

National Best Practices:

Teacher Recruitment and Pipelines

Understanding best practices, case studies, and resources from across the nation

THE PROBLEM

Over the years, many charter schools and networks have used job fairs as a primary recruiting mechanism for high quality talent. Recently, however, other channels for recruiting high quality candidates have emerged and increasingly gained traction. Charter schools and networks who have not adapted and engaged with these various channels are at a significant disadvantage when it comes to recruiting. Vacancies for many charters are particularly acute for veteran, bilingual, and special education teachers.

The National Alliance for Public Charter Schools and the Illinois Network of Charter Schools have come together to seek out national best practices around teacher job fairs, new recruitment channels, teacher pipelines, and how to recruit high quality candidates in the current education environment.

THE APPROACH

We approached this project in a multi-step research process, which included:

- Initial research, including qualitative interviews, to gather trends;
- Pressure testing of trends with high performing charter networks;
- Analysis and refinement of best practices based on findings; and
- Definition of models, resources, and specific best practices.

Our findings highlight seven core practices that are foundational to building a high-quality teacher pipeline. In this report, we outline these practices and the tactics behind them in an effort to help charter schools, and the organizations that support them, recruit and retain the best talent.

OUR RESEARCH PARTNERS

Many organizations across the education sector devoted significant time and effort to this project. We would like to thank the following partners for their support and input throughout the process:



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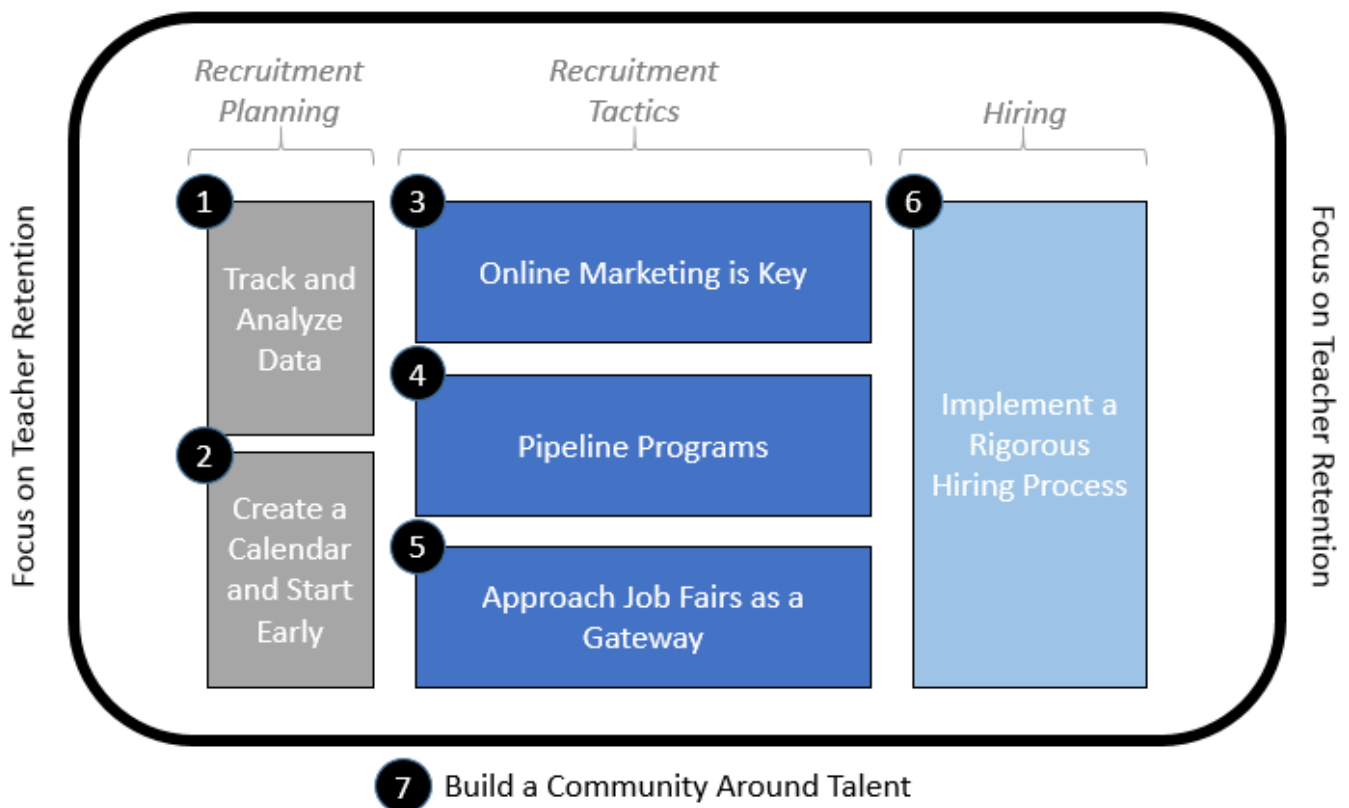
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OUR FINDINGS: 7 TEACHER RECRUITMENT AND PIPELINE BEST PRACTICES FROM ACROSS THE NATION

After extensive research and interviews with experts from high performing charter and traditional public schools across the country, we have identified seven best practices in teacher recruitment and pipeline-building. Our work provided a specific focus on veteran and bilingual/special education teachers due to the high-need nature of such positions.

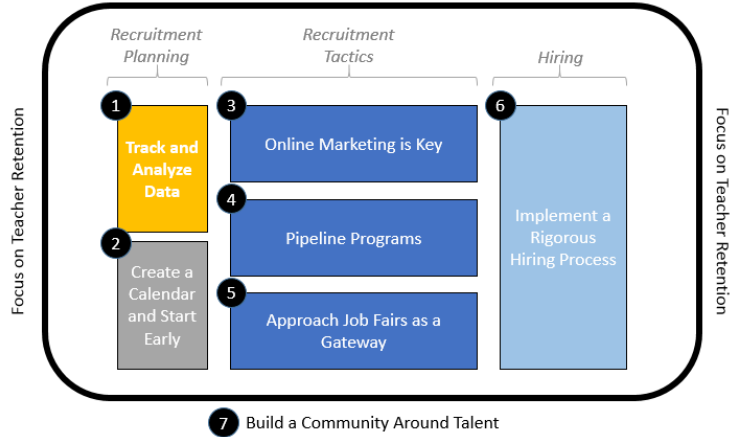
Additionally, we received an overwhelming amount of feedback on teacher retention. Given the importance placed on retention by the numerous schools and districts interviewed, we included it as an eighth area of study.

Throughout this tool, we will highlight the tactics, resources, and case studies for each best practice in an attempt to provide concrete guidance to organizations attempting to improve their recruitment practices.



1 TRACK AND ANALYZE DATA

In the education sector, data-driven instruction is critically important in driving toward improved student outcomes. Over the past decade, many high-performing charter networks have become increasingly more aware of the importance of applying the same principles of data-driven instruction to talent recruitment and management.



