



2008 **Best Practices** in the **Recruitment** of **Qualified** **Teachers**

Findings of the
California Teacher
Recruitment Program



Tulare County
Office of Education

Jim Vidak, County Superintendent of Schools

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Best Practices in the Recruitment of Qualified Teachers

Findings of the California Teacher Recruitment Program

In the summer of 2006, the Sacramento County Office of Education issued a contract to the Tulare County Office of Education (TCOE) Teacher Recruitment Center to conduct an intensive teacher recruitment effort on behalf of the state's lowest performing schools. The challenge was to develop a candidate pool of at least 2000 NCLB highly-qualified candidates who would be a good match to participating school districts. Further, the requirement was to focus on critical subject needs (math, science, and special education) and to recruit a diversified candidate pool to match the diversity of target schools.

The California Teacher Recruitment Program (CTRP) was undertaken because California, like many other parts of the nation, faces significant shortages of qualified teachers to meet current and future demand, particularly in the critical areas of math, science and special education. In addition, especially in high-need districts, NCLB has documented that efforts must be made to ensure the equitable distribution of highly-qualified teachers in and among those school districts. Multiple reports in California and the nation document that teachers with the least experience and training end up teaching in the schools with the greatest need. Research also documents the significant gap between teacher ethnicity and the ethnicity of students that they teach and the resulting negative impact on student achievement.

Three high-need geographic areas were selected for this intensive recruitment effort:

- ❖ **The Inland Empire** (Riverside and San Bernardino)
- ❖ **The Urban Opportunity** (Los Angeles County)
- ❖ **The Agricultural Heartland** (San Joaquin/Salinas Valleys)

School districts in these regions serve high numbers of at-risk students in grades pre-K through 12. Their combined enrollment in deciles 1-3 schools is over 1 million students, constituting 16% of California's total enrollment and half of the students enrolled in California's lowest performing schools. The challenge to the CTRP was to develop an ethnically diverse candidate pool of 3,000 NCLB qualified teachers who were screened and referred to deciles 1-3 schools in high-need regions. As a result of program activities, over 7,000 contacts were made and 2,149 NCLB qualified teachers completed the

recruitment and screening process and were hired by participating school districts. The ethnicity of teachers hired was diverse:

	<i>African American</i>	<i>American Indian</i>	<i>Asian</i>	<i>Filipino</i>	<i>Hispanic</i>	<i>Pacific Islander</i>	<i>White</i>	<i>Multiple or Declined to State</i>
<i>CTRP recruits</i>	7.4%	0.4%	5.7%	0.9%	20.7%	0.2%	33.0%	31.7%

current statewide

<i>students</i>	7.2%	0.8%	8.3%	2.5%	48.9%	0.6%	28.7%	3.0%
<i>teachers</i>	4.3%	0.6%	5.0%	1.4%	15.5%	0.3%	71.6%	1.3%
<i>administrators</i>	7.9%	0.6%	3.5%	0.7%	17.3%	0.2%	68.8%	1.0%

The percentage of African American and Hispanic teachers recruited by the CTRP exceeds the representation of these teachers in California’s current workforce. Currently only 4.3% of California’s teachers are African American and 15.5% are of Hispanic origin, while the student population is 7.2% and 48.9% respectively. It is significant that a very large number of recruits “declined to state” their racial/ethnic background. CTRP staff concluded that this is one of the characteristics of today’s millennial workforce, a new generation of young workers between the ages of 21 and 29. A recent study by JWT, a New York based advertising agency, found that millennials, compared with other generations, are a very different workforce than in the past. Their sense of freedom from racial/ethnic labels is one of those differences. Another of the ways they are different---their use of technology in both their personal and professional lives---had significant impact on the strategies used by the CTRP for recruitment as well as screening and placement.

