerns regarding attracting and retaining quality educators at Centerville. This was a new problem for the Centerville schools. Previously staffing focused on replacing educators who were retiring at a rate that matched the availability of individuals qualified to replace them. Now the rate of retirement was greater than the existing pool of qualified applicants, new certifications were in demand and some valued teachers were leaving to take positions in other districts—often as administrators—and even in the business world. She reflected on how the district used a three-step process to prepare for recruiting and retaining qualified educators:

1. The personnel director shared information with the superintendent.
2. The superintendent used the information to prepare and share a report with the board of education.
3. The superintendent, board of education and personnel director collaboratively used the district decision-making framework to ensure that
  - a. All efforts advanced the district mission and shared purpose;
  - b. District policy was articulated;
  - c. District goals were set;
  - d. Objectives were identified;
  - e. Roles of leaders were articulated in relation to the goals.

During step 1 and 2 of the “preparation process,” the superintendent used the information the personnel director shared to prepare a report to the board of education regarding new personnel issues. He emphasized the past patterns of retirements, resignations and recruitment efforts. During the board of education work sessions over the next few months, the superintendent and the personnel director engaged the members of the board of education in substantive, data-driven discussions. The board learned what the staffing needs would be for the following year as well as for the subsequent four years. Based on past patterns and the ages of senior staff members, the board saw what openings would occur in the next five years as a result of staff members, primarily teachers, retiring, leaving the profession or moving into administrative positions in this or other districts.

During step 3 of the “preparation process,” the board of education convened to set goals for the upcoming school year. To prepare for setting the goals, they agreed on one objective and made one essential commitment. The objective was to revise the board of education policy on induction/staffing (Figure 1.3). The commitment was to provide the human and financial resources necessary to achieve the goals they set.

The superintendent began a board of education work session dedicated to revising the board goals by reviewing the district mission statement as the context for all Centerville policies and practices.<sup>1</sup>

In collaboration with the superintendent, the members of the board of education used a framework called “F.O.C.U.S.” to help each other connect

**Figure 1.1** Centerville School District Mission Statement

**Centerville School District Mission Statement**

The mission of the Centerville School District is to help all our children learn well, stay safe and graduate as contributing members of our global community. We are dedicated to providing the resources and opportunities that will help our staff and students excel in our increasingly challenging, continuously changing society. We shall fulfill this mission in full partnership with the parents and other stakeholders of our Centerville community.

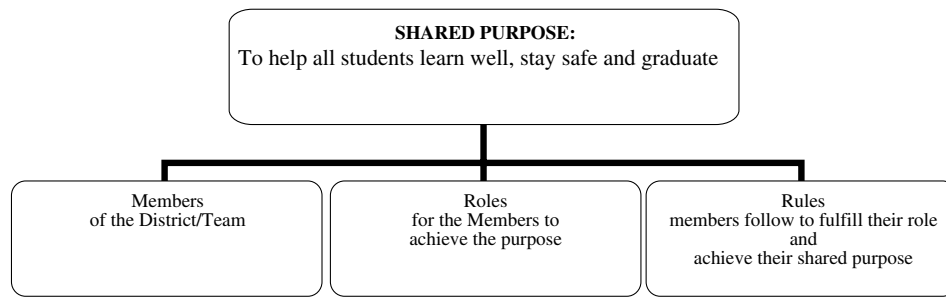
the mission statement to the induction policies they set and the procedures they would follow to set their goals.

Find/create  
Opportunities to  
Connect recruitment to retention  
Using  
Standards of induction.

The superintendent and members of the board of education used their “Framework for Decision Making” (Figure 1.2) throughout their work session.

Using the Framework for Decision Making, the board of education adopted Goal 1:

<b>Goal 1</b>	<b>Objectives</b>	<b>Timeline</b>	<b>Lead Staff Member</b>
To attract and retain qualified educators.	Create a comprehensive induction policy that attracts and retains the best qualified educators to Centerville School District.	First month of school year	personnel director
	Provide the resources to achieve this goal.	Through the budget process and subsequent adoption	superintendent

**Figure 1.2** Centerville School District Mission Statement

Based on their induction-related objective, commitment and goal, the board of education adopted the following policy on induction:

After the board of education adopted all the induction goals, objectives and policies, the superintendent charged the personnel director with the responsibility of implementing the induction goal: To attract and retain qualified educators.

It had been just over three years since the personnel director began to implement that charge. At the time, the task seemed overwhelming, so she created a task force of stakeholders to help her achieve the induction goal set by the board of education. The members of the Centerville Task Force included professional educators and members of the community. They were selected on the basis of the following criteria:

- Their expertise in the area of recruitment and retention
- Their “people-skills” in the areas of collaborating to achieve shared goals in specific time frames
- Their knowledge of the district, the students and the characteristics of “quality” educators (those who presented the greatest mastery of instructional delivery, classroom management, knowledge of student characteristics and commitment to career-long learning).

The district used somewhat different procedures to select the administrators, teachers and community members, respectively. Administrators were selected by the superintendent. Teachers were selected through a collaborative process involving their principals and their teacher association. Community members were selected through the same process the district used to select the community members of the shared decision-making and site-based management teams. The parent/community member was selected by the parent association, and the at-large community member was selected by the members of the local civic association. The Centerville Task Force was composed of nine members:

- Two central office administrators
- Two principals
- Three teachers
- Two community members

**Figure 1.3** Centerville School District Policy on Induction

The Centerville School District recognizes that the district needs to replace retiring educators, attract appropriately certified new educators and retain the best qualified educators to meet the needs of all students.