Extensive research and conversation with many high-performing networks has revealed a two-fold focus on data-driven talent management: a drive to gather as much recruitment data as possible and an investment in the strategic usage of such data to plan recruitment calendars, develop strategies, and ensure strong staff capacity. This multi-faceted approach to data is one of the largest differentiators between charters who are able to recruit high-quality talent and those that cannot.

DATA COLLECTION CATEGORIES	RATIONALE
Number of openings expected	<ul style="list-style-type: none"> Many successful charters ask their employees to sign commitment agreements as early as possible (i.e. January through early February). The highest-quality candidates look for roles very early in the calendar year; tracking the number of projected openings allows charters to have a clear picture of their recruitment needs by December so they can extend offers to high-quality talent before other schools are able to.
Candidate experience metrics (i.e. dates for when they apply, hear back, interview, etc.)	<ul style="list-style-type: none"> Slow hiring processes are unappealing to high-quality candidates. Tracking this data allows high-performing charters to ensure quick turnaround times and when that isn't possible, work to keep candidates "warm" throughout the hiring process.
How many applicants and quality hires each recruitment strategy produces (i.e. employee referrals, job fairs, social media, etc.)	<ul style="list-style-type: none"> Tracking this data allows charters to strategically invest their time and resources; this results in less money wasted on recruitment strategies that do not produce strong results.
Calendar of most strategic hiring events	<ul style="list-style-type: none"> After analyzing all collected data to ensure strategic use of resources and time, successful charters create a calendar to determine staff capacity needed for the recruiting season. Rule of thumb: 1 recruiter for every 25 open positions, or hire seasonal recruiters if needed. Recruiters should be solely focused on generating applicants rather than all aspects of the hiring process.
Exiting staff: dates, demographics, and exit interviews to gather trends	<ul style="list-style-type: none"> Tracking this data at a sub-group level allows for successful charters to understand their strengths and areas for weakness, particularly when looking to increase the number of leaders of color in the organization. Gathering trends in the data allows charters to place new hires in environments where they are most likely to be successful.

CASE STUDY (PAGE 1)

In 2010, **UNCOMMON SCHOOLS** recognized a need to better understand their talent data. In order to tackle this issue, they conducted a thorough vendor search and acquired a new Applicant Tracking System/Customer Relationship Management tool in order to better collect the data they desired. After implementing Jobsience (on the Salesforce platform), Uncommon leaders knew they needed to be precise about the questions they were asking in order to backwards plan the data they would need. **The following are the critical questions they hoped to answer:**

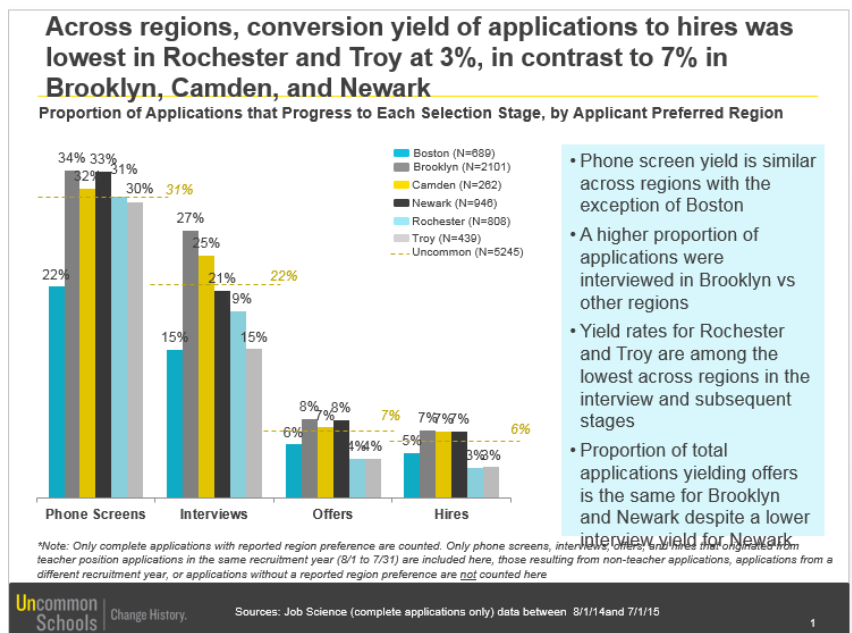
- 1) Where is our applicant pool coming from?
- 2) Where do our new hires come from?
- 3) What does the pipeline of candidates look like at each stage of the process?
- 4) What is the gender and racial breakdown of our candidates at each stage of the recruitment and hiring process?
- 5) How quickly are we able to move a candidate from application to hire?
- 6) What is our offer acceptance rate?
- 7) What are the top reasons our candidates decline offers?

Uncommon felt strongly about outlining the priority questions to ensure that data collection was manageable and efficient. Senior leaders conducted a cost-benefit analysis for each of the questions above to ensure this data was worth tracking and would ultimately improve the process overall. This analysis led them to determine that the first two questions would allow them to understand where to spend time and money on outreach. Questions three and four would help the network ensure selectivity and equity. Questions five through seven would allow them to understand the extent to which school leaders were running effective hiring processes.

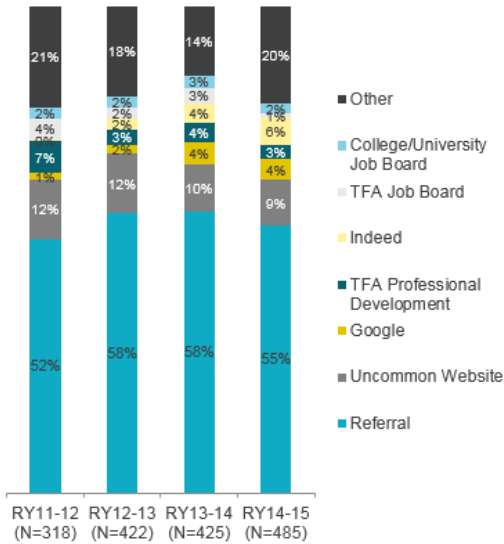
How did Uncommon utilize this data?

Uncommon utilized answers to the priority questions to determine the entirety of its outreach plan, including: the staffing structure, extent of financial resources needed, and overall priorities. This data also provided senior leaders with an understanding of how to better manage principals around their hiring processes.