This intensive CTRP effort was successful because it was based upon what research teaches about effective recruitment practices and because it was designed to respond quickly to the needs of both recruits and districts. Now validated by real-world experience, what follows are recommendations as to best practices in recruiting high-quality teachers. They are grouped into three categories:

Organizational Mission, Goals, and Objectives

Marketing and Outreach

Streamlined policies and procedures

We recruit for school districts in the following locations:

**• Salinas Valley
831-582-3039**



**• Central Valley
800-336-6549**



**• Los Angeles County
562-803-8214**



**• Inland Empire
909-386-2420**



Organizational mission, goals, and objectives

The first step in building a high-quality teaching force, whether one represents a district, college, or a recruitment center, is to make teacher recruitment among the highest priorities of the organization. It must be an ongoing process valued in the organization as essential in building high-quality learning experiences for students. It requires investment of time, personnel, money and other resources. It represents the core values and future of the district, the college, and the community.

Districts:

- Regularly examine the status of the current teacher workforce and plan ahead to replace teachers who will be retiring or leaving the district for other reasons.
 - Conduct exit interviews with teachers who leave the district for other reasons in order to make adjustments as needed.
 - Survey teachers at least annually to ascertain future plans, including providing incentives for early notification from teachers.
 - Conduct recruitment for high-need areas year-round to maintain a continuous pool of qualified candidates.
 - Post projected and anticipated openings as “open until filled,” or search for candidates from the EDJOIN pool.
 - Stay connected to recruitment entities such as county offices of education, colleges and universities, and recruitment centers.
- Develop internal “grow your own” programs, identifying potential teachers among the classified workforce, the substitute pool, and even among graduating students by encouraging them to become teachers.
 - Conduct informational meetings in your district and community to reach out to career changers.
 - Encourage and support FTA (Future Teachers of America) Chapters.
 - Mentor paraprofessionals by teachers and administrators.

- Provide flexible schedules for staff who are working on college degrees.
- Constantly “mine” the substitute pool for high-quality candidates.
- Focus on retention from day one, even during the hiring process.
 - Use screening and interviewing tools that predict teacher success (e.g., Haberman or Ventures for Excellence).
 - Develop a systematic interview procedure district-wide for teacher selection to predict teacher quality and increase retention rates.
- Maintain a reputation for providing support for new teachers and mentoring them through their development.
 - Assign new teachers with attention to easing the load of “extra duty” assignments.
 - Provide coaching and mentoring tailored to the teachers’ individual growth needs.
 - Engender collaborative relationships between and among teachers.
 - Assign site mentors for interns and first-year teachers.
- Have a superintendent who takes an active role in providing leadership for recruitment, setting the tone for the process as well as providing support and resources.
 - Establish a culture to which individuals aspire.
 - Communicate new policies and procedures for hiring and notifying teachers in an accurate and timely manner.
 - Model personnel relationships with principals, supervisors, parents, board and union leaders.

Colleges and universities:

- Build a collaborative relationship between content departments and the education department.
- Communicate with all students the value of teaching as a profession.
 - Use existing processes in new ways:
 - During orientation, add materials to encourage students to

consider teaching as a profession.

- Welcome Week Event/Career Fairs/ Career Day – and other established campus events should include materials to recruit teachers.
- Create strategic one-time events:
 - In conjunction with the CSU Bakersfield Teacher Fair, the CTRP and CSU Bakersfield held a meeting about Teacher Quality and Recruitment which was attended by the districts that were attending the recruitment fair. Harvey Hunt from the Center for the Future of Teaching and Learning made a brief presentation about the numbers of teachers that were being prepared in the state. He then facilitated an exercise where the audience was broken up into groups to discuss issues about recruitment, selection, retention, and teacher quality. Each group brainstormed ideas which were captured on chart paper and were later transcribed and distributed to the districts that were in attendance.
 - The CTRP co-hosted an event and reception with the districts of Los Angeles County and faculty from the school of education at CSU Los Angeles and CSU Dominguez Hills. The purpose was multi-fold, but this event was held to begin a deeper collaboration between the districts and the CSU Colleges of Education. It was also intended to introduce PMAT (Personnel Management Assistance Teams), and to make people familiar with Ventures for Excellence as a teacher screening tool. Both Dean Falvey and Dean Cook were in attendance and addressed those in attendance. Donna Glassman-Sommer and Marvin Lopez attended from the Tulare office and Donna spoke about the value of Ventures for Excellence. Janet Penn attended from the San Bernardino office of the CTRP and Diana Dille and Dr. Price from CSU Fresno also attended. After the presentations, focus groups were held at tables. These groups gathered ideas and brainstormed ways to improve teacher recruitment and selection on all fronts. The event culminated with a speech by the new president of CSU Dominguez Hills, Dr. Mildred Garcia, and was followed by a reception hosted by Dean Cook.
 - Districts and university staff were invited to the President's Commission on Teacher Education to have a discussion about the topic of teacher recruitment and learn what CSU Fresno and the CTRP are doing in this area. Superintendents, human resource individuals and university deans and faculty attend this meeting.

