



Teacher Recruitment Toolkit

Ideas and Tools for Improving the Recruitment and Hiring of Teachers in K-12 Districts

Resource in Brief

Use this toolkit to help you to identify opportunities for improvement within your existing teacher recruitment and hiring process. The toolkit is structured around the four aspects of the district process used to fill teacher vacancies—recruitment, application, selection, hiring—in order to help you:

1. Expand the applicant pool
2. Simplify the application
3. Streamline the selection process
4. Seal the deal

3 Ways to Use This Toolkit

- Audit existing practices used to fill teacher vacancies
- Identify new opportunities to improve your recruitment and hiring processes
- Implement short-term solutions to increase the number of qualified candidates identified and hired

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Executive Summary

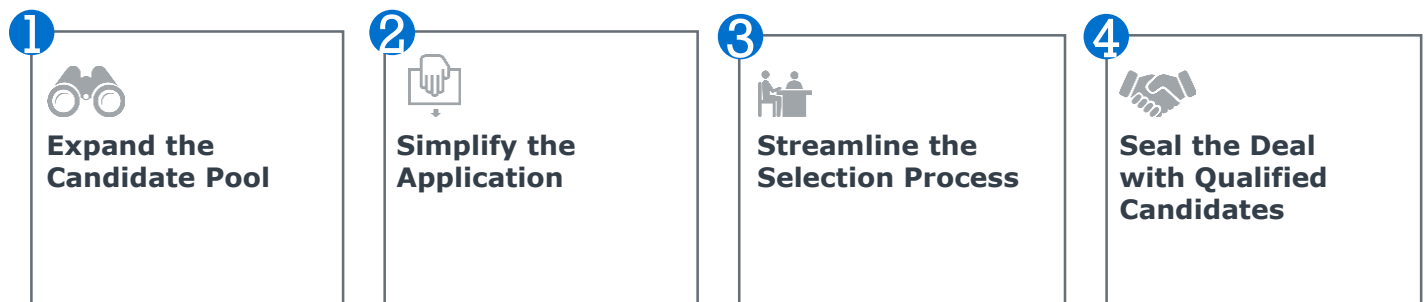
Teacher Recruitment Collaborative

Introduction to the Teacher Recruitment Collaborative

The District Leadership Forum began our Teacher Recruitment Collaborative after polling our members and learning that 94% were concerned about teacher recruitment. Nationally, there is projected to be a shortage of 112,000 teachers by the end of this year. Not only are there fewer teachers graduating with degrees in education, but teachers are also departing the profession in high numbers as a result of retirements and resignations. Unfortunately, the problem is only anticipated to get worse as baby boomers retire; in fact, 80,000 more teachers are expected to retire across the country by 2025. Over the same time period, another 143,000 will leave teaching for reasons other than retirement.

To address members' immediate concerns about filling teacher vacancies, we conducted a 3-month research collaborative. The collaborative focused on gathering ideas and tools that can be implemented right away. Specifically, we focused on ideas and related tools to improve the four aspects of teacher hiring: recruitment, the application process, selection, and sealing the deal.

Guiding Framework for Immediately Addressing Teacher Vacancies



Research Overview

As we worked on this collaborative, our members were involved every step of the way: district leadership initially provided input on the topic, helped shape the direction and scope of our research, and participated in a midpoint update webinar and a final results webinar. Over the course of the research, our team spoke with over 30 member and non-member districts, in addition to conducting secondary research as part of our work.

Research Findings

There are many strategies districts should implement to expand their pool of applicants and reduce attrition in order to attract and maintain their teaching staff; many of you have already put in place such long-term solutions (e.g. grow-your-own teacher programs and university partnerships). In this collaborative, we set out to identify ideas that could be implemented in the short-term. Over two dozen ideas are included in this toolkit, ranging from moving up the recruiting cycle earlier in the year, to using data to predict teacher vacancies, to simplifying the application process. Although districts may already be implementing some of these ideas, our goal with this toolkit is to provide a wide variety of ideas and accompanying tools to help districts inflect change at every stage of the teacher hiring process.

Teacher Recruitment and Hiring Audit

Questionnaire to Help You Navigate the Toolkit

Instructions

This audit is designed to help you evaluate your district's current recruitment and hiring capabilities and identify the tools on which to focus your attention. Rate your current capabilities for each criterion with a simple "yes/no" answer and refer to the gray boxes to determine the tools that could be most helpful to your district.

	Yes	No
Expand the Candidate Pool		
1. Our district begins recruiting and hiring new teachers only after our current teachers formally notify the district of their intended departure. This generally happens in the spring.		
2. We currently use (or intend to use) a data dashboard that is dedicated solely to hiring and recruitment.		
3. Recruiters from our district attend at least one job fair each hiring season to encourage more candidates to apply to our district.		
4. Many applicants learn about and apply to our district because of our strong social media recruitment presences.		
5. Prospective candidates find the career page on our website informative, appealing, and easy-to navigate; therefore, our career page requires minimal to no improvement.		
6. Most teachers in our district provide candidate referrals each hiring season to support our recruitment efforts.		
7. Our traditional recruitment channels (i.e. job fairs and online postings) are not sufficient in securing enough applicants for our teacher vacancies. This is particularly true for hard-to-fill roles (i.e. STEM and special education)		
<ul style="list-style-type: none"> ➤ If you answered "yes" to question 1, see pages 10 and 45 ➤ If you answered "yes" to question 2, see page 12 ➤ If you answered "yes" to question 3, see page 29 ➤ If you answered "no" to question 4, see page 20 ➤ If you answered "no" to question 5, see pages 14 and 18 ➤ If you answered "no" to question 6, see pages 23, 25, and 27 ➤ If you answered "yes" to question 7, see pages 32, 34, 39, 43, and 45 		
Simplify the Application		
8. Candidates should expect to spend over 45 minutes to complete our district's application.		
9. Our district interviews candidates only after hiring managers review their written applications.		
<ul style="list-style-type: none"> ➤ If you answered "yes" to question 8, see page 48 ➤ If you answered "yes" to question 9, see page 50 		

Teacher Recruitment and Hiring Audit (cont.)

	Yes	No
Streamline the Selection Process		
10. Principals in my district are knowledgeable about and efficient in hiring and interviewing. Therefore, they require minimal to no additional support.		
11. Our district tracks and analyzes the reasons why each new hire chooses to work in our district so that we can improve our recruitment and hiring efforts.		
<p>➤ If you answered "no" to question 10, see pages 54 and 57</p> <p>➤ If you answered "no" to question 11, see page 59</p>		
Seal the Deal with Qualified Candidates		
11. Principals notify candidates of their interest in moving the candidates forward in the hiring process within 24 hours of an interview.		
12. Someone in our district explicitly notifies all qualified candidates of the steps and estimated wait time associated with each stage in our district's hiring process.		
13. We lose candidates to competing offers because we have not been able to effectively negotiate with them after extending an offer.		
<p>➤ If you answered "no" to questions 11 and 12, see pages 62 and 64</p> <p>➤ If you answered "yes" to question 13, see page 67</p>		



Expand the Candidate Pool

SECTION

1

- Early Hiring Using Data-Driven Vacancy Predictions
- HR Data Dashboard Checklist
- Recruitment-Focused Website Audit
- Career Page Automated Chat Box
- Optimizing Social Media for Recruitment
- Employee Referral Audit
- District-Wide Recruitment Campaign
- Bonus Pay for Teacher Referrals
- Job Fair Survey to Improve Recruitment
- District-Hosted Meet and Greets
- Opening Professional Development to Prospects
- Job Posting Audit for Hard-to-Fill Roles
- Timely, Personalized Prospect Outreach



Early Hiring Using Data-Driven Vacancy Predictions

Capsule Description

Identifying teacher vacancies in late spring leaves little time to recruit and compete for quality teachers. Rather than delaying recruitment until you receive formal notification from departing teachers, you can project vacancies using data on district hiring needs from the past five years. The sample teacher vacancy prediction dashboard on the next page is provided to help your district determine hiring goals for early hiring.

Resources

Time: Time invested to update data categories

Recommended Owner: HR team member

Materials: Excel spreadsheet or equivalent



Implementation Steps

- 1. Create a district-wide teacher vacancy dashboard similar to the one on the following page.** The dashboard should capture teacher turnover by grade level/subject area and school year. To project future vacancies, districts should consider analyzing teacher vacancy trends over the past five years. The following components should be included in the dashboard:
 - a) Add a “minimum” column** to determine the fewest number of teachers to hire. Specifically, the minimum over the last five years is a good predictor for a baseline number of vacancies.
 - b) Add a “five-year average” column** and calculate the average number of teacher vacancies by category for the past five years. Districts that are implementing this idea have found that five-year averages are generally a good predictor of anticipated teacher vacancies for the following school year.
 - c) Add an “actual vacancies column”** to fill out once teachers have formally notified your district of upcoming departures. This will allow districts to determine real-time hiring needs after early hiring has been completed.
 - d) Add a “current hires” column** to track your district’s hiring progress.
- 2. Consider recruiting in the fall using the minimum column as an early hiring goal.**
- 3. Adjust hiring goals in early spring (before formal notification of teacher vacancies) using five-year averages.** Once the minimum number of vacancies is filled, continue recruitment to reach five-year average goals. If you hired teachers in the fall, be sure to subtract the number of “current hires” for each role from the five-year average value to determine the number of vacancies left to fill.
- 4. Once the district receives formal notifications of teacher departures, adjust current hires accordingly to align with actual vacancies.** In the rare case that the district has a surplus of hires in one category, consider allocating hires to fill other shortage areas, such as full-time substitute teacher positions.
- 5. Notify recruiters and hiring managers of targeted goals.**

Source: EAB interviews and analysis.



