



2017-18 Talent Recruitment & Retention Plan

Human Resources/Labor Relations

May 26, 2017

OUR MISSION

To inspire each student to extraordinary achievement every day

VISION

An unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success

CORE BELIEFS

1. All students should graduate college and career ready.
2. All students should have a safe, clean and secure environment that is free of bullying and that creates opportunities for learning.
3. Student engagement is critical to student success.
4. Partnerships with all stakeholders are vital to student success.
5. TRUSD should be fiscally sound and maximize resources for student success.
6. TRUSD should honor diversity and create equity across the district.
7. TRUSD should identify, recruit, retain and develop the best employees.

PURPOSE

The 2017-18 Talent Recruitment and Retention Plan serves as the blueprint for hiring and retaining employees in Twin Rivers Unified School District. This is a multi-year development process of attracting, developing and retaining highly qualified teachers, staff and substitutes at our schools and across the district.

Core Belief #6: TRUSD should honor diversity and create equity across the district.

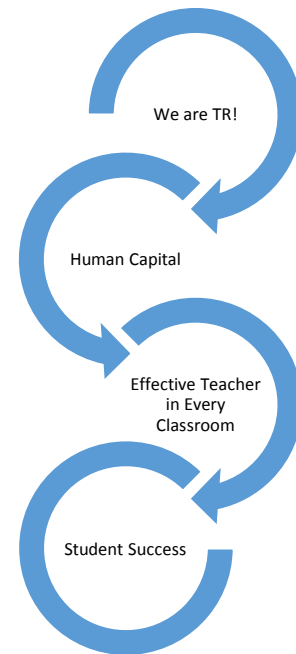
Core Belief #7: TRUSD should identify, recruit, retain and develop the best employees.

A key element to student success is highly qualified and dedicated employees focused on educating the whole child. TRUSD is dedicated to recruiting the best employee. Human capital or the “quality of the individual” is paramount to impacting student achievement. Together with social capital (the quality of the group) and decisional capital (expertise in judgment and decision-making), these will have a large impact on performance of employees; teachers, specifically. (Hargreaves, A. and Fullan, M., 2012).

THE TR EMPLOYEE

Twin Rivers USD is committed to employing the best candidates for our students. The Twin Rivers (TR) Employee has all of the following qualities:

- ✓ Life-long learner
- ✓ High Expectations for students and themselves
- ✓ Open to change
- ✓ Has a positive attitude and work ethic
- ✓ Sense of responsibility and focused
- ✓ Driven and focused on student achievement
- ✓ Team player and helpful to others
- ✓ Collaborative
- ✓ Values diversity



WE ARE TR! HIRING PROCESS

Beginning mid-year, 2013-14, the TRUSD hiring process was modified and updated. The goal was to recruit and retain the highest quality employee, as well as making it a collaborative and thoughtful process with stakeholder input. Our current practice maximizes stakeholder involvement, but minimizes timelines to ensure the highest quality candidates are hired.

Talent Recruitment & Retention

TRUSD maintains one of the highest paid staff salaries in the surrounding area. Not only are we attracting the most highly qualified candidates to our schools, but we are engaging in competitive compensation for our certificated, classified, confidential, police services and management staff.

TRUSD and Twin Rivers United Educators (TRUE) have collaborated on a Peer Assistance Review (PAR) for our struggling teachers (year two of pilot). We also have modernized a coherent evaluation process for certificated staff.

TRUSD has completed a compensation and classification study that will provide a thorough analysis of classified, confidential, management and police services positions. This process will ensure that employees are appropriately compensated and we can maximize work load and work flow for district effectiveness.

Staffing

A staffing handbook guides principals, department heads and staff to ensure staff to student ratios are optimized for maximum effectiveness and engagement.

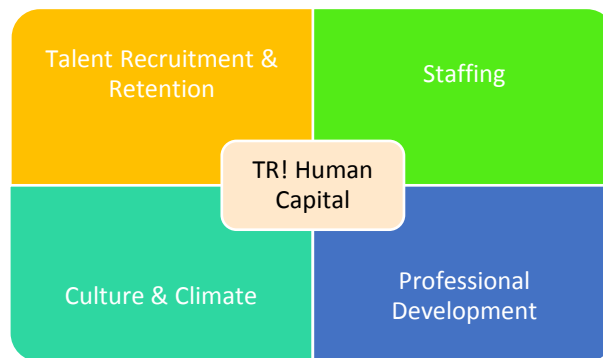
Culture & Climate

We are committed to maximizing teacher and employee collaboration for effective teaching and learning. Teachers engage in professional learning communities throughout our district.