Approximately 35 individuals were present. District staff shared the shortages that they are experiencing and the concerns that they have regarding teacher preparation. CSU Fresno shared information about the decline in the numbers of students going into teacher education. The attendees were asked to think about the ways that the university could partner with districts to do recruitment and these ideas will be shared at a subsequent forum.

- Build bridges to teaching for career changers and community college transfers.
 - Build formal recruitment agreements with community colleges.
 - In the Agricultural Heartland, partnership agreements have been signed with West Hills Community College, Lemoore and West Hills Community College, Coalinga to support efforts to recruit students into the teaching profession.

Recruitment Centers:

- Act as an intermediary to articulate the mission, goals, and objectives of the many sectors who play a role in teacher preparation and recruitment.
- Develop a system to increase the pool of college/university students in high-need content areas who see teaching as a career.

Districts, candidates and universities reported that working with the Recruitment Center helped to:

- ***Build a diverse candidate pool***
- ***Screen candidates more effectively and match them to districts***
- ***Provide objective information to candidates and districts***
- ***Build bridges between and among education segments***

Marketing and Outreach

In today's competitive market, high-quality teacher candidates, especially those in hard-to-fill areas such as math, science, and special education, will have multiple job offers. It is essential to have a marketing and outreach plan to attract them to your team. The objective is to attract and hire the best teacher candidates--those who are an excellent match with the district's mission, values and vision, as well as those with the requisite teacher skills and knowledge.

Districts:

- Invest in marketing materials that accurately describe the opportunities in the district and community and that distinguish the district from others with whom they are competing for high-quality teacher candidates. They may include such things as:
 - Innovative teaching methods or special programs (art, music, etc.) in the district;
 - The opportunity to work in a positive professional environment;
 - School, district, and teacher leaders who support fellow teachers;
 - Competitive compensation and benefits (including loan forgiveness (APLE) and other incentives that may be available);
 - The opportunity to grow and advance professionally and personally;
 - The opportunity to be part of a respected team of professionals who help students achieve their full potential;
 - State-of-the-art facilities, technology, teaching aids/media labs;
 - Active and supportive parents and community;
 - Availability of opportunities in the community (arts, culture, recreation, etc.).

- Take advantage of technology to advertise their district. Today's candidates are technologically savvy and expect the same of districts in which they will teach. Methods include:
 - Effective use of EDJOIN to develop the candidate pool;
 - Electronic flyers;
 - Use of e-mail to keep in contact with candidates and update them on opportunities and vacancies;
 - Development of an effective, dynamic and informative district and school website;
 - Use of professional websites such as Craig's List to reach a broader audience.
- Target marketing materials to appeal to candidates in particular content areas being sought (math, science, etc.)
- Take advantage of local events and neighborhood distribution by placing flyers in strategic areas such as city halls, libraries, community colleges, churches, etc.)

Colleges and Universities:

- Establish a Marketing Committee with responsibility and resources to develop marketing campaigns, strategies and materials. Such a committee should be drawn from multiple departments at the university to take advantage of available expertise in marketing, research and development, and

You remember
your favorite
teacher's name.
Who will
remember yours?