See below for more examples on how Uncommon used this data-gathering approach to further drive their talent recruitment strategy:

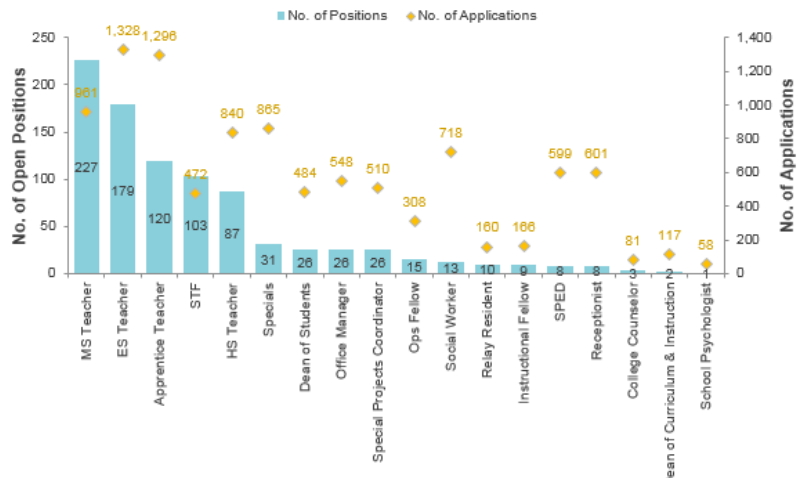


Source of teacher hires by year



- Over 50% of teacher hires have come from referrals for the last four years (including internally generated applications)
- Compared to prior years, a slightly smaller proportion of teacher hires came from Uncommon Website, but a higher proportion came from Indeed.
- "Other" includes 20 other sources (e.g. Idealist, STF, Info session)

Number of open school-based positions and applications generated in RY14-15, by role

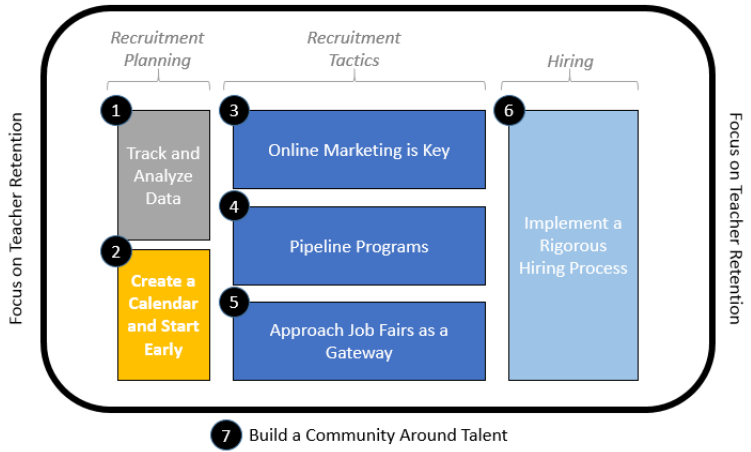


STF and MS teacher were roles with the lowest application to position ratio in RY14-15. Application volume and quality determine how difficult it is to fill a position.

2 CREATE A CALENDAR AND START EARLY

The creation of a recruitment calendar was highlighted as extraordinarily important by most interviewees and other research gathered.

The highest-performing charters utilize their extensive data analysis processes to create a strategic recruitment calendar. A few key themes emerged in the creation of such a calendar: starting recruitment as early as possible, treating recruitment as a year-round focus, and engaging as many staff members as possible in the process.

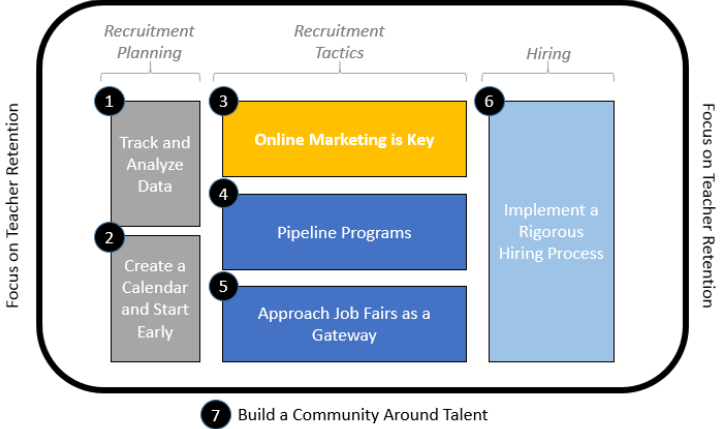


CALENDAR BEST PRACTICES	DESCRIPTION	RESOURCES
Inclusion of all events that impact recruitment	<ul style="list-style-type: none"> Should outline recruitment goals. Should be holistic and include all recruitment events (including employee referral programs) and when employee commitments will be returned. 	<ul style="list-style-type: none"> TNTP’s Recruitment and Selection Guide
Start as early as possible	<ul style="list-style-type: none"> The strongest teachers are often the ones who are looking for positions earlier than most. Start recruiting for openings as early as November even if they are just projected positions. Focus on general hiring (i.e. data says every year we need at least X elementary teachers) Ask employees to re-commit early (i.e. January). Rule of thumb: May 1st is the absolute latest date to be competitive for strong candidates. 	<ul style="list-style-type: none"> TNTP’s Missed Opportunities
Year-round focus through engagement of all staff	<ul style="list-style-type: none"> Create systems and structures that involve as many staff members as possible in recruitment efforts (i.e. employee referrals, Facebook campaigns, hosting events). Ensure consistent messaging of year-round recruitment in staff meetings, school events, etc. 	<ul style="list-style-type: none"> Blackstone Valley Prep, “Recruitment 24/7”
Bring in experts as needed	<ul style="list-style-type: none"> If your organization does not have a strategic recruitment calendar, bring in an expert to help create the calendar, train the staff on implementation, and hold staff accountable for shifting to an earlier execution timeline. 	<ul style="list-style-type: none"> EdPlus Consulting Edgility Spark Strategic Consulting

3 ONLINE MARKETING IS KEY

In today’s internet-driven world, online and social media marketing are here to stay. While many organizations have basic marketing materials and processes, high-performing charters strategically take their marketing practices to the next level.

Interviews and research highlighted that the most successful charter schools very clearly articulate their value proposition, build brand recognition, and target specific candidates through their online and social media presence. They maintain a laser-like focus on building brand awareness rather than on name recognition.