TRUSD needs the most highly qualified staff leading and teaching our students. In 2017-18 we will engage with our stakeholder groups to clearly identify benchmark indicators of the TRUSD teacher and principal through pre and exit interview data collection to assist with data points. This calibration will further synthesize and provide the coherence for the hiring and retention process.

Professional Development

Research-based professional development opportunities are offered throughout the school year for certificated and classified staff. Effective teaching and learning is cornerstone to student achievement and preparing college and career ready TRUSD students. Training opportunities to increase employee proficiencies at the district office are improving operations and employee effectiveness.



ADVERTISING POSITIONS

Potential applicants can apply for positions on Edjoin.org. We also promote TRUSD in the following locations:

- All local media/online outlets
- Local colleges and universities
- Educational Development Department (EDD)
- California Association of School Business Officials (CASBO)
- California Association of School Transportation Officials (CASTO)
- Coalition for Adequate School Housing (CASH)
- California Speech-Language Hearing Association (CSHA)
- American Speech-Language Hearing Association (ASHA)
- California Association of School Psychologists (CASP)
- National Association of School Psychologists (NASP)
- Association of California School Administrators (ACSA)
- Social Media: Instagram, Twitter and Facebook

TALENT RECRUITMENT

TRUSD continues to build additional formalized partnerships with colleges and universities. We continue to strengthen these partnerships as we develop the pipelines of well-prepared future employees.

HARD TO FILL POSITIONS

We actively pursue all avenues to recruit and retain employees for all positions. The following positions are “hard to fill” and TRUSD is taking measures to recruit highly qualified candidates to these positions. There are many reasons that attribute to the difficulty in filling these positions. These include: lack of quality candidates, lack of candidates with the appropriate qualifications, competition with other districts and business settings, and limited enrollment in the preparation programs for the type of candidates needed.

Certificated

- Bilingual (BCLAD) Teacher
- Special Education Teacher
- Speech & Language Pathologist
- English
- Mathematics
- Nurses
- ECE

Classified

- Bus Drivers
- Para Educators

Substitutes

- Teachers
- ECE

DATA DASHBOARD

A data dashboard is in the process of being established to provide TRUSD with the metrics and indicators to measure progress and effectiveness. We are in the first phase of identifying and calibrating measures, however, these data points serve as initial baseline information to better inform practices.

METRIC	IMPORTANCE
Annual Retention Rate	<ul style="list-style-type: none"> • indicator of employee stability
Percent of employee evaluations completed	<ul style="list-style-type: none"> • indicator of employee success and progress
Number of Candidates per Certificated Open Position	<ul style="list-style-type: none"> • Indicator of talent recruitment process
Teacher Attendance Rates	<ul style="list-style-type: none"> • indicator of employee stability and retention

DATE/MONTH	TALENT RECRUITMENT/HIRING ACTIVITY
Fall	<ul style="list-style-type: none"> • Prepare in-state and out-of-state talent recruitment trips with focus on diversity/hard to fill positions • Review on staffing challenges/opportunities from 2016-17 • Finalize talent recruitment trip details with approvals • Review of onboarding process for efficiency • Revise and publish talent recruitment brochures, fliers and videos • Revise and finalize all screening materials and data tools • Revise questions for interviews/digital interviews • Share opportunities to serve as district representatives with administrators and hiring managers • Register for talent recruitment trips • Provide a required, comprehensive training for those serving as talent recruitment representatives. • Prepare any advertisement for upcoming year • Attendance at all local classified job fairs • Substitute hiring goal of 70 by January
December/January	<ul style="list-style-type: none"> • Staffing meetings with all sites to determine staffing allocations for certificated and classified • Complete preparation for talent recruitment trips • Send out notice of intent to return • Attendance at all local classified job fairs
February/March	<ul style="list-style-type: none"> • Involuntary/Voluntary transfer process • Begin talent recruitment trips • Attendance at all local classified job fairs
March	<ul style="list-style-type: none"> • Post/screen Principal and Vice Principal pools • Continue talent recruitment events and interview as available • Offer contingent letters of intent • Gather data for each trip • Attendance at all local classified job fairs
April	<ul style="list-style-type: none"> • Post all vacancies April 1 • Continue talent recruitment events and interview as available • Offer contingent letters of intent • Collection of data from each trip • Conduct interviews from Principal and Vice Principal pools • Conduct certificated staff interviews and hiring process • Attendance at all local classified job fairs

