

Charters as Employers

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How Much Does Good Hiring Impact Student Achievement?

#1 factor influencing student achievement is the quality of the teacher

(Marzano, 2005)

#2 factor influencing student achievement is the quality of the leader

(Hallinger and Heck, 1996)

Principal's role in selecting the right people includes both instructional and non-instructional staff

(Portin and colleagues, 2003)

Some General Statistics

- Research (National Center on School Choice, 2010) says...
 - **Charter school teachers have a significantly higher turn over rates**
 - 130% greater for leaving the profession
 - 76% greater for moving schools
 - **Start up charters have higher turn over than conversions**
 - 2x higher
 - EMO vs. non-EMO no significant difference
 - New schools versus schools 3+ years no significant difference

Some General Statistics

- **Teacher characteristics play the largest role in turn over rates in charters...more often:**
 - Younger
 - Less experienced
 - Part-timers (2x likelier to leave)
 - Uncertified (200% greater likelihood of leaving)
 - Strong academic backgrounds more likely to leave the profession...presumably skill set is transferrable to other professions
 - New teachers the most likely to leave...and most likely to be replaced with other new teachers...cycle continues.

Some General Statistics

- **Dissatisfaction with working conditions also play an important role (“teachers voting with their feet.”)**
 - Dissatisfied with school (teachers will be as dissatisfied with charters)
 - Dissatisfaction with work conditions
 - Lack of administrative support
- **Involuntary attrition is higher in charters**
 - Charters have greater flexibility with personnel policies
 - Underperforming staff or staff not meeting ESEA requirements

Why Does It Matter?

- Attrition impacts many things in your school....
 - Staff morale
 - Trust
 - Instructional cohesion
 - Sustaining student enrollment
 - Sustaining financial operations

The Leader's Role

- Effectively....
 - Hire (board must ratify all hiring decisions)
 - Support
 - Monitor
 - Evaluate
 - Create positive working conditions/culture
- Success in these will lead to higher staff satisfaction, retention and student achievement.

Hiring Quality Teachers and Staff



- Agree or disagree? Why?

**People are your most
important asset.**

Selecting Quality Teachers and Non-instructional Employees

- Is this any closer to truth?

**The RIGHT people are your
most important asset.**

Considerations in Hiring...

- Pre-work
 - Expected outcomes for the position
 - Job description and additional duties
 - Requisite education, training, and experience
 - Highly Qualified? (*must be HQ*)
 - Certification? (*new PSC requirements*)
 - Dispositional / “Fit”
 - Age/grade
 - Demographics
 - Team and school culture/disposition
 - Compensation

Considerations in Hiring...

- Interview and Selection
 - Credentials (Minimal training, education, experience)
 - Recommendations
 - Who's important?
 - Red flags?
 - Screening
 - Takes place after credential screening
 - 15-30 min.
 - General questions on qualities of effective teachers
 - Determines if interview should be invited to building level interview

Considerations in Hiring...

- Interview and Selection

- Building Level Interviews

- 45 min. – 1 hour (teams)

- Asks in-depth, probing questions geared at determining qualitative value of judgment, level of competency, and application of skills (see CLASS Keys)

- Questions are targeted.... ***You're looking for specific types of responses that match the expectations for the position or the type of candidate***

- How...Why...

- Describe a time...