TACTIC	DESCRIPTION	RESOURCES
Set yourself apart	<ul style="list-style-type: none"> Clarify your value proposition, what specifically sets your organization apart, and ensure all staff members (not just the recruitment team) have resources for articulating that value proposition. Ensure all marketing materials (online and collateral) highlight what sets your organization apart from other charter networks. 	<ul style="list-style-type: none"> KIPP “Why Build Your Career at KIPP?” IDEA Public Schools, Paid Family Leave TNTP, “Sample: Market Your School to Potential Candidates” TNTP, Recruitment Roadmap, Section 3: Create Compelling Marketing Messages and Materials
Target who you want	<ul style="list-style-type: none"> Market specifically to the type of teachers you want/need. (e.g. for veteran teachers: make sure your website highlights pictures of veteran teachers and potential leadership opportunities). 	<ul style="list-style-type: none"> Uncommon Schools “Who We’re Looking For”
Update online accounts regularly	<ul style="list-style-type: none"> Keep ALL online accounts updated with job openings and strong job descriptions year-round. Ensure job descriptions are targeted to the types of teachers you want to recruit. 	<ul style="list-style-type: none"> Charter School Tools, Job Descriptions for All School Staff TNTP, Sample job descriptions
Social media is here to stay	<ul style="list-style-type: none"> Use social media platforms, such as Twitter, Facebook, and LinkedIn, to build a brand and to recruit aggressively and strategically. 80% of marketing strategies should be ones you know yield applicants in the short term (i.e. Twitter, commercials, etc.) and 20% should be newer/more risky yet may yield in the long term (i.e. myEDmatch) 	<ul style="list-style-type: none"> List of the best online recruitment sources “To Connect with Candidates, Recruiters Hone their Social Media Skills” myEDmatch

Social media is here to stay: Research indicates that social media is being successfully used by some networks yet underused by many. Social media strategy is not just about having a Facebook or Twitter page, but about strategically commenting, responding, and reaching out to prospective candidates. The anecdote below highlights an example of how a high-performing organization used social media effectively to recruit a high quality hire:

Katie Bennington was starting her final year as an elementary education major at Butler University, in Indianapolis. A week earlier, in September, she won a prestigious future-teacher award, and Butler University posted a notice of the award on its Facebook page.

The Director of Human Resources for a school district in Indianapolis commented on the Facebook post, saying, "She needs to come interview with me at Washington Township!"

Bennington had been told that most schools do not start hiring until the spring. But within hours, she had scheduled an interview with Washington Township for the following week.

Less than two months later, she signed a letter of intent with the Washington Township district for next school year.

Adapted from Education Week, [To Connect With Candidates, School Recruiters Hone Social Media Skills](#)

 **CASE STUDY**

Founded in 2000 in the Rio Grande Valley, **IDEA PUBLIC SCHOOLS** understood that attracting new talent to their region of Texas was going to be challenging. The team knew they needed to tap into the local talent that existed in their communities due to the difficulty of attracting individuals from other areas. This focus on attracting and hiring local, diverse talent has turned out to be one of IDEA's most powerful elements of culture and success.

One of their secrets to success in attracting and hiring local, diverse talent is strong brand awareness. Instead of focusing on garnering simple name recognition, IDEA focuses on ensuring that individuals understand their brand and what sets them apart. They focus on outstanding local marketing primarily to recruit students and families. Their brand can be found on any and every piece of marketing they produce: **Nine consecutive years of 100% college acceptance.** From powerful [YouTube videos](#) and commercials on local media to billboards on the side of the road, the mediums they use to highlight their work are entirely focused on their results. This strong branding not only attracts students and families, but also attracts local teachers that have been critical to their success in Texas.

9 YRS

For the past nine years, since our students have started graduating from high school, 100% of our students have been accepted to college.

5 YRS

In the past five years, our average ACT score has increased from 17 to 21.5.

543

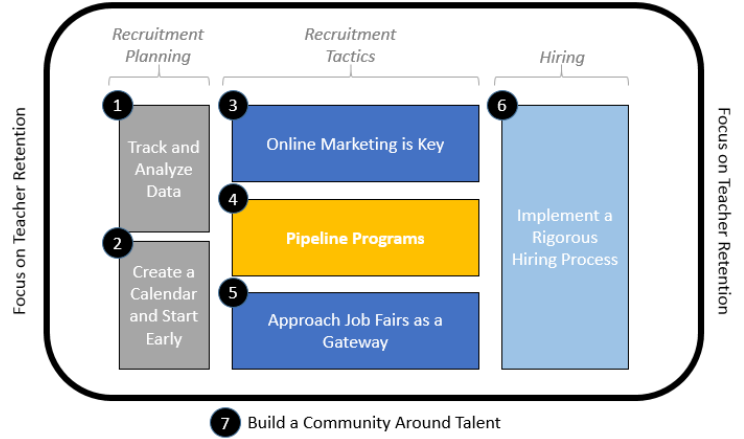
More than 543 of IDEA Rio Grande Valley's Academy Students read more than one million words and passed comprehension tests during the academic year.

<http://www.ideapublicschools.org/our-approach>

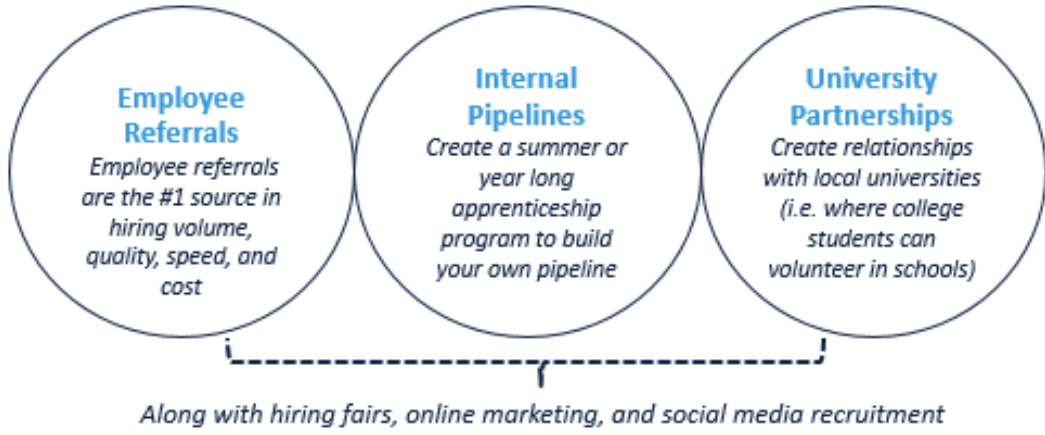
4 PIPELINE PROGRAMS

A fourth best practice that clearly rose to the surface in research and interviews is the need to create as many pipeline programs as possible. Three specific pipelines emerged: employee referrals, internal pipelines, and university partnerships.

An additional differentiator noted is that high-performing charters are not only considering these diverse pipelines, but are putting considerable time and money towards strengthening them.