May	<ul style="list-style-type: none"> • Conduct interviews and onboarding process • Attendance at all local classified job fairs
June	<ul style="list-style-type: none"> • Conduct interviews and onboarding process • Attendance at all local classified job fairs
July	<ul style="list-style-type: none"> • Conduct interviews and onboarding process • Attendance at all local classified job fairs • Complete all site-based hiring by July 30
August	<ul style="list-style-type: none"> • Collect talent recruitment data and develop analysis of the overall effectiveness of the talent recruitment • Cabinet and District Administration makes recommendations for 2018-19 talent recruitment plan

EXPECTATION SETTING MEETING

New employees to TRUSD are inducted to the district with a welcoming and clarified hiring process. After employees have proceeded through a multi-layered stakeholder interview, they then engage in an Expectation Setting Meeting with Dr. Martinez, Superintendent and Cabinet members for certificated staff and Bill McGuire, Deputy Superintendent for classified. This is an opportunity for the Superintendent to engage in a personal meeting to share the expectations of the teaching candidate in TRUSD. The Expectation Setting Meeting for classified employee engages in dialogue around the expectations of a TRUSD employee.

WE ARE TR! CERTIFICATED HIRING PROCESS

1. Certificated pools created and posted in Edjoin.org
2. Certificated employees complete digital interview with references completed
3. HR staff screen for basic credentialing requirements
4. Applicant pools are then released to Site/Department Administrators and Assistant Superintendents of Elementary and Secondary Education.
5. The interview panel is convened to review digital interviews, comprised of site stakeholders (teachers, classified staff, parents and students, when applicable).
6. Top candidates are invites to site/department face to face (if applicable) Note: Administrators candidates must have second and third rounds with cabinet.
7. Once the final candidate is selected, he/she proceeds to an Expectation Setting Meeting with Dr. Martinez, Superintendent.

WE ARE TR! CLASSIFIED HIRING PROCESS

1. Positions are created and posted on Edjoin.org

2. HR staff screen for basic requirements
3. Applicant pools are then released to Site Administrators or Department Management.
4. Once screened, the selected applicants are invited to an interview.
5. The interview panel is convened, comprised of site or department stakeholders (teachers, classified staff, parents and students, when applicable).
6. Once the final candidate is selected and reference checks completed, he/she proceeds to an Expectation Setting Meeting with Bill McGuire, Deputy Superintendent.
7. In the Expectation Setting meeting, the candidate engages in dialogue around the expectations of a TRUSD employee.

WE ARE TR! SUBSTITUTE HIRING PROCESS

1. Pools created and posted in Edjoin.org
2. HR staff screen for basic credentialing requirements (Degree, CBEST)
3. Substitute Services processes onboarding for job requirements is...credentials, lift testing, first aid-CPR.
4. He/she starts employment.

Note: All classified are encouraged to start as substitutes so they can begin to receive income while interviewing for permanent positions.

RECOMMENDATIONS FOR BEYOND

TRUSD is dedicated to being one of the highest performing districts in the state. We have further growth to reach this goal and to ensure that we are recruiting and retaining the most highly qualified and sought after employees. Our work will continue as we develop and collaborate with our stakeholder groups and increase process effectiveness.

- Provide principal training on high quality characteristics (Hungry, Humble and Smart) of candidates and begin to calibrate hiring
- Research calibration tools to support the teacher selection process..ie Target Success
- Continue to collect multiple data points on talent recruitment/hiring efforts
- Develop deeper criteria of excellence to attract and develop our talent (certificated, classified, confidential, police services and management) in the schools and district
- Approval of the Peer Assistance Review (PAR) program
- Collaborate with TRUE on maximizing the use and implementation of the evaluation system
- Establish a formalized teacher induction pipeline from colleges and universities directly to TRUSD
- Continue to review supports for teachers who are on alternative pathways for credentialing.
- Continue to analyze and refine current talent recruitment and onboarding processes
- Pre and exit interview data collection to assist with data points.
- Review creative compensation ideas for teaching substitutes.