Sample Teacher Vacancy Dashboard

Teacher Vacancies

Each number in the table refers to the total number of teacher vacancies for the given school year

Fall Hiring Target

Use five-year minimum values as fall hiring goals

Position		Previous Vacancies					Early Hiring Goals		Current Progress	
Grades	Type	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Five-Year Minimum	Five-Year Average	Actual vacancies	Current Hires
Elementary	Grades K-3	8	5	8	10	6	6	7	TBD	1
	Grade 4-6	0	8	1	2	8	0	4	TBD	0
	SPED	3	4	3	5	2	2	3	TBD	0
Middle School	ELA	5	9	1	4	1	1	4	TBD	1
	Math	2	2	2	1	1	1	2	TBD	0
	Science	4	3	1	1	0	0	2	TBD	0
	Social Studies	0	0	0	1	0	0	1	TBD	0
	SPED	8	8	1	1	9	1	5	TBD	0
High School	ELA	2	2	2	1	3	1	2	TBD	0
	Math	2	2	2	2	2	2	2	TBD	1
	Science	4	3	1	3	2	1	3	TBD	0
	Social Studies	2	2	2	1	1	1	2	TBD	1
	SPED	3	4	4	5	3	3	4	TBD	0
Specials (K-12)	Art	0	0	0	2	1	0	1	TBD	0
	Music	0	1	1	0	1	0	1	TBD	0
		2	2	2	1	2	1	2	TBD	0
	PE									

Early Spring Hiring Target

Use five-year average values as an early spring hiring target

Source: EAB interviews and analysis.



HR Data Dashboard Checklist

Capsule Description

Many districts launch recruitment efforts without a clear understanding of which channels yield the most applicants. In an era of constrained district budgets, it is critical for districts to collect data to strategically utilize recruitment strategies and resources. Districts that are leaders in teacher recruitment often cite a data dashboard as a critical component of their success. This checklist is designed to help districts develop a data dashboard around teacher recruitment. Districts that are already utilizing dashboards can use this checklist to determine whether to incorporate additional data categories.

Resources

Time:

- Five minutes to complete the checklist questionnaire
- Additional time invested to update relevant data groups

Recommended Owner: HR team member

Materials: Existing data dashboard and checklist



Implementation Steps

1. **Use the checklist on the next page to review your district hiring dashboard.** Compare the data categories in your existing dashboard with the suggested categories on the checklist to determine whether there are opportunities to enhance your existing dashboard.
2. **For each “Yes, I plan to add this” answer, use the “Notes” column on the right to delineate next steps** to ensure this information is added to your district dashboard.
3. **Share the completed checklist with members of your team** who will be in charge of dashboard management.



HR Data Dashboard Checklist

Data category	Reasons for collection	No need to include	Yes, I plan to include	Notes on next steps
Teacher vacancies by category and year	Use vacancy averages across five years to calculate the number of anticipated openings and begin the hiring process early (see pages 5-6 for more details on vacancy projections)			
Number of applicants for each vacancy	Determine ratios between the number of applicants for a specific role and number of roles available; this allows districts to identify (and begin recruiting for) roles with fewer applicants			
Birth year of current employees	Track teacher age to anticipate the number of potential retirements in the district			
Applicant demographics	Collect data on applicant demographics, such as gender, race, and age to determine recruitment goals to diversify the applicant pool and select recruitment strategies accordingly			
Recruitment strategies that lead to applicants	Monitor the success of recruitment channels—such as job fairs, LinkedIn, and university presentations—to strategically invest your time and resources into those that yield the most applicants, and rethink those that do not			
University partnerships that lead to applicants	Monitor which university partnerships (and departments) yield the most applicants and adjust your recruiting efforts accordingly			

Source: EAB interviews and analysis.



Recruitment-Focused Website Audit

Capsule Description

Your district website is the first opportunity you have to convince candidates they should work at your school district. Many district websites are difficult to navigate and lack the information that candidates care most about; as a result, candidates may not apply to vacancies. This website audit will help you ensure your careers page engages prospects, stands out from the rest, and leads to more applicants.

Resources

Time:

- 10 minutes to complete audit
- Additional time to implementation necessary changes

Recommended Owner: HR recruiter

Materials: Website audit document



Implementation Steps

1. **Answer the questions on the following page** to determine how much opportunity your organization has to build a more candidate-centric careers page. Each “no” answer indicates room for improvement.
2. **For each “no” answer, explore ideas for how to improve..**
3. **Review the sample engaging website on page 14 to see how one district improved its careers page on its district website.**



Recruitment-Focused Website Audit

Question	Yes	No	If no:
1. Is there a prominently visible "Careers" or "Job Vacancies" link featured on your district's homepage?			<ul style="list-style-type: none">• Work with your IT team to feature your careers page prominently at the top of the district's main homepage
2. Does the search function on your careers page allow candidates to filter by specific job type, credentials, or other relevant job search criteria?			<ul style="list-style-type: none">• Add a filter function to your careers search tool to allow users to easily see how many job openings are available in different content areas, grade levels, schools, and credential types
3. Do you use search engine optimization (SEO) to ensure that your website careers page is easily searchable online?			<ul style="list-style-type: none">• Work with your IT team to optimize your website for search engines so that your careers page and job postings appear when candidates conduct an online job search
4. Is your careers page mobile friendly (i.e. can candidates search for jobs and apply on their phones)?			<ul style="list-style-type: none">• According to Glassdoor, 9 in 10 job seekers use mobile devices for searching and applying to jobs; if a district's careers page isn't mobile-friendly, applicants may avoid applying• Work with your IT team to ensure candidates can use their mobile device to view the careers page easily, apply to jobs on-the-go, and save jobs to apply to later
5. Does your careers page include social networking links?			<ul style="list-style-type: none">• Work with your IT team to integrate your organization's social media accounts into your careers page (e.g. LinkedIn, Twitter)• Social media is also a great way to attract and engage passive candidates (those not actively searching for new jobs) by sharing job openings on these networks<ul style="list-style-type: none">○ See our Social Media Recruiting Audit on pages 15-17 to learn more about leveraging social media for recruiting

Sources: "9 in 10 Job Seekers to Search for Jobs via Mobile; Glassdoor State of Mobile Job Search Survey" May 13, 2014. <https://www.glassdoor.com/blog/9-10-job-seekers-search-jobs-mobile-glassdoor-state-mobile-job-search-survey/>; EAB interviews and analysis.



Recruitment-Focused Website Audit (cont.)

Question	Yes	No	If no:
6. Does your careers page contain engaging content and photos of students and teachers?			<ul style="list-style-type: none">To set your district apart from others, be sure to include visually appealing and engaging content that will appeal to prospective teachers
7. Does your careers page feature teacher testimonial videos?			<ul style="list-style-type: none">Work with your marketing department to create or repurpose video content featuring employeesYou can ask employees to share their favorite part of working at your district (e.g. their colleagues or the culture), or ask experienced employees to discuss their career path
8. Does your careers page highlight your organization's diversity and inclusion efforts?			<ul style="list-style-type: none">Add a section that highlights the diversity and inclusion efforts underway at your district, such as resource groups, recruiting efforts, and other programs available to underrepresented groups
9. Can candidates easily find benefits information on your careers page?			<ul style="list-style-type: none">Add an employee benefits link to highlight compelling aspects of your benefits package on the careers page (e.g. maternity benefits, tuition assistance), since this can be a large draw for many applicants
10. Does your careers page have an option for candidates to sign up for organizational updates and new job postings?			<ul style="list-style-type: none">Offer an option for candidates to join a newsletter that shares organizational updates such as new open positions, new technologies, or awards the district has won



Sample Career Page

Teacher Applicants!

In order to be considered for regular (non-guest) teacher positions for the 2018-2019 school year, you must first complete the General Teacher Application (Keyword: teacher). Please e-mail recruiting@highlineschools.org if you have any questions.

THIS IS WHY YOU BECAME A TEACHER

For you, preparing students for their future is a calling. You see every student as a scholar, regardless of their background. You believe that every student can succeed, and it's up to you to provide the education to make their dreams a reality. You belong at Highline Public Schools.

Our students come to us from all over the globe, speaking more than 100 different languages. Our diversity is an asset, preparing our students to thrive in a global economy. Our teachers embrace our ambitious goals for students.

We are dedicated to excellent instruction, ongoing professional development, and teacher collaboration.



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Website Easy to Find

- Replace PDFs of job descriptions with hyperlinks on website
- Use search engine optimization to drive visitors to website

Engaging, Visually Appealing

- Provide enticing district photos
- Embed 1-2 minute videos on website

Simple to Search, Navigate

- Provide no more than five tabs
- Require only 2-3 clicks to navigate
- Allow searching by credential

[SEARCH TEACHING JOBS](#)

THE BEST TEACHING CAREER



Committed to Growth

We believe strongly in developing our teachers to be the best educators they can be. From access to seasoned mentors to professional development, you will always be expanding your teaching skills and career.



Supportive Environment

We succeed together. Our highly involved administrators and your like-minded colleagues share ideas, successes, and learning opportunities. We believe in continuous improvement and innovation.



Ambitious Goals

We have BOLD goals that have real meaning for our students and teachers. See them here and see why Highline will ignite your teaching career.



Well-rounded Benefits

We're proud to offer amazing benefits including: competitive pay, comprehensive healthcare, retirement plan, wellness program, coaching opportunities, and much more. Our benefits ensure that you and your family are covered well beyond your paycheck.

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Markets Benefits of District Employment

- Share student outcomes, demographics
- Highlight employee benefits, district culture
- Showcase local community

Source: EAB interviews and analysis.



Career Page Automated Chat Box

Capsule Description

Prospective teacher candidates who visit district websites may not apply if they have questions about job openings or the application. Districts can more effectively encourage these website visitors to apply by adding an applicant chat box to the district's career page. This feature is designed to support potential applicants and collect data on who is visiting the website, which can further help your district cultivate relationships with website visitors and adjust the website, applications, and marketing strategies accordingly.