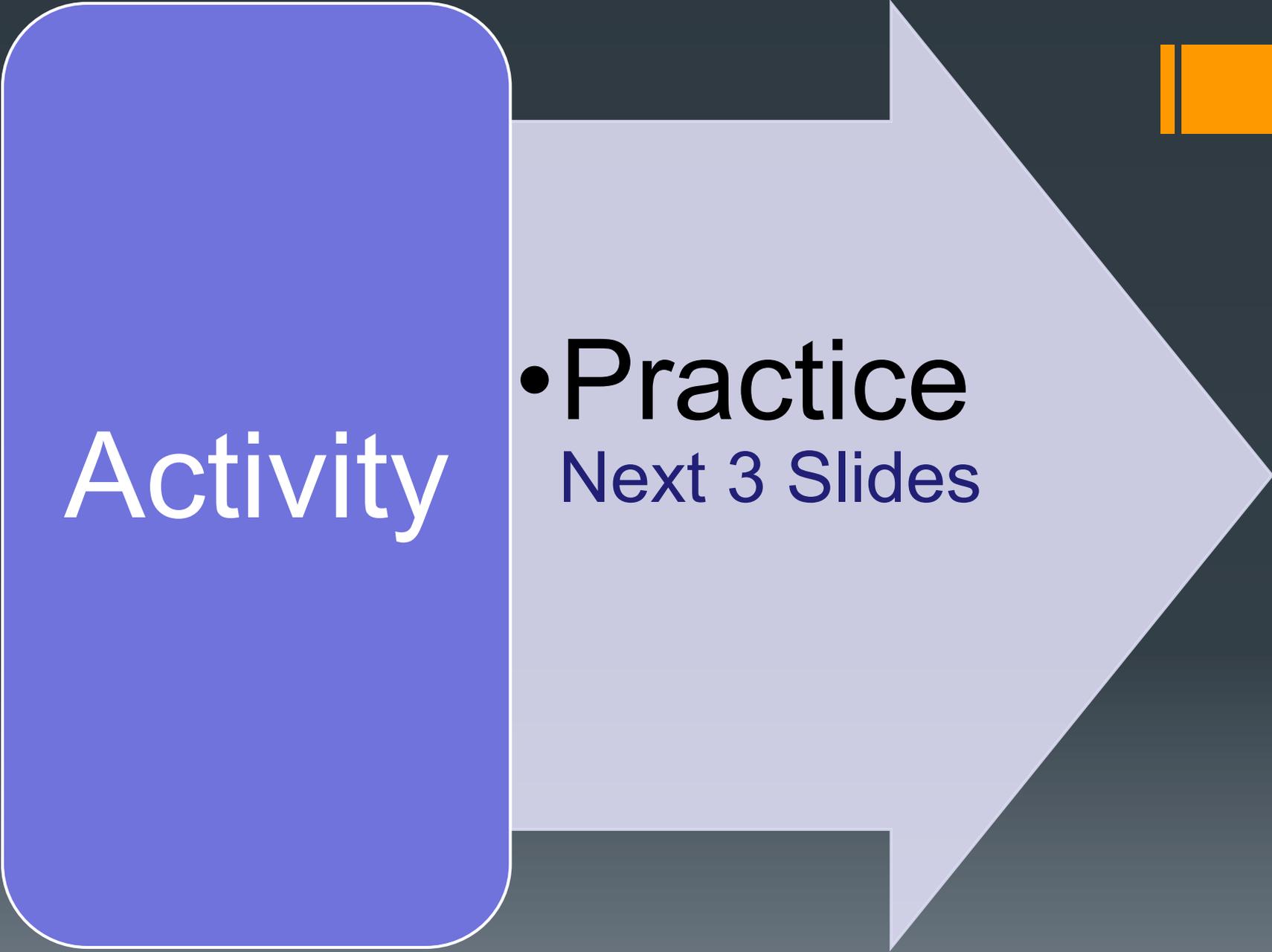
- Give an example...

- Evaluates 3 critical areas:

- 1. Training and experience

- 2. Skills and competencies

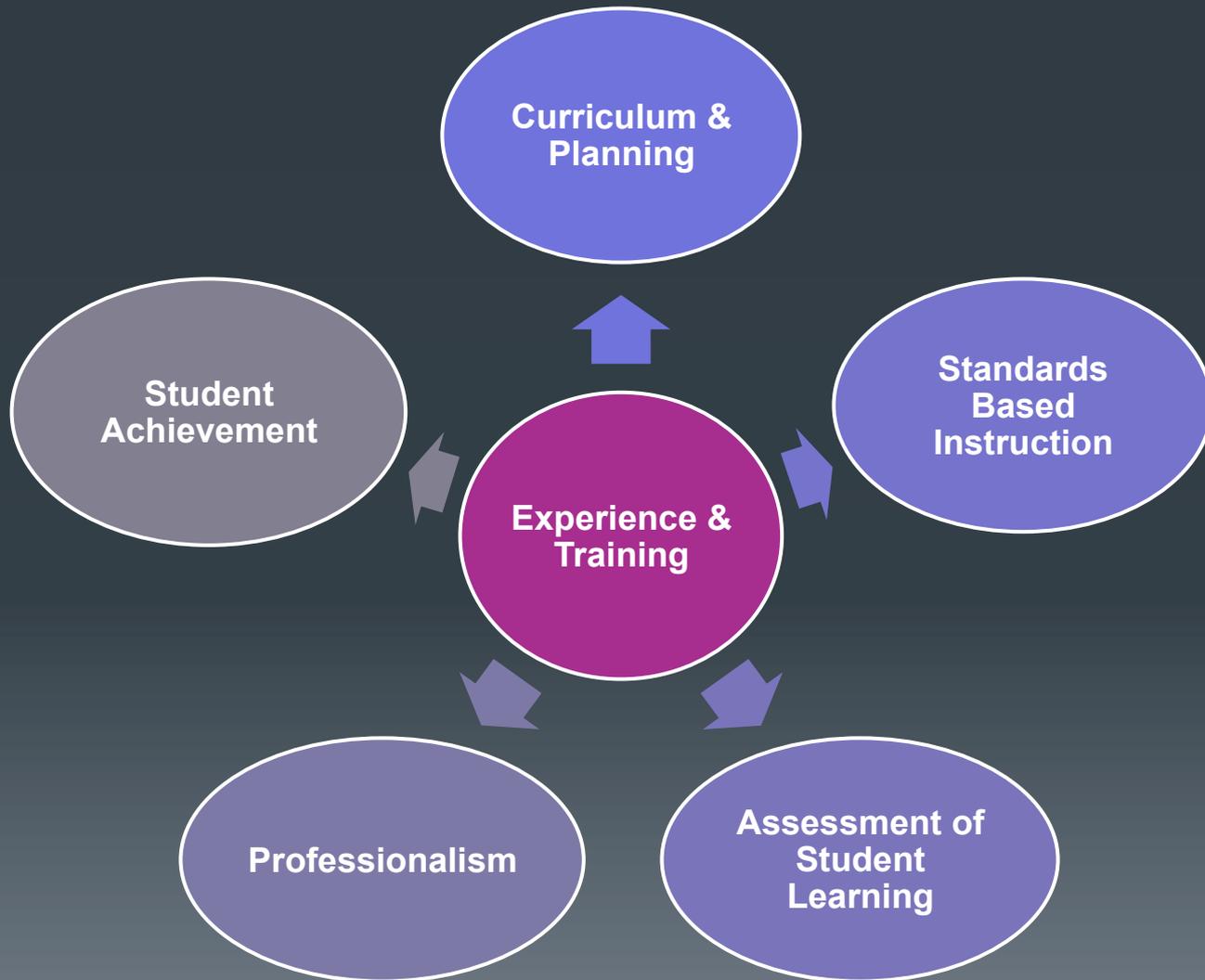
- 3. Disposition