OUR MISSION

The California Teacher Recruitment Program is committed to providing quality education for all students in California. This mission will be accomplished by working with educational institutions to identify and attract excellent, promising individuals to the teaching profession, and to facilitate their dream of becoming fully - credentialed teachers or administrators.

California Teacher Recruitment Program
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Visalia, CA 93278-5091

Toll-Free Number: (800) 336-6549
Local Calls: (559) 624-1035
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www.teachincal.org



a program of

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communication.

- Create multiple hard-copy marketing materials that should:
 - Have consistent branding and tag line so as to be recognized and immediately associated with the college, program, etc.;
 - Utilize multiple formats as appropriate to the audience to be targeted (flyers, brochures, interest surveys, fact sheets, etc.);
 - Be accurate, informative, and timely.
- Use television and radio campaigns, especially to target high-need areas.
- Piggy-back other university marketing programs.
- Target special markets (Hispanic, African-American, etc.) to attract a diverse audience. Post on websites: www.asianjobs.com and www.hispanicjobs.com.
- Join system-wide efforts such as Teach for America or Americorps to reach a broader audience.
- Establish partnerships with local school districts and county offices of education.
 - Assign staff to regularly attend county office personnel meetings and curriculum meetings.
 - Hold university-sponsored information sessions for potential teacher candidates. For instance, in Los Angeles, the CTRP facilitated information sessions with students and career changers and referred candidates to intern programs at CSU Dominguez Hills and CSU Los Angeles. The result was a dramatic increase in enrollment in these university Intern programs and a dramatic increase in their ability to meet the recruitment needs of local districts.

Just as today's candidates are computer savvy, so many districts are finding technology of great assistance in screening candidates and finding those who match their district. CTRP found great success in Ventures for Excellence which combines "high tech" and "high touch" (state-of-the-art online systems combined with in-depth personalized interviews). A Style Profile is developed for the candidate to provide a picture of qualities including sense of purpose, human relationship skills, teaching/learning, and specialty areas.

Recruitment Centers:

- Reach out to the community to build a pool of career changers:
 - Customize a marketing campaign specific to people in other professions.
 - Encourage teachers to recruit their friends in other professions.
 - Use community events as a means to advertise.
 - Conduct radio campaigns to reach a broader audience.
 - Work with faith-based organizations.
- Research and attend recruitment fairs in states where candidates may be interested in relocating to California.
- Have staff attend standing community events that would attract an ethnically diverse population.
- Mine the web for recruitment websites targeting persons of different ethnicities.
- Purchase access to the Career Builders resume bank.
- Use mass e-mailing to promote events, provide information on how to become a teacher, etc.
- Go into the community to market the teaching profession with intern fairs.
 - Hold information sessions prior to the events to screen people coming to intern fairs to make sure they are serious and can get “intern-ready” in the year, then send them an invitation to the event so that districts are only talking to people who could be in the classroom immediately or within the year.
 - Hold special events for career changers, people who really want to look at changing their career, with advisement days prior to the event to pre-screen candidates.
- Make effective use of EDJOIN splash ads.
- Put high-profile posters with tear offs in Starbucks and other businesses that accept community postings (in any community spot with lots of traffic).

- Use “All call” on EDJOIN to reach everyone in the system who indicated they wanted to work in a region where there were openings.

Quit trading futures. Start shaping them.

Interested in becoming a teacher?

We can help! The Tulare County Office of Education has intern programs for Multiple Subject, Mild/Moderate and Moderate/Severe Special Education as well as Single Subject Intern programs in Math, Science, English and Social Studies!

Interested candidates must possess a BA/BS and have subject matter competency by August, 2007. (If you would like to teach Math next year and are not subject matter competent, we may have options via coursework or CSET prep with financial incentives for you.) Please bring your resume and transcript to the informational event.

Financial assistance is available for this low-cost credentialing program. The Teacher Recruitment Program will assist you in finding a teaching position and will also offer CSET preparation workshops.

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You are invited to attend an informational meeting on Monday, November 6, 2006 at 6:00 p.m. in the Education Center at the Tulare County Office of Education, 2637 West Burrel Avenue, Visalia.