Resources

Time:

- Initial investment of time to research, purchase, and set up chat box application
- 1 hour per week to collect and analyze data collected from chat box conversations

Recommended Owner: HR team member

Materials: Internal spreadsheet for tracking prospect information



Implementation Steps

1. **Identify and contract with a chat box developer** who specifically designs products for teacher recruitment. The districts we spoke to are using Paradox Olivia, a developer that offers chat boxes specifically for K-12 districts.
2. **Assign a "chat box owner" from HR** who will determine which questions to include in the chat box and oversee the roll out of the chat box on the district website.
3. **Establish an HR spreadsheet to track applicant responses** that emerge from the chat feature. The HR chat box owner should update the spreadsheet on an ongoing basis.
4. **Once the chat feature is active, identify "potential match" prospects** by using chat box data to match prospect interests and backgrounds with current or anticipated openings in the district.
5. **Follow up with "potential match" prospects within 24 hours** of their chat conversations. Consider sending the job descriptions and application links of vacancies that are customized to a prospect's goals or background.
6. **Collect data on whether or not the chat box yields applicants.** One easy way to do this is by including the option for applicants to select "career page chat box" when answering, "how did you learn about employment opportunities at the district?"



Sample Automated Chat Box

View openings and apply

Overview Certified Staff Positions Classified Staff Positions

Olivia

Hi! I'm Olivia, your personal job assistant. Thank you for your interest. What's your first and last name?

Type message Send

Olivia by Paradox.Ai

The chat box collects contact information so that HR can personally follow up

This feature collects information on prospects' career goals to determine which vacancies may match their background and interests

The chat box encourages prospects to narrow their career interests so that HR can flag and encourage prospects to apply to specific vacancies

AI chat box (Olivia) automatically appears when prospects click on employment page to engage prospects in a conversational chat

Thank you Jane. Can you please provide me with your mobile phone number so that a member of our HR Team can contact you?

2025687820 JS

Thanks Jane. Please select one of the following areas of interest:

1. Teacher
2. Licensed Support
3. District Support
4. School Support
5. Something Else

Teacher JS

Which of these areas are you most interested in?

1. Elementary
2. Secondary
3. Special Education
4. Substitute
5. Something else

Type message Send

Source: EAB interviews and analysis.



Optimizing Social Media for Recruitment

Capsule Description

Social media is a powerful recruiting tool: 35% of social media users use social media platforms to search for a job. However, only 30% of schools districts post job openings on social media. Districts can leverage social media to attract more candidates online. The social media recruitment auditing tool on the next page will help your district pinpoint opportunities to optimize your district's social media presence in an effort to increase the number of district applicants.

Resources

Time: Ongoing time investment to update and monitor social media platforms

Recommended Owner: HR or marketing team member

Materials: N/A



Implementation Steps

- 1. If your district has active social media accounts, jump to step two. If you do not already have social media accounts, use the chart below to help you determine which platforms to join to support recruiting efforts.** While the list of social media platforms below is far from exhaustive, it represents platforms often used for recruiting purposes.

	Twitter	Facebook	LinkedIn
Description	Online news and social networking service; users post and interact with "tweets" restricted to 140 characters	Social media and networking service; users post pictures, share news articles, and stay connected with friends, family, extended networks	Business and employment-oriented social networking service; users can look for jobs, build and engage their professional network
Recruiter Usage	47% of recruiters use Twitter to showcase their institution	65% of recruiters use Facebook to showcase their institution	96% of recruiters use LinkedIn to recruit candidates
Job Seeker Usage	34% of job seekers use Twitter to help them find work	52% of job seekers use Facebook to help them find work	38% of job seekers use LinkedIn to help them find work

Sources: "Social Recruiting Tips: 15 Social Recruiting Tips Proven to Attract the Best Talent," Betterteam, <https://www.betterteam.com/social-recruiting-tips>; Market Innovation Center, Five 'Rules of Social Media, Washington, DC: Advisory Board; "The Social Media Recruiting Landscape," Gartner, Inc., <https://www.cebglobal.com/human-resources/recruiting/social-media.html>; HR Advancement Center interviews and analysis; EAB interviews and analysis.



Social Media Recruitment Audit

2. Use the audit below to help you assess how you can use social media more effectively to support recruiting.

Question	Yes	No	If no:
1. Do you post content on each of your social media platforms at least once per week?			<p>To attract a larger audience, it is important to post consistently. Here are a few tips:</p> <ul style="list-style-type: none">• Whenever you post content on one social media platform (e.g. LinkedIn), immediately post it on other platforms you are using (e.g. Twitter)• Mix up the content you post: re-purpose stories shared in other media, feature teacher and student stories, and market organizational events to help prospective candidates get to know your district• Whenever a post is directly related to a job opportunity, be sure to include a link to your district's careers page and use relevant hashtags to help job seekers find your post
2 Do you advertise your careers page in district marketing materials?			<ul style="list-style-type: none">• Use content aimed at prospective teachers to spread your district brand by linking posts back to career opportunities• For example, if you post a story about impressive student outcomes, add a line to attract potential job seekers (e.g. "if you want to work on a team like this, consider a career at our district")
3. Do you share successful internal events externally?			<ul style="list-style-type: none">• Review internal marketing materials to see what might be appropriate to share with an external audience• For example, talk about your community service campaigns, celebrate staff who win awards, and post write-ups of successful internal events, such as those that highlight teacher appreciation
4. Do you have a social media policy for employees?			<ul style="list-style-type: none">• Employees are typically on social media, and they can be great ambassadors for your district; it's important to make sure they understand appropriate use of social media• Add a brief introduction to social media policy to new-hire orientation and ensure all staff have access to your organization's formal policy

Source: EAB interviews and analysis.



Social Media Recruitment Audit (cont.)

Question	Yes	No	If no:
5. Do you connect with your employees on social media?			<ul style="list-style-type: none">• Encourage employees to connect with your organization through their social media accounts to allow employees to re-post content you share to their networks
6. Have you determined whose responsibility it is to monitor your platforms and respond to recruitment or job-related questions?			<ul style="list-style-type: none">• Have recruiters monitor social media and be prepared to answer any recruitment or job-related questions in a timely manner, and respond to any feedback• To share the work, assign one recruiter to monitor each social media platform
7. Do you mine LinkedIn for teaching credential holders?			<ul style="list-style-type: none">• Create a LinkedIn account, if you do not already have one• Upgrade to LinkedIn Premium to search for candidates with teaching credentials to outreach to new leads
8. Do you track the effectiveness of your social media recruiting strategy?			<ul style="list-style-type: none">• There are different metrics to consider based on two different audiences—passive audiences (those not currently looking for a job) and active audiences (active jobseekers):<ul style="list-style-type: none">○ To understand how you are engaging passive audiences, track visits to social media platforms and social interactions (e.g. comments, likes, retweets, etc.)○ For active audiences, track page traffic to your careers portal, job detail views, and completed applications that originated from social media posts○ On your job application, ask candidates how they heard about the job, so you can evaluate which channels are most effective

Source: EAB interviews and analysis.



Employee Referral Audit

Capsule Description

Many districts struggle to realize the full potential of their employee referral program because employees are either unaware of or forget about the referral program. Some referral programs are also too complicated to administer efficiently and consistently. This employee referral audit will help you to establish and streamline your referral program and harness a significant source of referrals—current employees.

Resources

Time: 5 minutes to complete audit

Recommended Owner: Head of HR

Materials: Implementation of changes will likely require the creation of additional communication materials.



Implementation Steps

1. **Begin by gathering all existing information available** about the structure and process of your current referral program.
2. **Complete audit on the next page** to identify opportunities to improve your employee referral program.
3. **Make adjustments as needed and communicate any changes to process .**



Employee Referral Audit

Question	Yes	No	If no:
1. Are candidates responsible for identifying which employee referred them?			<ul style="list-style-type: none">• Streamline the district referral program by asking candidates to submit the name of the employee who referred them. This has at least two benefits:<ul style="list-style-type: none">○ It helps ensure recruiters can notify a referring employee when the candidate is hired○ It allows applicants to credit employees who referred them
2. Do you introduce new hires to the program early in their onboarding?			<ul style="list-style-type: none">• Ensure new hires receive information about the employee referral program during their onboarding and orientation• Consider having recruiters send an email to new hires providing concrete, actionable suggestions for how to make referrals
3. If current district referral participation is low, have you planned district-wide recruitment campaigns to promote referrals?			<ul style="list-style-type: none">• Consider planning a district-wide recruitment campaign to help the referral program gain traction among employees (see page 25 for more details).<ul style="list-style-type: none">○ For example, you could host a quarterly raffle, where each referral counts as an entry into the raffle and the prize is an additional bonus (on top of the regular referral bonus)• Larger incentives will likely spur employee enthusiasm about the referral program• You can scale back the extra incentives once the program is well-established, or after an acute need for candidates is met
4. Do you send out ongoing reminders to keep referrals top-of-mind?			<ul style="list-style-type: none">• Include reminders about the district referral program in employee newsletters and regular emails• Call out individuals who have the largest number of referrals• Consider offering principals talking points to remind their staff about the referral program
5. Is there a consistent, straightforward bonus structure and payout timeline across the district?			<ul style="list-style-type: none">• Standardize the bonus structure and payout timeline across the entire district to ensure that employees know exactly how much they will be paid (see page 27 for more details).• If the bonus structure and timeline are too variable and complex, staff may lose interest in the referral program

Source: EAB interviews and analysis.



District-Wide Recruitment Campaign

Capsule Description

To further expand the potential to find candidates from your employee network, consider hosting a district-wide recruitment campaign in which all employees serve as recruiters and broadcast district openings to people in their personal networks. By leveraging the individual networks of every employee in the district, districts can expand their reach and increase the likelihood of finding more qualified candidates.