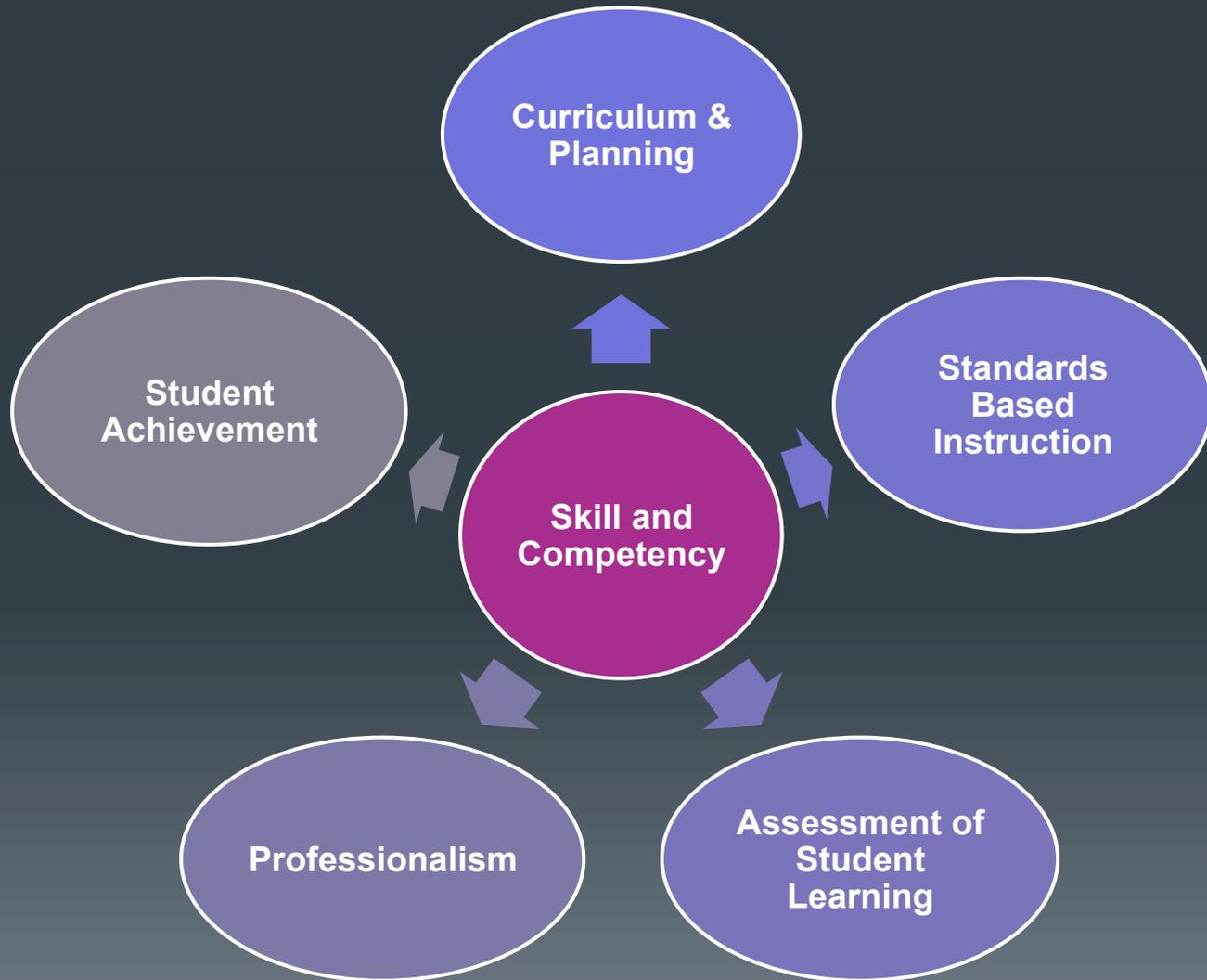
Activity

- Practice
Next 3 Slides

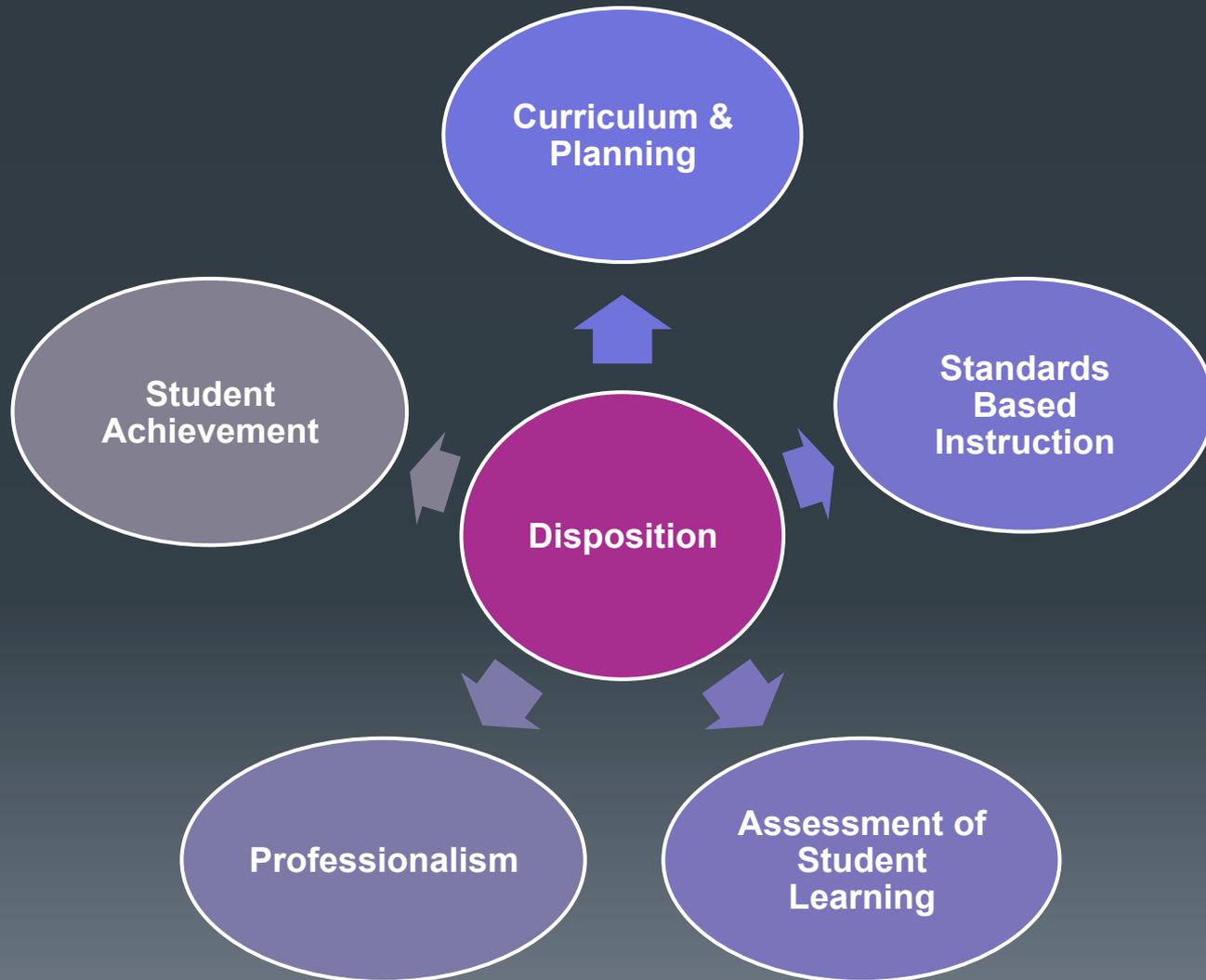
Practice...