We encourage you to make a reservation. Please contact us at (559) 624-1035, or at jenniferf@tcoe.org.



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Streamlined policies and procedures

Many candidates report that the bureaucracy of getting through the hiring and credentialing process is almost overwhelming and often seems to act as a barricade to teaching rather than a door. It is important to have knowledgeable people who can guide candidates (especially career changers) through the credentialing process and to have local procedures that fulfill legal requirements without being overly burdensome.

Districts:

- Have credential specialists on staff or have access to credential specialists (county office, university, etc.) and provide test prep as needed for CSET and NCLB certification.
- Use an effective screening and selection tool such as Ventures for Excellence.
- Implement a streamlined hiring process.
 - Eliminate any paperwork that is not absolutely necessary and provide assistance as needed. The bureaucracy that candidates experience will provide them a picture of the bureaucracy they may have to deal with after they are hired and working in the district.
 - Designate a single point of contact for the candidate who is knowledgeable about the entire process and will provide timely and accurate answers to the candidates' questions and concerns.

In the Los Angeles County Office of Education, many departments hire teachers every year. After examining the hiring process, CTRP staff assisted in streamlining the hiring process, coordinating it with college/university timelines and schedules, and sharing information between departments. As a result, LACOE filled all of its open positions much earlier than usual and with a much greater degree of satisfaction on the part of departments and applicants.

In the Inland Empire, joint sessions were held with CSU San Bernardino and local private universities to attract potential candidates from the substitute pool, paraprofessionals and career changers to university Intern programs. Assistance was provided to streamline applicants through the university admission process and internship opportunities. CSUSB credential advisors provided information on program options and admission requirements.

***Streamlined
Procedures serve
candidates and
institutions***

- Stay in communication with candidates at every step of the process through personalized communications.
- Make certain that everyone with whom the applicant has contact considers the process as critical to the future of the district and its students, and treats candidates in a courteous and professional manner.
- Use an informative and effective interview process that helps the interview team reach thoughtful conclusions about the applicant's abilities.
- If the candidate is a potential intern, provide the candidate with the selection of effective alternative credentialing programs (intern programs) matched to the district's and candidate's needs. The district must decide how they want their interns to be prepared and help candidates select an effective program. Attributes of effective intern programs are:
 - Cohort models in which multiple interns go through the training together as a cohort;
 - A design that goes beyond a traditional teacher preparation program that merely substitutes working for the substitute teaching portion of the program.
 - Adequate practicum support that includes mentoring/coaching as well as evaluation;
 - Additional hours of supervision that go beyond traditional student teaching visits;
 - Services that include continuous counseling of candidates so that they know how to meet pre-requisites and requirements for credentials;
 - Assistance with test preparation to assure subject matter competence;
 - Rigor, scope and sequence to ensure alignment with the California Standards for the Teaching Profession.
- In the case of candidates who may require Provisional Intern Permits or Short Term Staff Permits, place them into an intern program as soon as possible and closely monitor their progress toward this goal.

- Meet regularly with these teachers to implement a plan for them to convert to intern status or full credential in a timely manner.
- For large districts, coordinate hiring within the district.

Colleges and universities:

- Build bridges between and among departments to cultivate student interest and preparation for teaching.
- Recruit students from other colleges that do not have intern programs.
- Develop and implement multiple vehicles for attracting students and career changers to university intern programs.
- Become aware of the conflict between university and K-12 timelines and schedules and coordinate agreements and processes to help intern candidates through the process to register at the university and enroll in a teacher preparation program.

Sometimes it is too daunting to try to change the system....Try, instead, to use the old system in new ways:

(CSU Monterey Bay)

In our setting, we found a supportive mathematics department and special education program that were eager to recruit future teachers from the ranks of their departments and students across campus for whom they provided coursework. We were able to approach their students regarding the possibility of entering the teaching profession relatively quickly through our internship programs. These contacts led to an increase in the number of intern candidates enrolled in special education, math, and science. As a result, we were able to double the number of math interns and science interns teaching in schools in comparison with the numbers enrolled in these programs prior to the year that the program was funded.