Resources

Time: 2 hours to review recruitment needs and plan next steps

Recommended Owner: Head of HR

Materials: Customized email for promoting the campaign; relevant referral-related training materials for employees; prizes for campaign winners (if relevant)



Implementation Steps

- 1. Determine which positions you will likely need to fill.** If employees have not yet notified the district of their impending retirements or resignations, consider using teacher vacancy predictions, such as hiring “minimums,” as early recruitment targets (see pages 7-8 for details).
- 2. Establish a timeframe for the recruitment campaign to take place.** Timeframes create a sense of urgency and boost enthusiasm among employees to engage in recruitment. Additionally, they help to foster a district “team” culture, in which all employees are simultaneously working toward the same goal.
- 3. Consider offering a prize for the employee who brings in the greatest number of hires.** Creating a sense of competition makes the campaign more fun and keeps employees engaged.
- 4. Notify all employees to prepare them for the campaign.** Consider sending an email to inform district staff about the campaign and posting on social media to further promote the campaign. Provide employees with a list of desirable characteristics and qualifications that make up a high-quality candidate to help employees efficiently target their outreach.
- 5. Create and disseminate an outreach email template for all employees (see the following page for an example).** To reduce time spent on the recruitment campaign for employees, provide them with an email template that they can quickly customize and share with their personal networks during the campaign.



Candidate Outreach Email Template

Subject line: Thought you might be interested in this opportunity at
[insert name of district]

Hi [insert name],

I hope you are doing well. I'm reaching out because [insert name of district], is seeking outstanding candidates for [insert subject or grade level] teaching positions for [insert school year]. Given your work at [insert relevant work experience or organization], I immediately thought you would be an ideal candidate, and I wanted to let you know!

[Optional paragraph],
Personally, I have found that my work at the district to be incredibly rewarding. [insert any relevant stories or examples]

Would you be interested in the opportunity? If so, please send me your resume, and I will personally forward it on to our hiring manager. If you are not in the position to apply, please let me know if you know anyone else that may be interested in the opportunity. Your recommendations would be helpful as we look to find enthusiastic and qualified teachers.

Thank you!
[insert name]



[School District]

[Location]

[Website]

Encourage positive testimonials

Provide an option for employees to share positive experiences about working at the district with their personal contacts to personalize the message.

Augment lead list

Have employees ask for additional candidate leads in case the email recipient does not apply. Encourage employees to reach out to leads directly.

Insert district logo and link to district career page to encourage prospects to visit to visit your website.



Bonus Pay for Teacher Referrals

Capsule Description

Although many districts encourage employees to refer teacher candidates, they often do not provide any referral incentives, and may therefore receive a small pool of referrals. If your district has not already done so, consider establishing a one-time bonus pay incentive for employees using the tiered bonus structure and the suggested payout timelines on the next page to help get you get started.

Resources

Time: 15 minutes to review structures and plan next steps

Recommended Owner: Head of HR

Materials: Communications materials to promote messaging around bonus pay



Implementation Steps

- 1. Determine the feasibility of a bonus pay program for teacher referrals by reviewing your budget and consulting with district leadership.**
- 2. Determine the maximum amount of funding from your budget that your district would be able to use for bonus pay for teacher referrals.** If the district is concerned about limited fund availability, consider the option of a pilot year to test whether the bonus pay program for teacher referrals is worth continuing each year.
- 3. Identify the right bonus structure and payout timeline** for your district using the considerations on the following page.
- 4. Work with relevant members of your team and the finance team** to establish next steps for rolling out the initiative.
- 5. Identify the best way to communicate the new initiative to current and incoming district employees.** Consider creating and disseminating collateral that outlines your district's bonus pay structure and timeline.



Bonus Pay Options and Payout Timeline



Bonus Pay Options

Bonus Eligibility: One-time bonuses are paid out to employees for each candidate referral that is (1) hired and, (2) meets performance goals in the first 90 days of teaching.

Bonus Structure Options	Description
Flat-rate model: <i>Standard bonus for each role</i>	<ul style="list-style-type: none">• A simple payout model will encourage a high level of employee participation, since employees know that any successful referral will result in a one-time bonus
Premium model: <i>Bonus only for specific roles</i>	<ul style="list-style-type: none">• A useful option if the budget for referrals is limited• Could potentially yield less employee participation, since only certain referrals will result in a bonus
Tiered model based on role: <i>Different bonus levels for different roles</i>	<ul style="list-style-type: none">• A higher payout for hard-to-fill roles will incentivize employees to refer for these positions• It's best to keep the tiered model simple (no more than three levels) so employees know exactly what a successful referral will earn



Payout Timeline

Timeline: Determine the length of time the new hire must be in seat before the referring employee receives the bonus.

Time New Hire Is in Seat Before Payout	Key Considerations
90 days	<ul style="list-style-type: none">• Minimum time period• A quick payout will likely generate a high level of employee participation, and a quick turnaround may result in bonuses paid out for referred staff who ultimately leave in their first year
1 year	<ul style="list-style-type: none">• Maximum time period, especially attractive for districts struggling with first-year retention• A one-year delay before receiving a bonus may discourage employees from participating in the referral program



Job Fair Survey to Improve Recruitment

Capsule Description

Districts often design their recruitment efforts (e.g. career page and job fair booths) without fully knowing what most appeals to candidates. As a result, untargeted recruitment efforts may not effectively entice prospective candidates. This idea and accompanying sample survey allow districts to identify the factors that most influence teacher candidates and adjust recruiting efforts accordingly.

Resources

Time: 5 minutes to administer each survey

Recommended Owner: HR Recruiter or Job Fair Representative

Resources: Survey



Implementation Steps

1. Use the sample survey provided on the following page to **create a customized district survey to share with prospective teachers about the messages and channels they find appealing.**
2. **During job fairs, prospective candidates take a 10-minute survey** on what they find appealing in career webpages, recruitment efforts, and application experiences. To increase response rate, candidates can be entered in a raffle for a prize; the district we spoke to offered a \$50 Target gift card as the raffle prize.
3. **The district then uses this data to refine its efforts** in order to appeal to more candidates.



Sample Job Fair Survey

Thank you for visiting with [insert district name] at the [insert career fair]. Please complete the brief survey below.

1. How did you decide which District booths to visit? (please check all that apply)

- ☐ Reputation of District
- ☐ Research of District
- ☐ Appearance of District Booth & Materials
- ☐ Location of District
- ☐ Teacher Recommendation/Referral
- ☐ Previous Experience with District (practicum, observation, student teaching, etc.)
- ☐ University Staff Recommendation/Referral
- ☐ Student Word of Mouth
- ☐ Approachability of District Representatives at Teacher Fair
- ☐ Demographics of District
- ☐ Academic Performance of District
- ☐ District Promotional Giveaways
- ☐ Other (please specify) _____

2. What information do you want to receive from districts at the fair? (please check all that apply)

- ☐ Specific Steps on How to Apply
- ☐ District Culture
- ☐ District Awards
- ☐ Current Job Openings
- ☐ Salary Scales
- ☐ Class Sizes
- ☐ Tuition Reimbursement
- ☐ Mentor Program
- ☐ Employee Benefits
- ☐ Other (please specify) _____

3. What information would you like to see on an employment page for a school district? (please check all that apply)

- ☐ Specific Steps on How to Apply
- ☐ District Culture
- ☐ District Awards
- ☐ Current Job Openings
- ☐ Salary Scales
- ☐ Class Sizes
- ☐ Tuition Reimbursement
- ☐ Mentor Program
- ☐ Employee Benefits
- ☐ Other (please specify) _____



Sample Job Fair Survey (cont.)

4. What resources do you use to find out more about school districts that you may be interested in (please check all that apply)?

- ☐ School Ratings Sites (e.g. GreatSchools or Glassdoor)
- ☐ Look at the District Website
- ☐ Information from your University or University Staff
- ☐ Twitter
- ☐ Facebook
- ☐ LinkedIn
- ☐ YouTube
- ☐ At the Teacher Fair
- ☐ Talk to Current Employees
- ☐ Other (please specify) _____

5. What supports are most important to you starting out as a new teacher in a school district (please check all that apply)?

- ☐ Recognition
- ☐ Mentoring Program
- ☐ Support with Parent Interaction
- ☐ Opportunities to Get Involved in the Community
- ☐ Opportunities to Collaborate
- ☐ Professional Development
- ☐ Technology in the Classroom
- ☐ Inclusion in the Classroom
- ☐ Flexibility in Lesson Planning
- ☐ New Hire Orientation
- ☐ Other (please specify) _____

6. Would you be interested in attending an informal event to meet with recent teacher hires in our district to learn more about their transition from school to teaching and working in our district?

- ☐ Yes
- ☐ No

7. Please enter your email address to be entered into the drawing for a gift card.



District-Hosted Meet and Greet

Capsule Description

Jobs fairs are crowded with competing districts that make it challenging to showcase your district's unique strengths. To stand out, consider inviting candidates to your district for a meet-and-greet with district leadership and administrators, in which you can present the benefits of working at the district and cultivate relationships with prospects.

Resources

Time: One day for meet-and-greet logistics planning; several hours per event for attendance by HR staff and district and school leadership.

Recommended Owner: Head of HR

Resources: Refreshments for events and printing of district marketing materials



Implementation Steps

1. **Schedule a district meet and greet** during a weekday evening or weekend to increase the likelihood that principals and members of district leadership, such as assistant superintendents, are able to attend.
2. **Identify target audience.** Compile a list of teacher applicants, as well as potential applicants from job fairs. Send an email announcing the upcoming meet and greet. Be sure to market the event on your district website and social media accounts.
3. **Plan and communicate the agenda** for the event. Include time for a presentation that highlights the benefits of working at the district and living within the local community.
4. **Include a Q&A session** to provide opportunities for candidates to learn more about the district and the application process. As an alternative, provide opportunities for school leadership to speak about what it is like to work as a teacher in their schools, as well as to mingle with prospective teachers.
5. **Follow up with attendees** by sending a thank-you email. Also, track whether these individuals complete applications and accept positions with the district.



Sample District Meet and Greet Agenda

District Meet and Greet Overview

Get a sneak peak of what it is like to work at [insert district]. Learn about current teaching opportunities at the district as well as application and interviewing tips. Breakfast and lunch will be provided.

10:30 a.m. **Arrival**

Light breakfast provided

11:00 a.m. **Introductions**

Brief introductions by director of HR, district and school leadership.