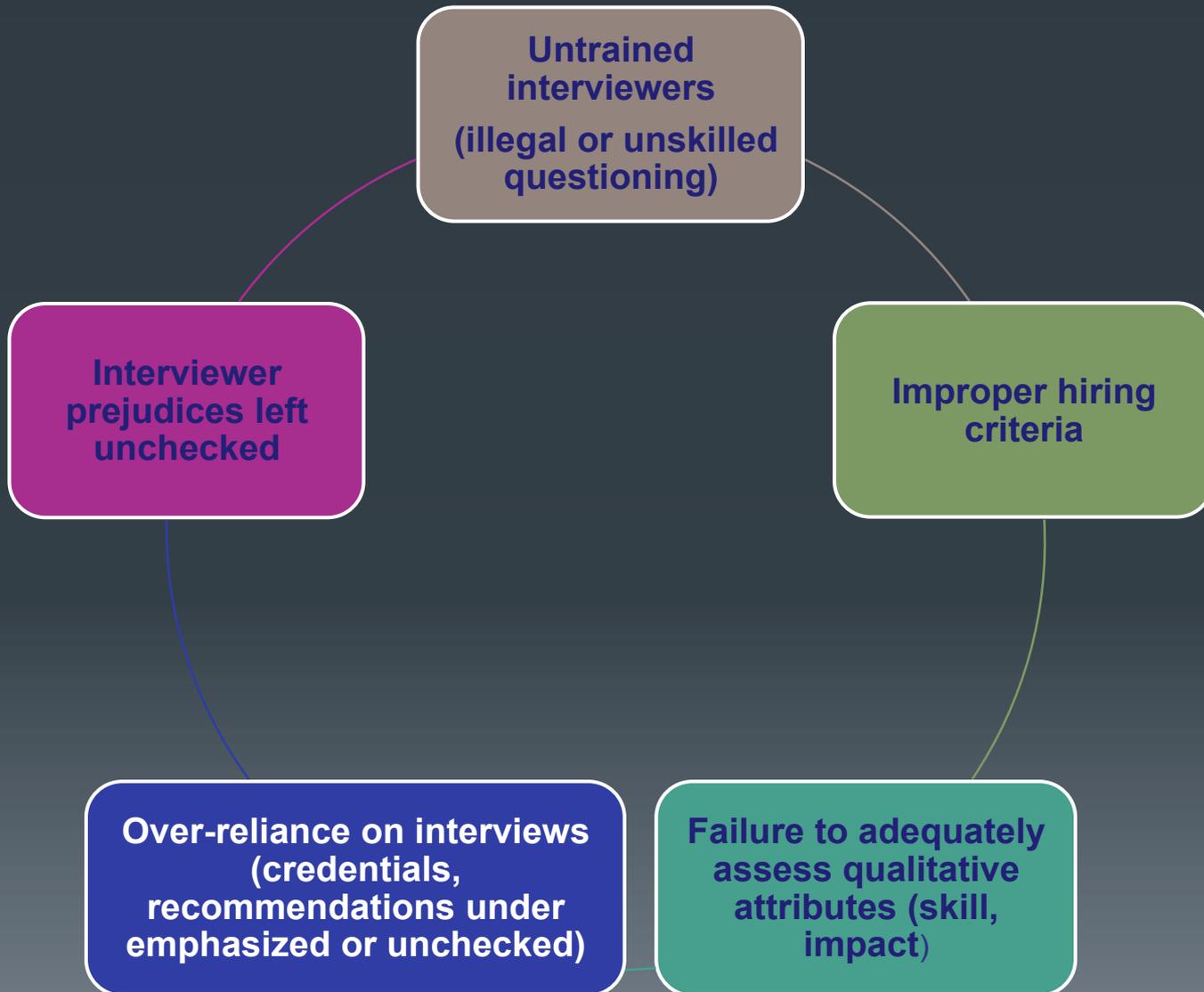
Practice ...



Practice ...



Common Mistakes Principals Make



The Importance of Induction and Support of New Teachers...

New to the Profession

- 1/3 of new teachers leave the profession during their 1st 3 years of teaching
- Almost 1/2 leave within 5 years
- Specialized fields like SPED have even higher rates of attrition