Three pipelines to consider:



PIPELINE	BEST PRACTICES	RESOURCES
<p>Employee Referrals</p>	<ul style="list-style-type: none"> Some charters identified that more than 60% of their hires come from employee referrals. Some research has shown that the dollar amount given for a referral may not impact the extent to which employees participate; however, most charters offer between \$250-\$1,000/hire. Referral bonuses are not given until after the employee has successfully completed one year of teaching. Emerging research shows employees may be more influenced to refer by offering non-monetary unique rewards (e.g. trips, restaurant gift cards, etc.). Some charters use employee referrals as a way to engage teachers in leadership opportunities (i.e. campus leads for “recruitment teams” that receive a stipend). 	<ul style="list-style-type: none"> Uncommon Schools, Referral Bonus KIPP, Referral Bonus Teach For America Alumni People and Opportunities Hub Noble’s Recruitment Hedgehog Team

<p>Internal Pipelines</p>	<ul style="list-style-type: none"> • Most successful charters have created internal pipeline programs that yield a large number of hires that tend to have stronger fit and longer tenure at the organization. • These programs often include a summer experience or a yearlong apprenticeship that allows individuals to get into the buildings, experience the culture, and build skills to become stronger teachers. • For a standalone charter school, this might look like running a summer school program and offering a \$5k stipend to 3 new summer school teachers, with the understanding that if they achieve strong results, they will receive a full time position. 	<ul style="list-style-type: none"> • KIPP DC, Capital Teaching Residency • KIPP NY, Empire Teaching Fellowship • Uncommon Schools, Summer Teaching Fellowship
<p>University Partnership(s)</p>	<ul style="list-style-type: none"> • Create partnerships with local or national universities that have teacher residency and/or student teaching programs, or partner with universities to create volunteer opportunities for students. • Work with professors to identify graduates with the highest potential. 	

CASE STUDY

MASTERY CHARTER SCHOOLS' recruitment data shows that 40% of new hires come from employee referrals. This year, Mastery has prioritized deepening relationships with employees to better leverage internal talent and tap into employee networks.

Strategies they already employed prior to this recruitment season included:

- Offering a referral bonus
- Hosting weekly referral contests
- Training teacher as "Recruitment Ambassadors" to drive referrals at their own campuses
- Hosting Open House Events at each campus (attendees are "friends and family" of the current teachers in that building).

This year Mastery implemented two new initiatives to increase employee referrals and have seen some early success:

1. Introduce the Referral Program Early

- Mastery now asks every employee for referrals during New Employee Orientation. The talent team has found that asking for referrals early increases the likelihood that a great new hire will refer a strong candidate, given how busy teachers are throughout the year.

2. Leverage New Networks

- Mastery is now more strategic about connecting with previously hired high-performing staffers to tap into their networks. Leadership team members create relationship maps to identify untapped pipeline opportunities. For example: a new teacher from North Carolina is likely to have a professional network that has not yet been tapped into in the Philadelphia sector. These networks may include previous colleagues, social/religious groups, and college/alumni networks.

Since implementing these two new initiatives Mastery has seen a **50% increase in referrals submitted each week. This translated to 20 mid-year hires in hard-to-fill roles.**



Pipelines: Recruiting Bilingual and Special Education Teachers

Bilingual and special education vacancies are especially challenging to fill. A number of trends emerged from high-performing charters across the country as best practices to meet those needs.

BEST PRACTICES	RESOURCES
<ul style="list-style-type: none"> • Look internationally for bilingual teachers. • Puerto Rico and Spain have emerged as the most successful recruitment landscapes. 	EdWeek, Need for Bilingual Educators Moves School Recruitment Abroad
<ul style="list-style-type: none"> • Place ads in bilingual newspapers or magazines. • Reach out to community organizations (churches, cultural centers, etc.). 	TNTP’s Recruitment Roadmap, Recruit Creatively for High Priority Candidates
<ul style="list-style-type: none"> • Contact regional area university/college faculty to help you identify recent or upcoming graduates. • Identify local universities that have specific programs to recruit special education teachers. 	EdWeek, Colleges Seek Out Future Special Ed. Teachers
<ul style="list-style-type: none"> • Alternative teacher pipelines are focusing on hard-to-staff areas including bilingual and special education. Recruit new teachers from these pipelines OR tap into the alumni of these programs (i.e. 3rd year TFA teachers). 	Teach For America’s Alumni Job site, People and Opportunities Hub
<ul style="list-style-type: none"> • Networks have found success through: <ul style="list-style-type: none"> ○ Employee referrals filling hard-to staff-vacancies (e.g.. a Bilingual teacher in one district referred four other bilingual teachers from her network) ○ Creating their own specific pipeline programs for hard to staff areas (<i>see case study below</i>). 	US News & World Report, 7 Things You Should Know About Employee Referrals

CASE STUDY

NOBLE NETWORK OF CHARTER SCHOOLS is placing a strategic focus on recruiting special education teachers through their “Noble-Relay Special Education Program”.

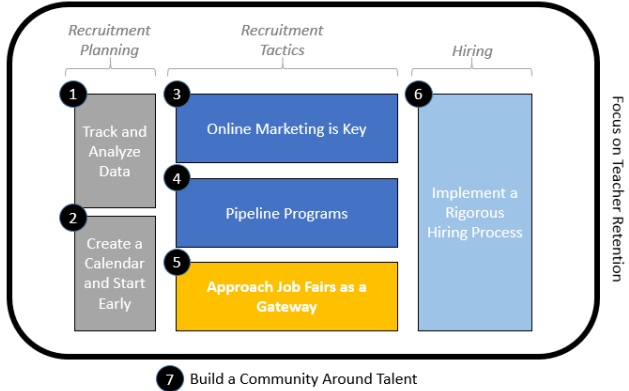
Noble is currently partnering with the Relay Graduate School of Education to give participants the opportunity to earn state licensure and a Masters of Art in Teaching in two years. If hired, a participant will serve as a full-time special education instructor at Noble starting in Fall 2016. As a full-time employee at Noble and provisionally-licensed special educator, a participant will receive a full salary and benefits. Additionally, for prioritizing a professional pathway in a high-needs area, Noble will provide additional stipends throughout the two-year program that could be used to offset costs associated with graduate school. Noble works with all hired applicants to walk them through the application process to Relay GSE and covers the costs of testing.

5 APPROACH JOB FAIRS AS A GATEWAY

The majority of research, experts, and interviews with highly successful charters across the nation confirm that job fairs are one of the least effective ways to hire a teacher, particularly a veteran teacher. Most high performing charter schools participate in job fairs as a branding opportunity rather than as a way to generate high-quality hires.

Two hypotheses exist for the decline in job fair popularity and effectiveness:

- 1) The rise of other modes of finding jobs (social media, job sites, employee referrals)
- 2) High quality teachers want more context about a school community than a job fair can provide



Interviews have identified the difference between large “job fairs” with many different schools and networks and “hiring fairs” that are single-network school-based events. These hiring fairs, and other similar events, that get teachers into the school buildings in which they would teach have proven a more effective means of generating high-quality hires.