11:15 a.m. **HR Presentation**

Director of HR provides overview of district facts, teacher application process, employee benefits, advantages of working as a district teacher, information about local community, attractions.

11:45 a.m. **Q&A Session**

Candidates are provided time to ask questions of HR director, district leadership, and school principals about any aspect of the hiring process and what it is like to work in the district.

Noon **Networking Lunch**

Candidates informally meet with and talk to district and school leaders. Lunch will be provided and will include vegetarian options.

1:00 p.m. **District Tour (Optional)**

Join school leaders on a tour of school facilities.

Agenda times are subject to change.



Open Professional Development for Prospects

Capsule Description

Candidates who are currently employed elsewhere may be open to discussing new opportunities, but they may not feel comfortable proactively reaching out to a recruiter. However, most qualified candidates—regardless of their current employment status—are interested in professional growth opportunities (especially if the events are free). Offering valuable professional development events can be an effective tool to attract potential candidates to your district. This tool provides step-by-step instructions for hosting a “no-strings-attached” professional development event to court passive prospects.

Resources

Time:

- 4-5 hours for event preparation (planning and coordinating event)
- 2-4 hours for actual event
- 4 hours of follow up

Recommended Owner: Head of HR

Materials: Materials to promote the event; catering funding (if applicable)



Implementation Steps



► Preparation

- 1. Identify your target audience.** Consider targeting candidates from fairs and university partnerships through emails and flyers. Also consider advertising the professional development opportunity through community or education listservs to further your reach.
- 2. Determine the right content for your audience.** Consider which professional development opportunities would be most appealing to potential candidates currently employed in high-demand roles. To find out what would be appealing to specific audiences, solicit input from teachers who work in those areas.
 - The table on the next page summarizes two potential options: content that focuses on role-specific knowledge (e.g. engaging high school students in advanced math learning) or on general professional development (e.g. middle school classroom management).



Open Professional Development for Prospects

Planning Guide

	 Role-Specific Professional Development	 General Professional Development
Audience	Appropriate for seasoned teachers, particularly those in hard-to-fill roles	Appropriate for entry-level roles, student teachers
Content Ideas	<p>You may find there are sessions with relevant content already planned for district employees. These may be appropriate to open up to prospective candidates. In particular, consider:</p> <ul style="list-style-type: none">• Subject or grade-specific professional development<ul style="list-style-type: none">○ Consider opening professional development sessions on subject or grade-specific content to prospective candidates. We recommend hosting these sessions after school hours to encourage outside attendance.• Staff events<ul style="list-style-type: none">○ Invite candidates to your district's upcoming lectures (led either by guest or internal staff) and district events.	<p>Look for opportunities to host events drawing on your team's expertise. For example, consider events about:</p> <ul style="list-style-type: none">• Classroom management<ul style="list-style-type: none">○ Ask tenured teachers to teach attendees strategies to effectively manage classrooms by grade level• Mock interviews and resume review<ul style="list-style-type: none">○ Ask recruiters and hiring managers to host mock teaching interviews and/or resume review sessions• Supporting special needs students<ul style="list-style-type: none">○ Invite a panel of exemplar teachers to share strategies on supporting students with special needs
Potential presenters	<ul style="list-style-type: none">• Mentor teachers• Professors from partner universities• Other external professionals	<ul style="list-style-type: none">• Senior or mentor teachers• Recruiters and hiring managers• Instructional coaches
Marketing levers to help attract participants	<ul style="list-style-type: none">• Offer professional development materials/resources• Integrate networking into the session• Offer coffee and refreshments	<ul style="list-style-type: none">• Offer personalized help, such resume review• Offer preferential applicant status (e.g. flagging applications) for new graduates trying to get their foot in the door

Rule of Thumb

Regardless of the content you choose, design an agenda that allows time for networking and interaction between audience members and the speaker. Avoid a fully didactic presentation.



Source: EAB interviews and analysis.



Open Professional Development for Prospects Planning Guide (cont.)

- 3. Plan event logistics.** Use the checklist below to help you plan the professional development session. We recommend that sessions run between one to two hours. Include time for networking so that your recruiting team can connect with prospective candidates.

*If the PD session is **already planned** for employees, and you plan to open it to prospective candidates, then:*

- ☐ Email the event's organizer to ask if you can open the event to the community. Explain that the content of the presentation can remain as-is, but by opening up the PD session, you hope to allow prospective employees (who could be future applicants for hard-to-fill roles) to get to know the district. Ask the event organizer how many seats they would be comfortable opening to prospects (taking into account the size of the venue and the number of current employees that are expected to attend).
- ☐ Make sure the event is scheduled at a time that will accommodate work schedules (i.e. after work hours or on the weekend). This makes it easier for currently-employed prospects to attend.
- ☐ Next, skip to Step 5.

*If the event is **not yet planned**, then:*

- ☐ Secure a location for a convenient date and time, with necessary technical support (e.g. screen to show slides if needed). To keep costs minimal, host events onsite or at a free local site that is easy for people to travel to.
- ☐ Schedule events to accommodate work schedules (i.e. after work hours or on the weekend). This makes it easier for currently-employed prospects to attend.
- ☐ Offering food (or simply coffee) is a nice touch and can encourage people to attend.

- 4. Tap internal experts to speak at the event.** Depending on the content you have in mind for the event, reach out to senior leaders, teachers, or members of your HR team six to eight weeks before the event. Explain that the purpose of the event is to connect with prospective candidates and share why you think they would be a great fit for the event.

Look for leaders or employees who:

- Are effective presenters
- Are strong ambassadors for your district and can speak to the employee experience
- Represent diverse groups in your workforce

- 5. Advertise your professional development event to the public.** You can advertise your events via your website, social media, and through community and university partnerships, such as schools in the area and community-based non-profits. See the template on page 35 to help you draft your ad. Keep the following tips in mind:

- Focus on the event's content and opportunities for honing professional skills. This isn't the place to mention current job opportunities.
- Highlight the expertise and experience of your presenters to attract participants.

Ask interested participants to register for the event so you have a head count. You can ask attendees to email or call a specific person to RSVP, or ask them to complete a brief online survey to register (be sure to capture their name and email address so you can send a reminder about the event and add them to your list of prospects).



Open Professional Development for Prospects Planning Guide (cont.)

- 6. Finalize logistics for the event.** Use the suggested checklist below to make sure you have all the logistical pieces in place:
- ☐ Check final head count
 - ☐ Confirm location is reserved and can accommodate the group size
 - ☐ Confirm A/V necessary for presentation
 - ☐ If applicable, confirm food arrangements (including paper products and extra trash cans)
 - ☐ Ask presenter(s) if there are any take-home materials or handouts; print enough copies for all participants, plus a few extras
 - ☐ Get slide deck or teaching plan from presenter(s) at least a week in advance to review. Encourage the presenter to embed questions to pose to the audience during their presentation, or at a minimum, leave time at the end for questions.
- 7. Send out a reminder to all of the participants who registered.** Send an email one week in advance to remind participants to attend your event and keep them excited about the content. Consider providing a “sneak preview” of the agenda to keep them interested.

Day of Event

- 8. Ensure location is set up for the event.** Arrive early to check that the room has the proper A/V equipment. Ensure that there are a few extra seats in addition to those required for registrants. Ask all participants to sign-in at the door with their name and email address so you have a way of following up with them.
- 9. Deploy recruiters at the event.** Recruiters should attend the event as “floaters.” The goal is to help answer any participant questions about the district and gauge which participants seem interested.

Follow Up

- 10. Send follow-up emails to all participants within one week of the event.** Send a note to all participants thanking them for attending. Let them know about any future events or professional development sessions that you plan to host. This is also your opportunity to advertise current teacher vacancies! Include a link to your careers webpage, and call out the openings most relevant to the event’s content.
- 11. Send a thank-you note to presenters.** Be sure to follow up with any presenters—whether they are district employees or not—thanking them for their time. We recommend sending a brief thank-you email immediately following the event, and then following up with a handwritten note (perhaps with a small token of appreciation such as a gift card for a cup of coffee).



Sample Professional Development Advertisement

Subject line: Calling all *[insert target audience here]*...

Body: *[insert information below]*

Use this text if
advertising via
email/electronically

CALLING ALL *[INSERT TARGET AUDIENCE HERE]*...

Are you interested in honing your skills in *[insert professional development topic here]*?

Join *[insert presenter's name]* at *[insert district's name]* for an afternoon of professional development around this topic.

Insert presenter
photo and
background

Insert district logo
and website link

What you will take away from the session:

[Insert 3-4 bullets of what participants will get out of the session, e.g. mock interview practice]

Date, time, location:

[Insert date, time, and location]

Click the link here to register: *[insert link to SurveyMonkey or other survey of choice here]*. We hope to see you there!

Visit *[insert web address here]* to register. We hope to see you there!]

Use this text if
advertising via
paper flyer



Job Posting Audit

Capsule Description

The typical teacher candidate spends an average of 30 seconds looking at a job posting—so your description needs to stand out. A compelling job posting includes three components: what it takes to succeed in the role, what growth opportunities are available, and how candidates can connect with HR to learn more about the role and the district. This job posting audit will help you ensure your job posting inspires more candidates to apply to your district.

Resources

Time:

- 5 minutes to audit each job posting
- Additional time to update each job posting as needed

Recommended Owner: Head of HR

Materials: N/A



Implementation Steps

1. **Determine which job postings to audit.** Consider starting with positions that have longer time-to-fill rates than the district average, positions with limited talent availability, or positions that require special skills or training.
2. **Answer the following questions** to determine how much opportunity you have to create a more candidate-friendly job postings. Each “no” answer indicates room for improvement.
3. **For each “no” answer, learn tips to improve,** and see accompanying examples.