Recruitment Centers:

- Network with personnel administrators at county office personnel committee meetings to provide advice and guidance.
 - Encourage districts to provide incentives for early notice. For instance, some districts offer a cash incentive for teachers who notify their district before March 1 of their retirement plans for the following year.
- Screen candidates with Ventures:
 - Host trainings for district personnel that have responsibility for interviewing and hiring teachers. Ventures must have at least twelve (12) participants in order to conduct the training. Small districts should also be invited to participate. When possible, pay the cost for some districts to attend;
 - All candidates referred by the CTRP have been screened and interviewed.
- Use technology to streamline the process:
 - EDJOIN training for districts, applicants, etc.;
 - Videotaped interviews to bring home and send to districts;
 - Videoconference interviews for out-of-state applicants: when interviewing a math/science teacher, you want to be able to sign them right away;
 - Phone interviews;
 - E-mail hot lists of screened candidates to school districts;
 - E-mail districts regarding upcoming events with tips on recruiting;
 - Develop a resource for districts listing in-state recruitment events and publish a list of them for the year.

Why was the CTRP able to meet its targets?

- The CTRP addressed the disconnect between higher education calendars for taking courses and K-12 calendars. The calendar and sequencing of courses at the university often does not meet the needs and calendars of school districts who want to hire interns. The CTRP, in its collaborative role, was able to advise universities about the urgency of addressing this disconnect so that districts could fill critical shortages through intern programs, especially for career changers.
- The CTRP had a knowledgeable staff who could give accurate and objective information on credentialing and NCLB certification. Staff understood the K-12 school system and, because they were experienced with collaborative partnerships, could speak effectively to multiple sectors (K-12, university, business, etc.).
- By design, the CTRP staff was diverse, enabling them to do an enormous amount of counseling with candidates. One candidate joked that it was the “e-harmony” of recruiting to match districts, candidates, training, communities, etc.
- The CTRP made effective use of technology: Video cameras like the SUPA camera; the use of phone service with video card and cam on the computer to show an interview to someone at a remote site; use of numerous e-mails to keep in contact; effective use of EDJOIN with “all-call” e-mails to all candidates in the pool, “splash ads,” and customer management system.
- The CTRP staff paid attention to details with timely and regular follow-up to candidates and districts, and keeping in constant contact with candidates and districts, as well as keeping pertinent notes and records.
- The CTRP redirected elementary teachers (where there was a glut) to high-need areas.
- The CTRP purchased the use of Career Builders to create a list of candidates with credentials that have been screened by the CTRP and provided it to districts.
- The CTRP distributed hotlists: lists of candidates that we have talked to, interviewed and screened and sent to districts as “hot prospects.”
- For CMIS districts, the CTRP did a lot of work to help them analyze their data in terms of trends on how they could remedy inequities in the number and distribution of highly-qualified teachers by helping them look at their data. It helped them change policies and procedures about the recruiting and placement of teachers.
- For all districts, the CTRP became a resource in the region for questions relating to NCLB.

Get the most out of recruitment fairs:

Get out where the public (traffic) is moving. Don't sit behind your table and wait for them to come to you---They probably won't.

Comb the group and actually stop individuals and ask if they are interested in your district. Be aggressive and seek them out.

Have the list of openings in your district highly visible on the table.

Have some visuals (maps, marketing materials, info that sets you apart) that you can give to candidates so that you don't have to spend time explaining these to every candidate. This gives you and the candidate time to "get down to business" with each one.

Be mindful of the weather and other types of travel delays when setting your calendar.

Ship materials to your hotel, not directly to the booth you have reserved, to avoid high costs.

Make reservations well in advance to save money. Try to book your hotel using the government rate.

Research the event and the candidate pool that attended the previous year, i.e., how many candidates in what subjects?

AAEE is a good publication to find out-of-state events.

Websites are also a good way to find out-of-state events.