BEST PRACTICE	DESCRIPTION	RESOURCES
Hiring Fairs/ Recruitment Events	<ul style="list-style-type: none"> Hosted by a specific school. Ensure prospects get to experience the school “culture”. School leader, teachers, and students are in attendance. 	<ul style="list-style-type: none"> TNTP, How to Plan a Successful Hiring Fair
Visitor Days	<ul style="list-style-type: none"> Regularly scheduled visitor days throughout the year. Visitor days are published and marketed online. 	<ul style="list-style-type: none"> Achievement First scheduled visitor days
Community Events	<ul style="list-style-type: none"> Host community events at specific schools. Publish and market events online. Strategically invite prospective teachers. 	<ul style="list-style-type: none"> KIPP NYC Community Calendar North Star Academy Events Calendar
Professional Development	<ul style="list-style-type: none"> Invite prospective teachers to attend a PD session/day. Assign a school leader and teacher “partner” to connect with the prospect throughout the PD session. 	<ul style="list-style-type: none"> Uncommon Schools, People Development
Target the Audience	<ul style="list-style-type: none"> Strategically plan events and invite prospects (i.e. invite bilingual teachers to a community event for bilingual families). 	

The effectiveness and popularity of job fairs varies from city to city. As noted previously, data should be tracked by the network regarding how many high quality hires a job fair produces to determine whether the continued investment is appropriate.

If a job fair does generate high quality hires in your context, a number of trends emerged as best practices to ensure a strong event:

TIME	BEST PRACTICES	RESOURCES
Before the Job Fair	<ul style="list-style-type: none"> • Create a strategic plan (i.e. mass marketing campaigns, time of event, PD during event, etc.). • In order to participate, schools must commit to tracking how many high quality hires they receive from the job fair. • Share resumes with all principals at least 2 weeks in advance. • Principals should contact applicants they are interested in and encourage them to attend (texting has proven to garner higher levels of turnout). In some cases, principals should schedule interviews ahead of time. • Organizer should send multiple reminder emails and texts during the month prior. 	<ul style="list-style-type: none"> • INCS, Resume Bank
During the Job Fair	<ul style="list-style-type: none"> • Candidates get the most up to date vacancy list so they know which schools to go to. • Each school has a mini dry erase board to write and update their vacancies and the details. • Marketing and display materials – banners, table cloth, printed material that tell you something about the organization, and an updated website or video to run during event. • Well-trained staff working each booth who know the mission and what sets the school apart. 	<ul style="list-style-type: none"> • TNTP, Recruit Effective Teachers (<i>Create recruitment messages, rehearse a recruitment pitch, prepare to answer challenging questions</i>) • TNTP, Recruiting Teachers Using a Brochure, Uncommon
After the Job Fair	<ul style="list-style-type: none"> • Survey attendees on their experience. • Survey principals on their experience and how many high quality candidates they interviewed. • Follow up with schools on data re: high quality hires from job fair. 	<ul style="list-style-type: none"> • INCS, Teacher Survey • INCS, School Survey

Virtual Job Fairs

Some organizations are also investing time and money into virtual job fairs as a way to combat low turnout numbers. See the case study below for more information and resources.

 **CASE STUDY**

In May of 2016, the **NEW JERSEY CHARTER SCHOOLS ASSOCIATION**, in partnership with [Education Week](#), held a virtual job fair that attracted 25 participating organizations and 250 applicants.

How does it work?

- During the job fair, each organization created a virtual booth where they could share marketing materials and information. Applicants could visit the virtual booths and use a chat function to make appointments via Skype. Once they scheduled an appointment, the organization was granted access to their resume.
- In their partnership, EdWeek owned the marketing for the event, which includes access to their 1.6 million users and about 1,000 views per month.

Are there other virtual career fairs that an individual can attend?

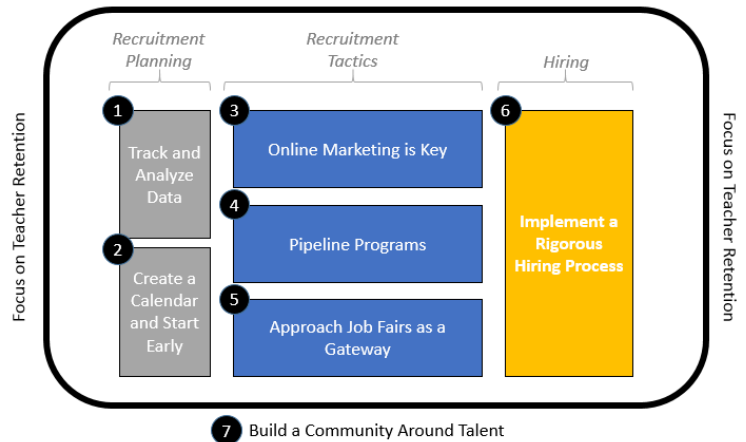
- EdWeek also runs larger [virtual career expos](#) where schools and networks can purchase virtual booths. These larger career expos tend to attract around 4,500 applicants and 50-70 participating organizations.

The effectiveness of virtual career fairs is somewhat unknown, as they are still a fairly new method and conversion data is tracked by individual organizations, not by EdWeek as a whole. EdWeek will begin tracking cost per conversion data in the coming months, which will shed additional light on the costs and benefits of participating.

6 IMPLEMENT A RIGOROUS HIRING PROCESS

Many high quality candidates are seeking organizations that hold high expectations for their students as well as their employees. A rigorous hiring process can weed out unqualified candidates as well as ensure a strong fit in a hire.

One specific best practice that consistently differentiated high performing charters from non-strategic schools and networks centered on requiring a sample teach in front of students during the interview process.



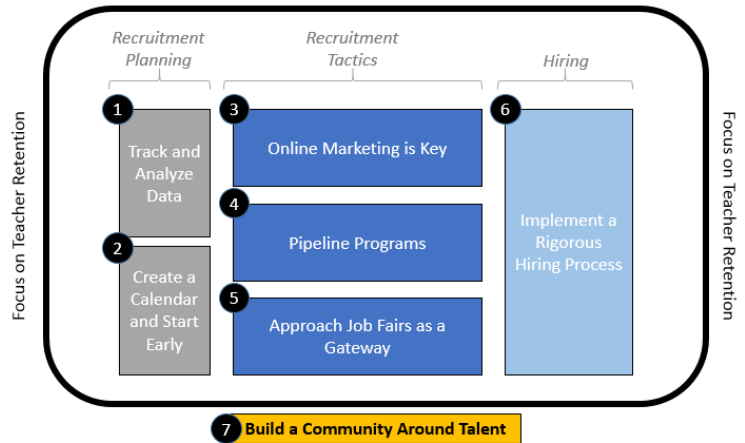
RIGOROUS PROCESS	DESCRIPTION	RESOURCES
<p>Best practices</p>	<ul style="list-style-type: none"> • A picture of the process should be clearly communicated on the front end to candidates. • All components of the process should be based upon previously identified competencies. • All processes should include at minimum an application, phone interview, in-person interview and sample teach, and reference check. • Hiring manager should have a clear picture of what three traits/skills matter the most (rather than a generative list of ten, which could cause them to miss out on a strong hire). • Applicant should conduct a sample teach, receive feedback, and then re-teach a portion of the lesson. • The sample teach should occur in a classroom with students when possible. 	<ul style="list-style-type: none"> • TNTP, Teacher Talent Toolbox • Uncommon, Application Process

7 BUILD A COMMUNITY AROUND TALENT

Many networks are seeing a boost in their ability to recruit high-quality talent as a result of taking a city-wide approach.

