ALIGNING RECRUITMENT AND SELECTION TO EXPAND EQUITABLE ACCESS TO EXCELLENT EDUCATORS
HELLO!

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TQP TA CENTER: SUPPORTING EDUCATOR QUALITY

Performance-based compensation and educator career ladders

TIF + TSL

Effective, evidence-based professional development

SEED

TQ-P

AHCA

Innovative professional development in American history, civics, and geography

TTL

Teacher leadership and collaboration

High-quality teacher preparation
CAPACITY BUILDING FRAMEWORK

A comprehensive approach to capacity building through the examination of four capacity areas

- **Human**
  - Knowledge, Skills, Behaviors

- **Organizational**
  - Relationships, Communications, Partnerships

- **Structural**
  - Policies, Processes, Practices

- **Material**
  - Fiscal resources, tools, facilities
Areas of Focus

- Human Capital Management Systems
- Sustainability
- Career Ladders
- Recruitment & Retention
- Partnerships

- Planning and Alignment
- Cultural Competencies
- Residency Models/Pipeline
- Teacher Induction
- Mentor/Master Teachers
TQP TA CENTER: OFFERINGS

- Technical assistance (TA) to support grantees in implementation, change management, and performance management
- Team of content experts and practitioners with backgrounds in teacher quality issues
- Tools and resources via the Public Domain Clearinghouse (PDC)
- Collaborative community of stakeholders across the educator professional continuum
OBJECTIVES

1. Understand what aligned recruitment and selection strategy means for your educators.

2. Assess current and re-design recruitment and selection strategies using competency-based alignment.

3. Learn SAISD’s aligned recruitment and selection strategies for Master Teachers, and how their approach can transfer to other districts.
AGENDA

SAISD Recruitment Story

Meeting Their Goal

Data-informed approach

Aligned recruitment + selection processes

Application in Your District
TABLE ACTIVITY: MULTIPLE LENSES

How do different people/roles in a district define effective teachers?

• Principals?
• Teachers?
• Human Resources?
• Parents and Community?

What commonalities and outliers do you hear across roles at your table?
SAISD RECRUITMENT STORY
WHY: THERE WAS A NEED...

- More than 90% are Hispanic
- 6% are African American
- 2% are White
- More than 90% qualify for a free or reduced lunch
- More than 1 in 5 students is an English Language Learner

In 2016...

SAISD would have been rated an F
35,089 Students were enrolled in IR schools*
5% College-ready performance on SAT/ACT
3% Attending Tier I universities
MEETING THE NEED: DISTRICT-WIDE ORG REDESIGN

Goal: Raise student achievement and growth through...

- Increased student outcomes
- Improved teacher quality
- Incentivized recruitment & retention
- Strategic recruitment, hiring, and selection of teachers

Implementation of a master teacher program
IMPROVEMENT BY THIRD YEAR OF IMPLEMENTATION
HOW SAISD MET GOALS

SAISD Priority Questions for Recruiting and Retaining Master Teachers:

• How do we define what a Master Teacher is?
• What do we look for in an applicant?
• What do we measure?
• How do we account for the immeasurable qualities we know are important?

SAISD Strategic Solutions

• Data informed approach to understand need and priorities for recruitment
• Processes for meeting those needs through aligned, competency based recruitment and selection of master teachers
SAISD’s Strategy: Master Teachers

Match
District based

Fit
Campus based
SAISD’s Recruitment and Selection Strategy

1. District Level
   - MATCH
   - Allocation
   - Recruitment
   - Screening
   - Selection Pool

2. Campus Level
   - FIT
   - Pre-work
   - Demo Teach
   - Interview
   - Hiring
DATA INFORMED APPROACH
## Using Data to Prioritize Need

<table>
<thead>
<tr>
<th>Priority of Need</th>
<th>Grades</th>
<th>Subject Areas</th>
<th>Population</th>
<th>Performance Yielding Greatest Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Grades: 3, 4, 6, &amp; 7</td>
<td>Reading</td>
<td>All Students</td>
<td>≥ 70% Approaches (Passing) or 35% Meets (College Ready) or 25% Masters (Advanced)</td>
</tr>
<tr>
<td>#2</td>
<td>Grades 4-8</td>
<td>Reading, Math</td>
<td>Prior Year Non-Passers</td>
<td>≥ 50% at Approaches (Passing)</td>
</tr>
<tr>
<td>#3</td>
<td>High School</td>
<td>English I, English II, Algebra I</td>
<td>1st Time Testers</td>
<td>≥ 70% Approaches (Passing) or 35% Meets (College Ready) or 25% Masters (Advanced)</td>
</tr>
</tbody>
</table>

### 1. District Level

- MATCH
- Allocation
- Recruitment
- Screening
- Selection Pool
USING DATA TO PRIORITIZE NEED

TIF Campuses

Improvement Required Multiple Years

Improvement Required 1st Year/At Risk

Special Campus/Programs

Higher Performing Campus

1. District Level

MATCH  Allocation  Recruitment  Screening  Selection Pool
HOW? TARGETED RECRUITMENT

• Analysis of ‘The Irreplaceables’

• Competencies based on T-TESS Rubric
  • Planning, Instruction, Learning Environment, Professional Practice

• Evidence of Impact on Student Growth and Achievement

• Specific High Needs Areas
HOW? SCREENING POTENTIAL TEACHERS

- Teacher Appraisal Metrics
  - Proficient or higher on all 16 dimensions of state appraisal
- Student Assessment Data
  - 70% achievement or 60% growth
HOW? SELECTION BASED ON DESIRED COMPETENCIES

• Pre-interview Activities
  • Questionnaire
    • Strategies for working with high need students
    • Ability to analyze data and plan based on targeted outcomes
  • Reading/Research
HOW? SELECTION BASED ON DESIRED COMPETENCIES

- Demonstration Lesson and Response to Feedback
- Interview Protocol
  - Standard questions and rubric based on competencies
  - Optional campus specific questions based on local needs

2. Campus Level

FIT → Pre-work → Demo Teach → Interview → Hiring
Reflections & Discussion

What questions do you have?

What could you act on?

Who else needs to be part of the conversation?
RECRUITMENT – A STRATEGIC APPROACH

- **Who?** Educator type

- **What?** Knowledge, skills, behaviors (competencies)

- **Where?** Location of potential desired candidates

- **Why?** Performance goals (attraction + retention)

- **How?** Marketing strategies, targeted outreach + engagement
A COMPETENCY BASED MODEL

Instructional & Leadership Practices → Recruitment Strategies

• **Educator Competencies**: Instructional planning, classroom management, instructional leadership, professionalism, cultural competency, co-teaching approaches

• **Competencies’ Location**: Professional standards, evaluation system, instructional and leadership practice rubrics, evidence-based practices; driven by district needs and performance goals

• **Competency Frameworks**: Teachers – National Board for Professional Teaching Standards, Danielson Rubric, Co-Teaching standards, Cultural competency standards, Cognitive Coaching; Principals – ISLLC standards (CCSSO), VAL-Ed, Reeves Model, Turnaround Leadership Standards

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COMPETENCY ALIGNMENT

Overall District (or State) Strategy for Instructional Improvement

Educator Quality Competencies: Skills, Knowledge, and Behaviors

- Recruitment
- Selection
- Placement
Reflections & Discussion

What questions do you have?

What could you act on?

Who else needs to be part of the conversation?
How might you use this at home?
CONTACT INFORMATION & RESOURCES

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Teacher Quality Programs (TQP) TA Center
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THANK YOU!