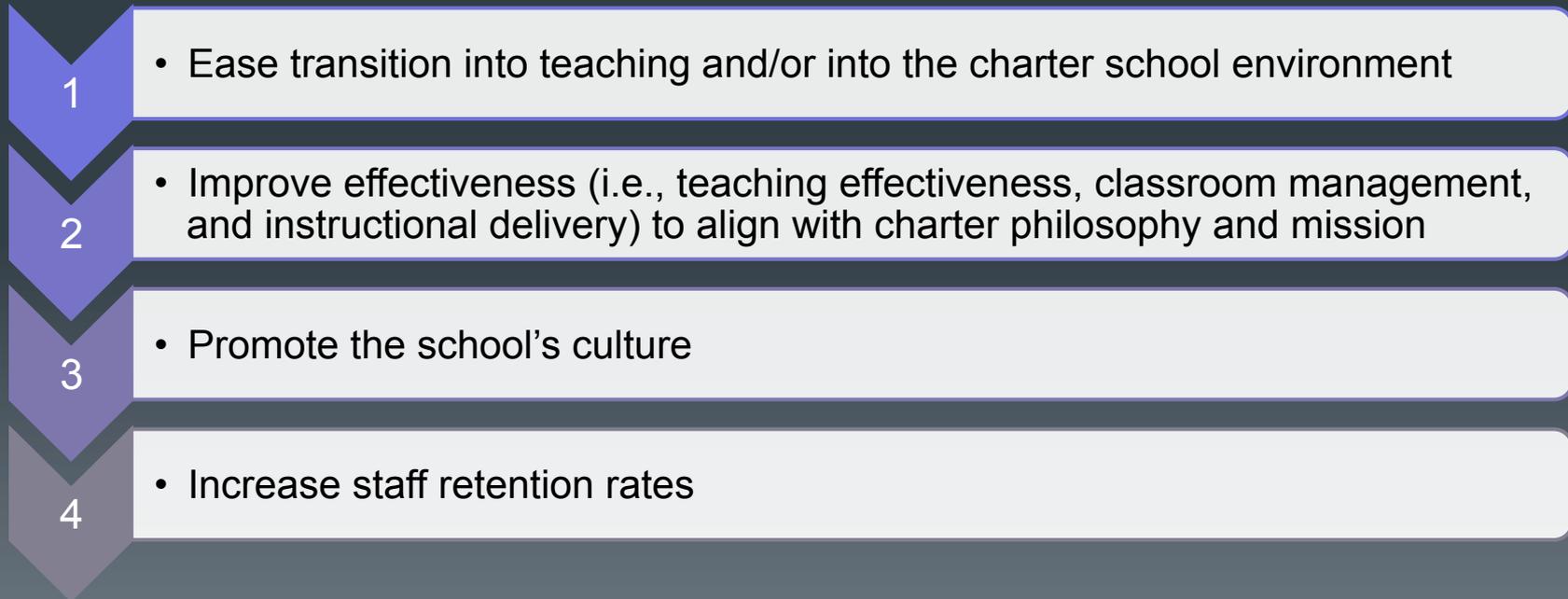
New to the Charter School

- In charters....
 - 130% greater chance of leaving the profession
 - 76% greater for moving schools

What is Induction and Why Is It Needed?



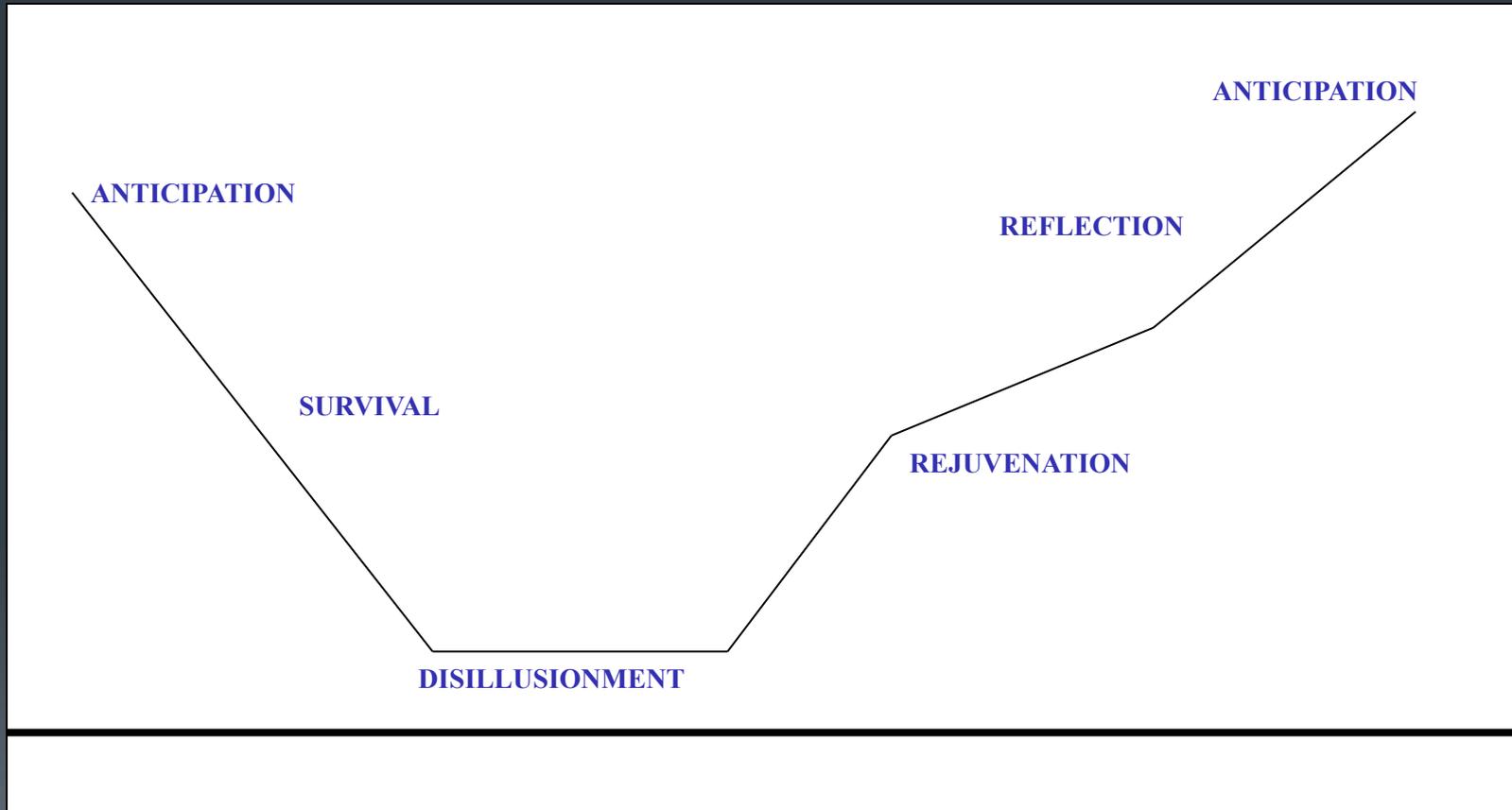
- An active, 2-3 year systematic training and supporting process focused on 4 key objectives:



Mentoring/Supporting Novice Teachers

- Process – 1-3 years
- Requires sustained support and guidance from veteran teachers or principal
- Focus on:
 - Instructional planning and delivery
 - *Classroom management*
 - Administrative efficiency and effective processes
 - Learning the ropes
- Risk free – opportunity to share failures, question, and to vent frustration...in return for suggestions and resources, answers, a listening ear, another perspective
- Considerations:
 - “Match” of skills and dispositions
 - Time commitment
 - Expectations and accountability to fidelity of the program

Phases of First Year Teaching



Source: Lipton & Wellman (2003)

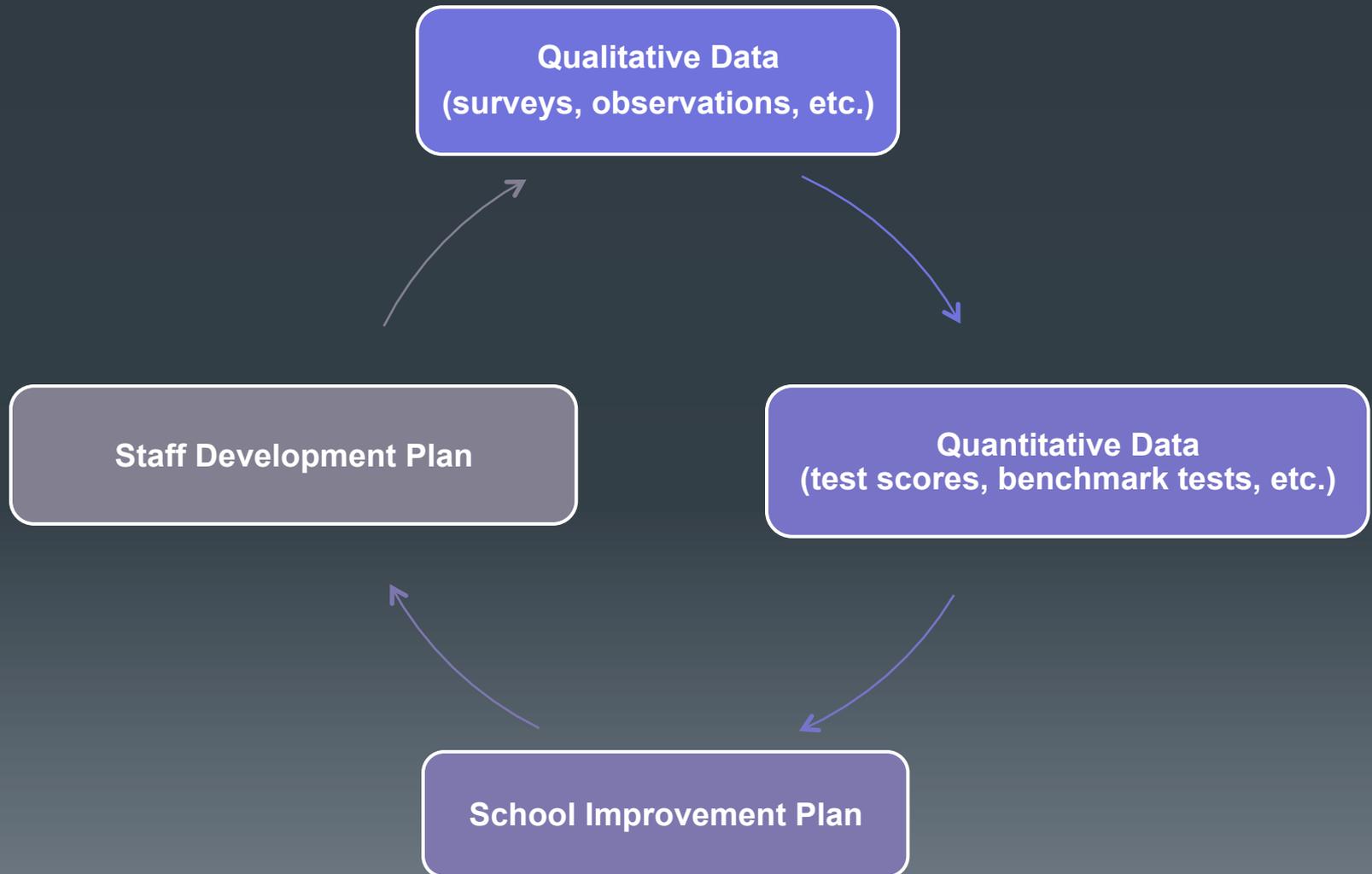
Mentoring Teachers New to the Charter School