Job Posting Audit

Question	Yes	No	If no:
1. Can I read the full job posting on a computer screen or mobile device without lengthy scrolling?			<p>Cut down the job posting to include only the most salient information; the job posting should not be the full job description.</p> <ul style="list-style-type: none"> • Group information into scannable sections (such as what's required to succeed in the role, district culture, minimum qualifications) so that candidates can easily find all information needed to assess fit. • Use bulleted text, rather than lengthy paragraphs, to help make information digestible for interested applicants.
2. Did I include the competencies and/or behaviors that it takes to succeed in the role beyond technical skills?			<ul style="list-style-type: none"> • Consult with principals to determine the competencies or behaviors required to succeed in the role • Highlight no more than five different competencies and/or behaviors. You may also be able to pull the competencies and/or behaviors from role-specific teacher evaluations.
3. Did I highlight the distinctive value of working at our school district (i.e. is it clear why a candidate should take this position here, versus at another district)?			<ul style="list-style-type: none"> • Include information that differentiates your district from others. • If a candidate applies to the same position at multiple districts, they should be able to get a sense of how your district differs. <ul style="list-style-type: none"> ◦ For example, consider including links in your job posting to short teacher testimonial videos on your career page to highlight the benefits of working at your district.
4. Did I directly link the job posting to social media (e.g. LinkedIn) to help candidates find the people they know who already work at the district?			<ul style="list-style-type: none"> • Include links to your district's social media platforms. If you have not already done so, we recommend establishing a district social media page across platforms, starting with LinkedIn. <ul style="list-style-type: none"> ◦ Include a LinkedIn widget on your job postings to help candidates make connections to people they know who work at your district. (See pages 17-19 for more information on leveraging social media in recruitment.)

Source: EAB interviews and analysis.



Sample Job Posting Template

▶ 1 **Role: Special Education Elementary Teacher** **Why work with us?**

[Insert employee value proposition of the district, plus relevant social media links]

Example:

At [Insert District], we pride ourselves on our collaborative work environment, high-tech school facilities, and our employees' unwavering commitment to ensuring that every student reaches their full potential. We host a series of professional development sessions to equip each teacher with the tools and support they need to best serve our population of students...



Distill district's unique value proposition. What are the benefits to working at your district?

Embed widgets to your organization's social media platforms so potential candidates can see who they already know in your organization

▶ 2 **Minimum Qualifications**

[Insert minimum qualifications]

Example:

- State teaching certification required
- At least one year or relevant teaching experience
- Track record of improving student outcomes

Use bullets to organize minimum qualifications to make this section scannable



Sample Job Posting Template (cont.)

▶ 3 What is required to succeed in this role?

[Insert relevant competencies, qualifications beyond the minimum]

Example:

Competency Required for Success (in order of importance)
1. Relevant credentials
2. Relevant work experience
3. Commitment to improving student outcomes
4. Track record of showcasing resiliency on the job
5. Team player

▶ 4 What is the district team like?

[Insert quotes of teacher testimonials or any information about the student population, district culture, etc.]

Example:

"The teachers that I work with are incredibly dedicated to their students and the district has a familial culture: Teachers regularly collaborate on lesson planning and exchange resources. Additionally, the district hosts monthly professional development sessions to support teachers in building their skillsets. Not only am I making a difference in students' lives, but I am also growing as a professional."

~Third Grade Special Education Teacher



Timely, Personalized Prospect Outreach

Capsule Description

School districts often send out generic emails to prospective candidates to let them know about new job openings that do not make them stand out from other districts. Rather than sending impersonal email reminders about vacancies to promising leads, customize your pitch by sending out cards at times of the year when people may be thinking about a job change. By sending out a personalized card from your HR team on a prospect's birthday or at the new year, you can better target candidates at moments when they may be thinking about their career path and future.

Resources

Time:

- Time required to compile list of applicant leads variable depending on availability of list
- 5-10 minutes write a personalized card for each lead

Recommended Owner: HR Recruiter

Materials: Cards and postage



Implementation Steps

1. **Compile a contact list of your most promising teacher leads** from referrals, job fairs, and other sources. (Note: It is important to collect leads' dates of birth, email addresses, and physical addresses when compiling their information.)
2. **Create card templates for the new year, summer vacation, birthdays, and other times of year when teachers may be thinking about their career path.** If possible, we recommend sending cards by mail or e-cards to create a more personalized touch.
3. **Send the card or email to prospects during special times of the year** to remind them about the unique value and benefits that your district provides to its teachers. Provide a call to action that encourages the lead to review your latest job openings.
4. **Track whether contacted leads apply for positions within the district.** For those of you who ask applicants how they learned about the vacancy on the application, consider adding the option, "received a personalized card."



Sample Personalized Card to Promising Leads

Dear [insert name],

Happy New Year! As you ring in 2018, we wish you a year of health and happiness.

The new year is also a great time for reflection about the year to come. As you think about what the coming year will bring, we want to remind you about all of the benefits that we offer to the teachers who work in our district, including supportive school administrators, regular opportunities for professional development, career ladder positions, and experienced mentors.

I wanted to personally reach out to remind you of the teaching opportunities, which can be found on our district website www.sampledistrict.com/careers, as well as our social media accounts on Facebook and Twitter. I encourage you to review the list of openings and let me know if you have any questions at all. I can be reached at HR@sampledistrict.com or by phone at XXX-XXX-XXXX.

Best wishes for a wonderful year!

District Recruiter



[School District]

[Location]

[Website]

Remind the lead about the unique value that you offer to employees

Provide a call to action, encouraging leads to look at your district career page for job openings

Insert district logo and link to district career page on the website to encourage prospects to visit to visit your site.

Six Other Ideas to Improve Teacher Recruitment

We have identified eight additional ideas that districts are implementing to enhance teacher recruitment and hiring efforts, and have provided descriptions of each idea below. We encourage you to review each idea to determine whether the idea presented could be applied in your district.

Teacher Recruitment Ideas



Community-Based Organization Job Fairs

Capsule Description

Many districts no longer rely solely on education job fair recruitment to yield enough applicants given the decline in enrollment in schools of education. Consider hosting job fairs at community-based organizations, such as churches and or non-profits to reach other professionals and diverse candidates who may be interested in education.



Expand Beyond Education Department Recruitment

Capsule Description

Most districts have established partnerships with universities that help source their teaching pool. To broaden your applicant pool for hard-to-fill vacancies, leverage your existing university partnerships by recruiting from departments outside of schools of education. For example, you may want to reach out to mathematics departments to find math teachers or psychology departments to find special education teachers.



Early Contracts for Hard-To-Fill Positions

Capsule Description

Beat the competition for hard-to-fill teaching positions by recruiting early and offering high-quality candidates in in-demand subject areas an early contract to guarantee them a spot in the district. These contracts allow teachers to work as either teachers or full-time substitutes within their subject area; the added benefit of these contracts is that they may also help to address substitute-teacher shortages.

Six Other Ideas to Improve Teacher Recruitment (cont.)

Teacher Recruitment Ideas



Second-Choice Candidate Sharing

Capsule Description

Another way to expand the applicant pool is by recruiting quality candidates who were almost hired in a nearby district. Some districts have established partnerships with neighboring districts to refer and share their “second choice” candidates with one another. For instance, if the district has already filled a vacancy, but has met another promising applicant, they can refer the applicant to recruiters at a nearby district seeking to fill the same role. This idea is a win-win for all districts involved.



Monetary Incentives for Early Departures

Capsule Description

Many districts hold-off on posting vacancies until they receive formal notification from teachers on their decision to retire or leave the district. However, waiting for formal notification means less time available to fill vacancies. To start hiring early and beat the competition, consider establishing monetary rewards for teachers who notify the district early about their retirement or departure plans.



“On Hold” Phone Advertising

Capsule Description

One district we encountered in our research is experimenting with using recordings that advertise job vacancies, rather than hold music, when people are put on hold when they call the district. The district has a two-minute recording that highlights their district as a desirable place to work and lists the number of available teacher vacancies.



Simplify the Application

SECTION

- Application Simplification Audit
- First-Round Interview Video Submission

2



Application Simplification Audit

Capsule Description

Long, cumbersome applications can deter some candidates from completing their applications. To shorten the application process without minimizing high standards, audit your application process to remove unnecessary documents and requirements. In addition, rather than asking for all materials up front, distribute document requests throughout the hiring stages so that you only ask for critical documents when they are needed. By taking these steps, you can shorten the length and complexity of the initial application process to help increase the likelihood that candidates will complete applications in full.

Resources

Time:

- 1 hour+ to complete application audit
- Additional 1-2 hours to adjust online applications

Recommended Owner: HR Recruiter

Materials: Current job applications



Implementation Steps

1. **Begin by reviewing your existing application process**, including each step of the process and item requested. Use the application audit, found on the following page, to find areas where you can remove unnecessary steps in the application and reorder the timing for when materials are requested.
2. **Update your online job application** once you have determined which steps in your application process to eliminate or reorder.



Application Simplification Audit

Question	Yes	No	If yes:
1. Does your application take more than 15 minutes to fill out (excluding the time it takes to write a resume)?			<ul style="list-style-type: none">According to research performed by Indeed.com, 30% of all job seekers and 57% of more experienced job seekers will forgo filling out an application if it requires more than 15 minutes to complete.
2. Do you request that applicants provide a resume in addition to filling out a form about their experience?			<ul style="list-style-type: none">Consider reducing this to one step in the process, as it is redundant to ask for both a resume and for information about an applicant's past professional experience.Some online application platforms allow applicants to upload their LinkedIn profiles, which auto-populates the experience section in the application, which can decrease the time that candidates spend on the experience section.
3. Do you request more than one writing sample from an applicant (e.g. cover letter and essay)?			<ul style="list-style-type: none">Since either a cover letter or an essay will provide you with an example of the candidate's written communication skills, both documents may not be necessary.
4. Do you ask applicants to complete any steps that are not used to make hiring decisions (e.g. an assessment that is not actually used in hiring decision-making)?			<ul style="list-style-type: none">Consider removing steps that do not directly inform hiring decisions, as they simply add to the length of the process without contributing pertinent information.
5. Do you request any other documents or information that could be requested at a later stage in the hiring process?			<ul style="list-style-type: none">Asking candidates for documents as needed, when needed, minimizes the amount of initial effort required by a candidate and may encourage more candidates to apply.Wait to request additional information, such as references and transcripts, as candidates progress through the application process.