This method is especially relevant for networks that are located in smaller cities that may not initially attract a high number of candidates.

Building a community around talent can look a number of different ways; however, we have identified three best practices in city-wide talent strategies that have positively impacted talent recruitment across the nation:



BEST PRACTICE	DESCRIPTION	RESOURCES
Create a peer learning community of Chief Talent Officers	<ul style="list-style-type: none"> Come together 1x/month to discuss best practices, current openings, anticipated needs, etc. Bring in an expert to lead the group and grow skills around best practices. 	<ul style="list-style-type: none"> EdFuel’s Talent Pipeline PLC scope and sequence
Create a city-wide teacher recruitment campaign	<ul style="list-style-type: none"> Especially helpful for lower-profile cities with high need. Generate the city’s value proposition with peers in the talent space. 	<ul style="list-style-type: none"> Stanford Social Innovation Review, Investing in “Teacher Town” USA
Create an online resume portal open to all city networks	<ul style="list-style-type: none"> Open year-round. Updated monthly, led by charter support organizations. Schools must report applicants/hires from portal. Allows for candidates and school leaders to have a one-stop shop for hiring in a city. 	

 **CASE STUDY**

In **WASHINGTON, D.C. AND DETROIT, MICHIGAN**, Chief Talent Officers and other talent professionals from different charter networks come together once a month for a Peer Learning Community arranged by [EdFuel](#) and led by [EdPlus](#) founder and former Chief Talent Officer of DC Prep, Alicia Robinson.

The PLCs provide a space to skill-build and share best practices on topics such as:

- Data driven recruitment
- Hiring timelines
- Alternative and traditional pipelines in the community
- High quality selection processes
- Onboarding practices
- Applicant needs, current vacancies, and recruitment strategies
- Peer consultancy protocols

Participants in both PLCs have built strong relationships with one another, shared best practices, and have begun the process of creating a collaborative approach to attracting high quality talent into their cities. Participants have also become true peer consultants. Many sessions include a member presenting a problem of practice and using a consultancy protocol to help one another address challenges.

In each city, participants have taken the learning and applied it to their specific roles by:

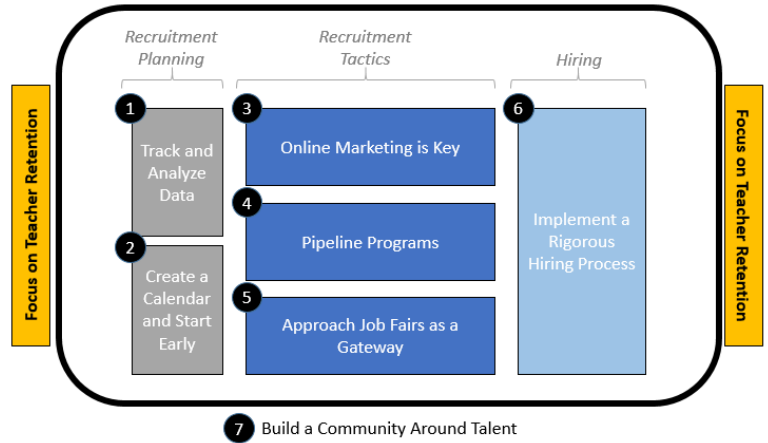
- Pushing up hiring timelines to begin in late winter/early spring
- Revamping job descriptions
- Identifying their organization's individual value proposition and aligning marketing materials to that value proposition
- Updating their onboarding processes

“It's helpful to know that we are not facing our challenges alone. We appreciate that there's a network of support only a phone call or text away. It's been great to have this group as a sounding board for problems and ideas.” –Center City Public Charter School, Talent Team

TEACHER RETENTION

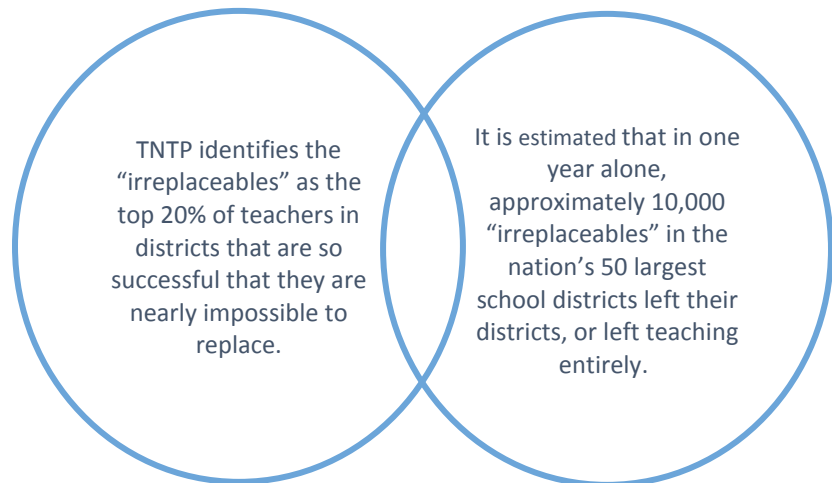
Research and interviews from across the country highlight the critical and parallel focus that must be placed on teacher retention while improving recruitment practices overall.

With the current national teacher shortage it is critical to retain and grow the talent already in school buildings across the country even as we attempt to attract new talent into our communities



[The Irreplaceables](#), a national study conducted by TNTP, highlights the staggering effect that losing high-performing teachers has on a school.

Across the nation, high-performing charters are generating best practices regarding teacher retention as they seek to retain their highest quality teachers and grow the leadership of others.