- Process – at least 1 year
- Requires sustained support and guidance from teachers who have been at the school and share the vision and philosophy
- Focus on:
 - Understanding the school's culture
 - Implementing the school's instructional philosophy and practices into the classroom
 - Learning the ropes
- Risk free – opportunity to share concerns, question, and to vent frustration...in return for suggestions and resources, answers, a listening ear, another perspective
- Considerations:
 - “Match” of skills and dispositions
 - Time commitment
 - Expectations and accountability to fidelity of the program

Effective Leaders Create the Environment

- Leaders must explicitly show their values to influence the values of the organization:
 - Expect professional development of everyone in the building (including themselves)
 - Make time in schedules, agendas, school calendars
 - Share (frequently) latest theories, trends, research, strategies, reports, articles, etc.
 - Engage themselves in professional development (that means sometimes leaving the building!)
 - Recognize completion and achievement of individuals, groups, and the school in professional development
 - Provide essential resources to support growth of staff
 - Support peer collaboration, observation, discussion
 - Encourage reflection
 - Support opportunities to share best practices among the experts in your building
 - Organize study groups, have shared readings, discussion
 - Find the funds to support training and procurement of key resources

Professional Development - Building Individual and Institutional Capacity



Professional Development - Building Individual and Institutional Capacity



- Professional development planning should be a collaborative effort involving
- Leader
- Leadership Team
- Individual Employee Input
- Buy-in, commitment, and support from ALL

Professional Development - Building Individual and Institutional Capacity



- Professional development plan should include all facets of your school
 - Board
 - Leadership
 - Certified Employees (Teachers, Paras, Resource)
 - Classified Employees (Office Administration, Custodial, etc.)
 - You may even want to extend development to parents and other stakeholders that directly impact student achievement.

Professional Development - Building Individual and Institutional Capacity

- Professional development should be *budgeted*.
 - Use expertise in your building or with peer schools
 - Negotiate with your district (if appropriate)
 - RESA
 - GCSA
 - Charter Schools Conference (state and national)
 - Book studies
 - Subscribe to professional journals

Professional Development - Building Individual and Institutional Capacity

- Professional development should not contribute to Initiative Fatigue...just another training or program to manage, document, track. In the early years, focus on:
 - Mission
 - Vision
 - Academic Goals
 - Achievement
 - Classroom Management
 - Building School Culture

HR Policy Considerations...

- **Employment Law and Labor Relations**

- Wage and Hour-Fair Labor Standards Act
- Family and Medical Leave Act
- Equal Employment and Prohibition Against Discrimination
- Sexual Harassment
- **Child Labor**
- Drug Free Workplace
- Workers Compensation
- Privacy
- Wage Garnishment
- Jury Duty
- Military Leave
- Employee Handbooks

- **Hiring Practices**

- Employment Status
- Interviewing
- Offer Letters
- Documentation
- Orientation
- Termination and Exit Interviews

- **Ethical Matters**

- Risk Management
- Training, Motivation and Retention
- Staff Development
- Mentor Programs

HR Policy Considerations...

- FMLA Policy and Exhibits
- Equal Employment Policy
- Drug, Alcohol and Tobacco Use Policy
- Harassment Policy Judicial, Military Duty and Religious Leave Policy
- Employment Status Policy and Exhibits
- Professional Personnel Hiring and Recruitment Policy
- Employee Time Schedule Policy
- Professional Personnel Compensation Policy
- Professional Personnel Vacation Policy
- Professional Personnel Duties and Responsibilities Policy
- Personnel Assignment Policy
- Personnel Evaluations Policy
- Personnel Reduction in Force Policy
- Classified Personnel Overtime Pay Policy

HR Policy Considerations...

- Employee Dress Code Policy
- Professional Organization and Labor Union Policy
- Possession of Weapons by Employees Policy
- Professional Duty Free Lunch Policy
- Professional Personnel Staff Meetings Policy
- Professional Personnel Additional Duties Policy
- Sick Leave Bank Policy
- Salary Deductions Policy
- Staff Development Policy
- Staff Complaints and Grievance Policy
- Personal Leave Policy
- Substitute Teachers Policy
- Mandatory Reporting of Child Abuse Policy
- Nepotism Policy
- Mandatory Reporting of Employee Crimes Policy
- Communicable Diseases Policy
- Employees Seeking or Holding Political Office Policy
- Fundraising and Solicitation Policy
- Gifts to Staff Policy
- Staff Conflicts of Interest Policy
- Criminal Background Check and Fingerprint Policy
- Professional Personnel Ethics Policy
- Employment Application



Common Employer Mistakes

- Insufficiently vetting candidates
 - Use local connections
- Lack of focus on differences between traditional and charter schools as workplaces
- Not considering hiring when planning school schedule
 - When will teachers be available?
- Insufficient focus on mission and vision, school culture
- Not creating a palpably supportive opportunity culture

Common PD Mistakes

- Insufficiently strong feedback loop/lack of continuous improvement model
- Not sufficiently prepared for start-up year induction training
- Lack of clear focus on school (accountability) goals in training