Source: "Study: Which Companies Offer the Fastest Online Application Process?" August 15, 2016. <http://blog.indeed.com/2016/08/15/fastest-job-application-process/>; EAB interviews and analysis.



First-Round Interview Video Submission

Capsule Description

First-round interviews take time and can be costly for out-of-town candidates. To ease the interviewing process for both candidates and principals, you can use technology (such as [VidCruiter](#)) to have candidates upload their responses to first-round interview questions. Districts send applicants an electronic link that asks them a series of questions, and they answer the questions during a short, timed video. The five-minute video allows district hiring managers and principals to conduct a first screen at their convenience with the goal of reducing cost and accelerating the initial screening process by replacing an in-person interview with a digital version.

Resources

Time:

- Time to select video vendor (as needed) and set up questions for video interview
- 15-minutes to review and follow-up for each video

Recommended Owner: HR Hiring Manager

Materials: Varying costs associated with video vendors (unless free technology used)



Implementation Steps

- 1. Select a technology platform that allows candidates to record their initial interviews.** Examples of vendors include [VidCruiter](#) or [Spark Hire](#), which prompt applicants to record answers to pre-determined questions and upload these videos for later viewing by recruiting managers and principals. As an alternative to using a vendor, districts may email interview questions to candidates and have them record using QuickTime, or any other free, built-in or downloadable software. Be sure to provide detailed instructions to candidates on where to upload and submit completed videos.
- 2. Make a list of standard interview questions used during initial screening.** Limit the number of questions in order to ensure that candidates' video submissions are of a reasonable length. Sample questions are provided on the following page.
- 3. Update your online job application to include a section for first-round interview video submissions.** Make sure to notify candidates about the video interview prior to having them start the application process and clarify the materials they will need in order to provide them time to gather any necessary technology. Consider including a message about the video submissions directly on your district's career page.
- 4. Notify principals about the new process for screening candidates.** Once implemented, ask principals for feedback on whether recorded first-round interviews help to expedite the initial screening process. Consider using a quick survey to gather this feedback.



Sample Interview Questions

Sample Interview Questions: Initial Candidate Screening

- Tell me the most important skill, concept, or behavior that you took from your student teaching experience. (*Applicable to recent graduates.*)
- How do you know when a lesson that you've taught has been successful?
- Describe how you would differentiate the curriculum to meet the needs of all students in your classroom.
- Describe your classroom management style.
- Let's pretend it's almost the first day of school and you are a new teacher. How would you prepare your classroom?
- How have you or will you incorporate problem- or project-based learning into your lessons?
- After learning a new exciting instructional strategy, how do you go about implementing it and how do you know if it is effective?



Streamline the Selection Process

SECTION

3

- Principal Hiring Support Audit
- Hiring Case Study Training for Principals
- New Hire Entrance Survey



Principal Hiring Support Audit

Capsule Description

One challenge in the selection process is that the efficiency of selecting candidates is dependent upon principals. As a result, efficiency can vary drastically depending upon principal capacity and expertise in hiring employees. However, waiting too long to extend an offer can decrease a candidate's likelihood of joining the district. In fact, 20% of candidates decline offers because it took too long to hear back from an employer, and as a result, they accepted an offer elsewhere. To mitigate this risk, we recommend that HR teams develop a system to support principals in the hiring process. This audit will help you establish a comprehensive support system to enhance the hiring efficiency of principals in your district.

Resources

Time:

- 10 minutes to complete the audit
- Additional time investment to integrate support components as needed

Recommended Owner: Head of HR

Materials: N/A



Implementation Steps

1. **List all existing HR-related support systems and trainings** that the district provides to its principals. Consider also including the frequency that principals receive or engage in each support component.
2. **Answer the questions on the next page** to determine whether or not there is opportunity for the district to adjust its principal support systems.
3. **For each "no" answer, learn tips for how to improve and implement new ideas** that train and support principals in their hiring processes.



Principal Hiring Support Audit

Question	Yes	No	If no:	Suggested Frequency
1. Do you collect data on principal trends in hiring efficiency?			<ul style="list-style-type: none"> The district can gain insight into which principals may need additional hiring support by surveying principals on the following: <ul style="list-style-type: none"> How often principals search candidate databases The average time it takes the principal (or their assistant) to schedule interviews with promising candidates The time between when a principal interviews a candidate to when the principal notifies the candidate of their interest in moving them forward in the hiring process 	Twice a year
2. Are you using principal surveys to determine which type of HR training or support would be most helpful?			<ul style="list-style-type: none"> Rather than guessing the type of training or support that principals need, consider developing survey questions to get feedback directly from principals on the district's HR support systems. <ul style="list-style-type: none"> For example, you may want to ask for feedback on the level of helpfulness associated with each form of support. We also recommend asking principals to provide feedback on support that they would like to receive from HR. If you are already using surveys to gather data on principal hiring efficiency, consider adding a few more questions to the survey to reduce the number of principal asks and increase response rates. 	Annually
3. Do you train principals on using the district's approach to hiring?			<ul style="list-style-type: none"> Ensure new principals are trained on the district's hiring process from recruitment to onboarding, what the district expects from principals in the hiring process, and how to use the district's hiring platforms. If there are any changes to the hiring process, ensure that you communicate these changes to principals to reduce confusion and delays. 	During onboarding or when there are changes in the system

Source: EAB interviews and analysis.



Principal Hiring Support Audit (cont.)

Question	Yes	No	If no:	Suggested Frequency
5. Do you offer principal training on general HR practices and interview techniques?			<ul style="list-style-type: none"> Many principals have limited expertise in hiring practices and may be unfamiliar with HR topics. Consider hosting training sessions for principals around various HR topics, such as “tips on reviewing teacher resumes” and “interviewing techniques.” Given that many principals have limited time to attend training, consider leveraging webinars or integrating these sessions into existing principal PD days. 	Quarterly
4. Do you publicly praise principals on their hiring success?			<ul style="list-style-type: none"> Praise principals who excel at expedient hiring to positively reinforce their efficiency. We recommend using public praise—either through a district-wide newsletter or during staff training days—to encourage other principals to make efficiency one of their hiring goals. 	When relevant
6. Are you sharing replicable HR practices from the private sector with principals?			<ul style="list-style-type: none"> To seek additional ideas on how to modernize your district’s hiring system or to further support principals in hiring decisions, keep tabs on private sector HR tactics to identify ideas that could be replicated in your district. <ul style="list-style-type: none"> For example, Hr.BRL.com produces training resources for hiring professionals. 	Ongoing
7. Do you provide opportunities for principals to share ideas on efficient hiring with one another?			<ul style="list-style-type: none"> Your district likely has principals who are efficient and effective in their hiring practices. Consider carving out time during district staff meetings (or hosting a stand-alone session) for principals to exchange hiring strategies with one another. This idea not only encourages principals to be mindful of their efficiency, but it also allows them to exchange ideas that HR may overlook. 	Twice a year
8. Are you forwarding promising candidates to principals?			<ul style="list-style-type: none"> Principals may not have time to review dozens of resumes. If you come across stellar candidates or applicants for hard-to-fill roles, immediately forward or flag these resumes for principals to provide them the opportunity to quickly secure interviews and decrease the likelihood of losing candidates to other districts. 	As needed

Source: EAB interviews and analysis.



Hiring Case Study Training for Principals

Capsule Description

Principals do not always know what to look for when reviewing candidate applications, which results in variation in principal selection criteria and hiring success. To support principals in the efficiency and effectiveness of their application reviews, provide a district training session that uses a real-life case study that reviews a candidate's application and points out red flags and inconsistencies to teach principals what to look for.

Resources

Time:

- Three hours to develop the professional development session in advance of the hiring season, including identifying 2-3 applications to review
- 1-hour session taught to principals on an annual basis

Recommended Owner: Head of HR

Materials: Two to three sample resumes and other anonymized candidate application materials



Implementation Steps

- 1. The HR team should first provide a professional development session for principals that shares helpful information about what to look for in an application.** Specifically, highlight areas of applications that may serve as red flags. Examples include employment gaps, errors in spelling or grammar, and a lack of recent references, among others.
- 2. In order to illustrate how to identify these red flags, use an actual application as a case study on what to look for.** See the following page for an example. A case study can be a helpful exercise that allows principals to practice examining real candidate applications and discuss areas where they may see potential for concern.
- 3. Be sure to follow up with principals to get feedback on whether or not the training was helpful for them.** Data can also be collected by looking at how many new hires remain after 90-days, 1 year, or longer, for each principal.



Sample Resume Case Study

Jane Smith

TeacherJane@gmail.com

CERTIFICATIONS

- Florida Certification in Middle Grades English

PROFESSIONAL EXPERIENCE

Sunnydale Middle School

English Teacher

West Beach, FL

Aug 2011 – Present

- Assess and closely monitor progress of 100+ students to prepare for exams
- Collaborate with department colleagues to plan, execute lessons
- Meet with parents during regularly scheduled conferences and on an as-need basis to maintain clear communication about student progress

Watch for typos, errors in spelling, grammar

Beachview Secondary School

Teaching Assistant

West Beach, FL

Aug 2008 – June 2010

- Supported students that required extra guidance during and after class
- Collaborated with other teachers and delivered lessons to students

Note gaps in employment

EDUCATION

Florida College

BA in English

- Certification in Middle Grades English

West Beach, FL

Aug 2004 – June 2008

Additional Skills

- Proficient in Spanish
- Skilled with classroom technology

REFERENCES

Professor John Jones, English Department, Florida College

Email: John.Jones@floridacollege.edu

Phone: 561-222-3333

Professor Sarah Sanders, Education Department, Florida College

Email: Sarah.Sanders@floridacollege.edu

Phone: 561-222-4444

Watch for a lack of recent references from employers



New Hire Entrance Surveys

Capsule Description

Many districts do not know why teachers opt to work in their district (e.g. salary, benefits, school leadership), and thus do not know which levers to push during the recruiting process. One way to gain insight into these selection criteria is to disseminate an entrance survey to all new hires to gather data on what attracted them to the district and why they chose to work at the district. In doing so, you can adjust your application and hiring process to reflect the feedback provided by new hires.