BEST PRACTICE	DESCRIPTION	RESOURCES
Teacher residency programs	<ul style="list-style-type: none"> • Must happen on the front end of a teachers' career. 	<ul style="list-style-type: none"> • Relay Teaching Residency
Teachers with mentors	<ul style="list-style-type: none"> • In a study, 86% of teachers with mentors remained in the profession compared to 71% of teachers without. 	<ul style="list-style-type: none"> • Public School Teacher Attrition and Mobility in the First Five Years
Leadership pipelines	<ul style="list-style-type: none"> • Many charters implement custom leadership pipelines in their buildings to provide teachers with pathways to future leadership positions, including teacher leaders, Assistant Principals, and Principals. 	<ul style="list-style-type: none"> • KIPP School Leader Fellowships • New Leaders, Pipeline Development: Cultivating Teacher Leaders
Salaries above 40k	<ul style="list-style-type: none"> • One study highlighted that 89% of new teachers that started at or above a 40k salary stayed at their schools, compared to 80% of new teachers paid below 40k. 	<ul style="list-style-type: none"> • Public School Teacher Attrition and Mobility in the First Five Years
70-20-10 Professional Development plans	<ul style="list-style-type: none"> • The Center for Creative Leadership pioneered the 70-20-10 approach, which has three times more impact on employee performance than formal training. • Focuses 70% of development on on-the-job training, 20% on coaching and mentoring, and 10% on formal training and self-study. 	<ul style="list-style-type: none"> • High Quality Job-Embedded Training: A "How To" • EdFuel's Sample 70-20-10 Professional Development Plan Template • Bridgespan's Sample 70-20-10 Plan
"Stay conversations"	<ul style="list-style-type: none"> • Most school leaders believe they are having "stay" conversations, but actually are not. Clarity and intentionality is critical. • Start with telling the employee how valuable they are to the organization. • Second, ask what would make them stay at the school and what might draw them away. 	<ul style="list-style-type: none"> • TNTP, The Irreplaceables • Prevent the Exit, Hold a Stay Conversation
Higher expectations and "counseling out" for low performers	<ul style="list-style-type: none"> • Sets the tone for the rest of employees that the school/network treats them as professionals and has high expectations for their work. • "When ineffective teachers leave, they are likely to be replaced by higher performing teachers—even in difficult-to-staff subjects." (TNTP, <i>Irreplaceables</i>). 	<ul style="list-style-type: none"> • TNTP, The Irreplaceables

 **CASE STUDY**

IDEA PUBLIC SCHOOLS analyzed their teacher retention data and realized that losing teachers over the summer, or what they like to call “summer surprises”, was greatly impacting their ability to provide the strongest teachers possible for their students. Summer vacancies were extremely hard to fill because most of the highest quality teachers had already been hired. IDEA also found that principals who lost teachers over the summer tended to have the lowest organizational health scores. IDEA recognized the correlation between principals, school culture, and the ability to stave off “summer surprises”.

The network decided to run a campaign around “**Reducing Summer Surprises**”. They set a goal focused on every school keeping their summer surprises to one teacher or less. IDEA believed that if they could achieve this goal, they would profoundly change school culture and results.

In order to reach this goal, the network focused on supporting principals in three main areas:

- Building trust with employees so that they felt comfortable being honest about their future intentions;
- Supporting them on when and how to have an effective “stay conversation”;
- Creating the conditions under which a person cares so deeply about the principal and the school that they do not feel comfortable surprising them with last minute notice.

This focus on reducing “summer surprises” was one strategy that helped IDEA **increase their teacher retention rates from 70% to 85%** and climbing.

IMPLICATIONS FOR CHARTER SUPPORT ORGANIZATIONS

As charter support organizations seek to ensure they are supporting their schools and networks in the most effective ways possible, a focus on talent recruitment and teacher pipelines is critical. Below you can find a table that identifies some of the most impactful ways CSOs can do this work:

BEST PRACTICE	DESCRIPTION	CSO SUPPORT
Employee Referrals	<ul style="list-style-type: none"> This has been identified as the most effective tool for hiring and recruitment. CSOs should support their schools and networks in developing and implementing high quality employee referral systems. 	<ul style="list-style-type: none"> Identify a person on your team to become the “Employee Referral” expert. Help them build their own skills and lead workshops, school-based trainings, and offer consulting support. Identify an expert that already exists within schools or networks and pay them a stipend to train and develop others. If financially able, hire a consultant or expert to support schools and networks.
Social Media and Online Marketing	<ul style="list-style-type: none"> Building strong brand recognition has been identified as the second most effective tool for hiring and recruitment. CSOs should work to ensure their schools and networks have strong brand recognition and are clearly identifying, via all marketing, their value proposition. 	<ul style="list-style-type: none"> Identify a person on your team to become the “Social Media and Online Marketing” expert. Help them build their own skills and lead workshops, school-based trainings, and offer consulting support. Identify an expert that already exists within schools or networks and pay them a stipend to train and develop others. If financially able, hire a consultant or expert to support schools and networks.
Create a Peer Learning Community of Chief Talent Officers	<ul style="list-style-type: none"> This best practice allows for schools and networks to come together (1x/month) to discuss best practices, current openings, anticipated needs, etc. This space can also be used to create a city-wide strategy around hiring and recruitment (i.e. Teacher Town). CSOs can fund and organize the logistics of PLCs. 	<ul style="list-style-type: none"> Bring in an expert (external or one in your schools or networks) to lead/facilitate the group. Work with organizations who already do this well to ensure quality and outcomes.
Support “Hiring Fairs”	<ul style="list-style-type: none"> While some schools and networks may still request large job fairs, research has shown that the most successful version of this practice has been single network school-based hiring fairs where candidates can be in a school and meet students, families, and leaders. It is critical that these hiring fairs are well planned and marketed, and highlight each school or network’s value proposition to build brand awareness. 	<ul style="list-style-type: none"> Identify a person on your team to become the “Hiring Fair” expert. Have them lead workshops, school-based trainings, and offer consulting support on hiring fairs. Identify an expert that already exists within schools or networks and pay them a stipend to train and develop others. Support schools and networks in their marketing of the event.

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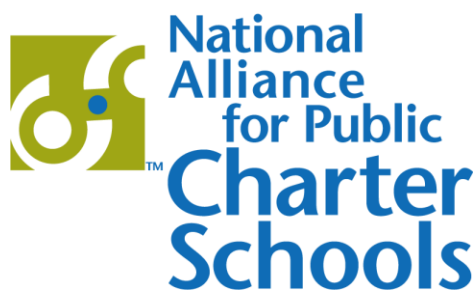
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The Illinois Network of Charter Schools (INCS) is dedicated to the improvement of education by establishing high-quality charter public schools that transform lives and communities. As the voice of the Illinois charter schools, INCS advocates for legislation on behalf of the charter sector, provides support to strengthen charter schools, and influences education policy for the benefit of all public school students.



The National Alliance for Public Charter Schools (National Alliance) is the leading national nonprofit organization committed to advancing the public charter school movement. Our mission is to lead public education to unprecedented levels of academic achievement by fostering a strong charter movement.



EdFuel is a mission-driven non-profit that provides leadership and talent development tailored to the education sector. We help great education organizations, including districts, CMOs, and education-focused non-profits, increase their capacity and effectiveness by maximizing their best asset: their employees. For both instructional and non-instructional leadership, EdFuel provides customized support on talent practices from broad organizational talent strategy to individualized, role-specific PD. Through our work with leading school system operators, innovators, and investors around the country, we collect, streamline, and disseminate best practices while utilizing our growing suite of proven tools, programs, and diagnostics. Our approach anchors on understanding role-specific competencies and high-quality job-embedded training, and we are committed to advancing the sector with best-in-class open-source research. EdFuel works with organizations nationally, and has offices and city-wide engagements in Washington, D.C. and Detroit.