Therefore, the Centerville School District will create procedures to implement and evaluate a comprehensive induction initiative that will ensure that our district:

- Attracts the best-qualified educators to the Centerville School District
- Hires the best-qualified educators
- Retains the best-qualified educators

The first thing Centerville Task Force members did as a team was to

- Become familiar with the data the district used to create the board policy and set board goals regarding recruiting and retaining quality educators;
- Review and explore best practices for recruiting and retaining professional staff.

As a result of that initial data mining, they adopted the Induction: Connecting Recruitment to Retention approach. They were now in position to move to Building Block 2: Staffing, the absolutely crucial steps involved in recruiting, interviewing and hiring new staff.

## CHAPTER SUMMARY ■

This chapter was designed to help you accomplish four goals. First, it provided an organizing framework you can use to prepare for induction. Second, it defined criteria to consider in formulating induction-related roles for the members of your leadership team. Third, it established the importance of connecting your induction initiative to your other district goals.

Fourth, it clarified how your induction initiative will attract and retain the right personnel when aligned with your school or district goals.

**DISTRICTS AND SCHOOLS OFTEN USE THE FOLLOWING PRACTICES TO PREPARE FOR THEIR INDUCTION INITIATIVE:**

### Tips

#### *Connections*

- Prominently post board of education goals in administrative offices, teachers' workrooms, in the school newsletter, on the district website, and so forth.

- Include major stakeholders on your district or school induction task force. If there are specific organizations that should be included because of their central role in advancing student learning, safety and graduation, you may include them, too.

#### *Data Mining*

- Maintain and use careful, updated and accurate records in all areas of staffing so decisions can be made in a timely and productive fashion.

#### *Finance*

- Ensure that the budget reflects the board of education's commitment to supporting the induction goal through human and financial resources.

#### *Legal Issues*

- Make sure your induction goals, practices and preparation activities are consistent with your contract or work rules.

#### *Personnel Issues*

- (Also related to **Data Mining**) Set quarterly benchmarks to report updated staffing-related information to relevant stakeholders, including but not limited to the superintendent and members of both the board of education and the induction task force.

#### *Professional Development*

- Involve the board of education in a workshop regarding board roles, responsibilities and other issues related to induction.

### ■ **NOTE**

1. Nadeau, A. & Leighton, M. (1996, July). *The role of leadership in sustaining school reform: Voices from the field*. Washington, DC: U.S. Department of Education.

## BLUEPRINT FOR BUILDING BLOCK 1

	<b>GOALS</b>	<b>PARTICIPANTS</b>	<b>OBJECTIVES</b>	<b>NEXT STEPS</b>
<b>Building Block 1 Preparing</b>				
<b>__1a</b>	Cabinet meeting on staffing	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Other lead administrators</li> </ul>	Reach consensus regarding how to cope with the following issues in a way that is aligned with the district mission statement: <sup>1</sup> <ul style="list-style-type: none"> <li>• Increasing numbers of retirements</li> <li>• Resignations of relatively new staff</li> <li>• New certifications needed to meet federal/state mandates and local goals/needs.</li> </ul>	Superintendent presents to the board of education regarding the need for a more responsive induction policy
<b>__1b</b>	<ul style="list-style-type: none"> <li>• Board of education:               <ul style="list-style-type: none"> <li>• adopts a comprehensive induction policy<sup>2</sup></li> <li>• Incorporates the hiring policy into the induction policy</li> <li>• Sets a board goal regarding Induction: Connecting Recruitment to Retention</li> </ul> </li> </ul>	Board of Education Leadership Team: <ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Personnel director</li> </ul>	Superintendent and Cabinet begin to implement the induction policy	<ul style="list-style-type: none"> <li>• Leadership Team implements district policy by adopting the Induction: Connecting Recruitment to Retention (I:CRR) Approach</li> <li>• Members of the Leadership Team organize the district Induction Task Force</li> </ul>

*(Continued)*

## BLUEPRINT FOR BUILDING BLOCK 1 *(Continued)*

	<b>GOALS</b>	<b>PARTICIPANTS</b>	<b>OBJECTIVES</b>	<b>NEXT STEPS</b>
<b>__1c</b>	Induction Task Force convenes to create a framework matching Figure 1.2 Induction Framework	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Board member</li> <li>• Personnel director</li> <li>• Building principals</li> <li>• Teachers Association Chairpersons</li> <li>• Parent/community member</li> </ul>	Establish (up to four) committees on Building Blocks of Induction: <ul style="list-style-type: none"> <li>• Building Block 2: Staffing</li> <li>• Building Block 3: Orienting</li> <li>• Building Block 4: Connecting</li> <li>• Building Block 5: Retaining</li> </ul>	Induction Task Force schedules workshops so all appropriate task force and other committee members learn the induction process.
<b>__1d</b>	Workshops are convened.	Members: <ul style="list-style-type: none"> <li>• Induction Task Force Committee members</li> </ul>	Two-day Induction: Connecting Recruitment to Retention Workshop: <ul style="list-style-type: none"> <li>• Topic 1: Team-Building</li> <li>• Topic 2: Using the Induction: Connecting Recruitment to Retention approach with BluePrint</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the workshop process</li> <li>• Use the outcomes of the workshop evaluation to provide additional task force and committee training, as needed</li> <li>• Report progress to the superintendent</li> </ul>
<b>__1e</b>	Establish a three-year induction plan to recruit and retain the best educators	Members: <ul style="list-style-type: none"> <li>• Induction Task Force</li> <li>• Members of other committees</li> </ul>	<ul style="list-style-type: none"> <li>• Building Block committees use district data to draft a calendar for implementing “appropriate” elements of each Building Block (2 through 5)</li> <li>• Each committee creates a report to the Induction Task Force indicating status of each Building Block</li> <li>• Publicize outcomes Building Block 1</li> </ul>	Initiate all appropriate elements of each Building Block: 2-5

See Appendix A for the Complete BluePrint for all five Building Blocks to Induction