Resources

Time:

- 5-10 minutes to administer survey to each new hire during onboarding
- 5 minutes per survey to compile results
- 1 hour to analyze survey results

Recommended Owner: One member from the HR team responsible for developing and analyzing survey trends

Materials: Survey and data tracker



Implementation Steps

- 1. Develop a 10-minute entrance survey to be administered to each new hire who is brought on board.** The survey should ask specific questions both about what attracted the new hire to the district, as well as what their application/hiring process was like. (See the sample survey on the following page.)
- 2. Once data has been collected, the HR team should aggregate the responses and analyze trends.** For example, if new hires are learning about the district from social media, it is important to make sure that these platforms are fully leveraged during the recruiting process.
- 3. Continue to review data year-over-year to identify larger patterns regarding which candidates are attracted to the district and ultimately apply and are hired.** For example, are new teachers accepting jobs at the district because of the salary and benefits? Is the location a big draw? Be sure to use data to fully understand the factors that bring new teachers to your district.



Sample New Hire Entrance Survey

1. How did you first learn about this teaching position?

- A. Job board
- B. District website
- C. Referral
- D. Social media
- E. Other_____

2. What interested you most about our district?

- A. Location
- B. Salary and benefits
- C. Teaching position
- D. District values/culture
- E. District/School leadership
- F. Other_____

3. The human resources team was professional and helpful in the hiring process.

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly disagree

4. The length of time between submission of my application and when I received an offer was reasonable.

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly disagree

5. Overall, I was satisfied with the hiring process.

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly disagree



Seal the Deal With Qualified Candidates

SECTION

- Quick Notification Hiring Guidelines
- "Seal the Deal" Negotiation Playbook

4



Quick Notification Hiring Guidelines

Capsule Description

The longer that qualified candidates have to wait for an offer after their interview, the more time they have to receive offers from other districts. To maintain candidate engagement in the district, encourage principals to notify candidates of their interest in hiring them within one hour of the interview. Also, ensure that principals tell candidates about the next steps in the hiring process, and the anticipated amount of time associated with each step. We have included sample talking points that principals can customize when notifying a promising candidate of their intention to move them forward in the hiring process to help keep them engaged.

Resources

Time: 15 minutes per candidate

Recommended Owner: HR and Hiring Manager

Materials: Suggested talking points



Implementation Steps

- 1. List each step in the last stage of the hiring process from interviewing a candidate to extending a formal offer.** Include the estimated amount of time that each step takes. Providing principals with a written copy of the hiring process ensures that principals remain consistent when notifying candidates.
- 2. Prepare suggested talking points (or a sample script) to create consistency around principal messaging.** We recommend including the following two components: (1) a section that informs candidates of the next steps in the process and the estimated time to complete each step, and (2) a sentence that encourages candidates to inform the district if they receive another offer. An example of suggested talking points can be found on the following page.
- 3. Identify the best communication channel to notify principals** about the district's effort to embrace quick notification hiring. Some examples could include personalized emails or setting some time aside to review the policies at staff meetings. Consider integrating this topic into onboarding training to ensure that new principals are also notified.
- 4. Encourage principals to notify promising candidates within one hour** about their interest in moving them forward in the hiring process. We recommend that principal notifications be conducted through phone calls to personalize the outreach. Disseminate suggested talking points to principals to provide additional support.



Quick Notification Talking Points

Suggested Talking Points

1. Introduction

- Thank the interviewee for their interest in joining the district

2. Tell the candidate that you are going “recommend them for hiring”

- Be specific about why you are interested in hiring the candidate, and cite at least one example from their application or from the interview
- Explain what recommending them for hiring means in your district

3. Delineate next steps in the hiring process

- Clarify each step that the candidate can anticipate while awaiting a formal notification of their hire
- Include estimated timeframes associated with each step in the process
- Provide an estimated date range for when the candidate can expect to receive a formal notification

4. Encourage the candidate to notify you or HR if he or she receives an alternative offer

Distinguish between a recommendation and a formal offer

Ensure that candidates are aware that hiring recommendations from the principals are not a guarantee that they will receive a formal offer. Still, letting candidates know of principal interest helps boost the likelihood that they will remain engaged.

Be transparent about the hiring process

Let candidates know what it means to move their application forward in the hiring process so that they do not get discouraged by wait times. Tell them about each step up front and how long each step should roughly take.

Create opportunities to flag HR to accelerate the hiring process

Competing offers create urgency around hiring decisions and can help expedite the district’s offer process for high-quality candidates.



“Seal the Deal” Negotiations Playbook

Capsule Description

The final step of hiring teachers—getting them to accept your offer—may be the most challenging for some districts. Between district location, salary, and local competition, many factors may impact whether or not a candidate accepts your offer. As you attempt to “seal the deal” and ensure that teachers join your district, there are options to appeal to applicants during the negotiation process. While some of these options include financial incentives, others do not. On the following page, we outline four options to support districts during the final stage of the hiring process.

Resources

- See playbook for a list of resources associated with each negotiation idea



Implementation Steps

1. **Review the negotiation playbook on the following page** to identify which negotiations ideas you would like to use in your district.
2. **Determine whether or not you can post information about these options prominently on your district’s career page.** This allows your district to market these options to candidates up front. For example, you can showcase teacher stipends, professional learning salary scales and career ladders. In addition, highlight these benefits during the negotiation phase to help differentiate your district’s offer from competing offers.



“Seal the Deal” Negotiations Playbook

Low-Cost Options



Teacher Stipends

Capsule Description: Teachers may hesitate to accept an offer in a district where salaries are not competitive, particularly in subject areas that are in-demand. In order to entice teachers, particularly for difficult-to-fill positions, some districts provide a stipend as funding permits (e.g. up to \$6,000 per school year for special education). This stipend or signing bonus within a district may be based upon such factors as content area and district priority.

Resources: Funding available to pay for stipends each year



Market Professional Learning Salary Scales

Capsule Description: Some districts struggle to get teachers to accept offers because their salaries are low compared to those of competing districts. To entice candidates, inform prospects about opportunities to augment their salaries through participating in professional development. Some districts have professional learning salary scales at different salary levels based on the number of hours a teacher participates in PD. By sharing this information on your career page or in district materials, candidates may see your offer as more attractive based on opportunities to increase their base salary.

Resources: Time to map out professional learning salary scales; funding for participation in professional development



Market Career Ladders to Prospective Teachers

Capsule Description: Candidates may be hesitant to commit to teaching positions long-term when faced with low salaries and unclear long-term career prospects. To entice candidates, districts can map out leadership pathways and post them directly on their career page, in addition to using career ladders as levers when making an offer. In doing so, you can help teachers to see the professional opportunities available when accepting a position at your district.

Resources: Time to map out the career ladder opportunities and make them available on the district website and directly to candidates



Candidate Motivation Cheat Sheet

Capsule Description: Candidates often have specific motivations for applying to your district. Even though this information could be used to convince candidates to join the district towards the end of the interview, it often gets lost between recruiters, applications, and principals. For every touch point with the prospective candidate, the recruiter and principal should take and share notes on what the candidate values most (see the sample cheat sheet on the next page). This information can be used during the final stages to help convince the candidate to take the job.

Resources: 20 minutes to complete cheat sheet after each candidate interview

No-Cost Options



Candidate Motivation Cheat Sheet

Question	Recruiter's Notes	Manager Tip	Manager's Notes
1. What is the candidate most proud of?		Start the conversation with their accomplishments. Give the candidate a compliment.	
2. Why are they a good candidate for your district?		Use this information to talk about why they are such a good fit.	
3. Why is the candidate looking for a job at the district?		If a non-sensitive topic, bring it up in the interview as a conversation point.	
4. What's important to the candidate?		Close the interview with what they value most. If they didn't bring it up in the interview, tell them the recruiter shared it or speak to it indirectly.	
5. Why does the candidate like our district?		Introduce the candidate to someone on your team who shares their values.	

Information captured by recruiter during initial interview

Manager informed by notes taken by recruiter during initial interview

Manager's notes capture additional information to be used during final stages to "seal the deal"

Source: EAB interviews and analysis.



Advisors to Our Work

SECTION

5

Advisors to Our Work

The District Leadership Forum is grateful to the individuals and districts that shared their insights, analysis, and time with us. We would especially like to recognize the following individuals for being particularly generous with their time and expertise.

Glenn Alegre

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Moreno Valley, CA

Steven Baule

Muncie Public Schools
Muncie, IN

Brad Beck & Scott Rogers

Tooele County School District
Tooele, UT

Kimberley Cantu, Sean Scott & Jim Vaszauskas

Mansfield Independent
School District
Mansfield, TX

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Lansing School District
Lansing, MI

Jeannette Cowherd

Park Hill School District
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School District
Killeen, TX

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Clayton School District
Clayton, MO

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Blue Valley School District
Overland Park, KS

Becky Dorman

Sioux Falls School District
Sioux Falls, SD

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Phoenixville Areas School District
Phoenixville, PA

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Evergreen Public Schools
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Highline Public Schools
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Spokane Public Schools
Spokane, WA

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Chesterfield, MO

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Public Schools
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Rakeda Leaks

Charlotte-Mecklenberg Schools
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Pine Bush Central School District
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Anysia Trevino

La Joya Independent
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La Joya, TX

Lori Ward

Cleveland Public Schools
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Brian White

Auburn-Washburn Unified
Topeka, KS

Jubal Yennie

Albany County School District 1
Laramie, WY

Susan Zola

Champaign Community
Schools Unit District 4
Champaign, IL

The best
practices are
the ones that
work for **you.**SM



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