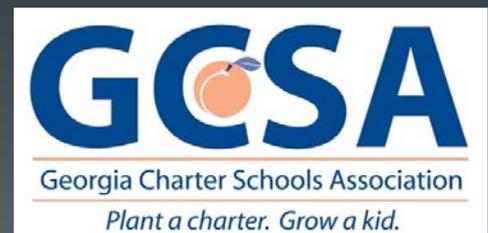


# Charters as Employers

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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 turnover rates in charters. More often than not, charter teachers are:**
  - 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
  - **Program implementation**

# 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?
    - Who does a candidate NOT want you to talk to?
    - 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...

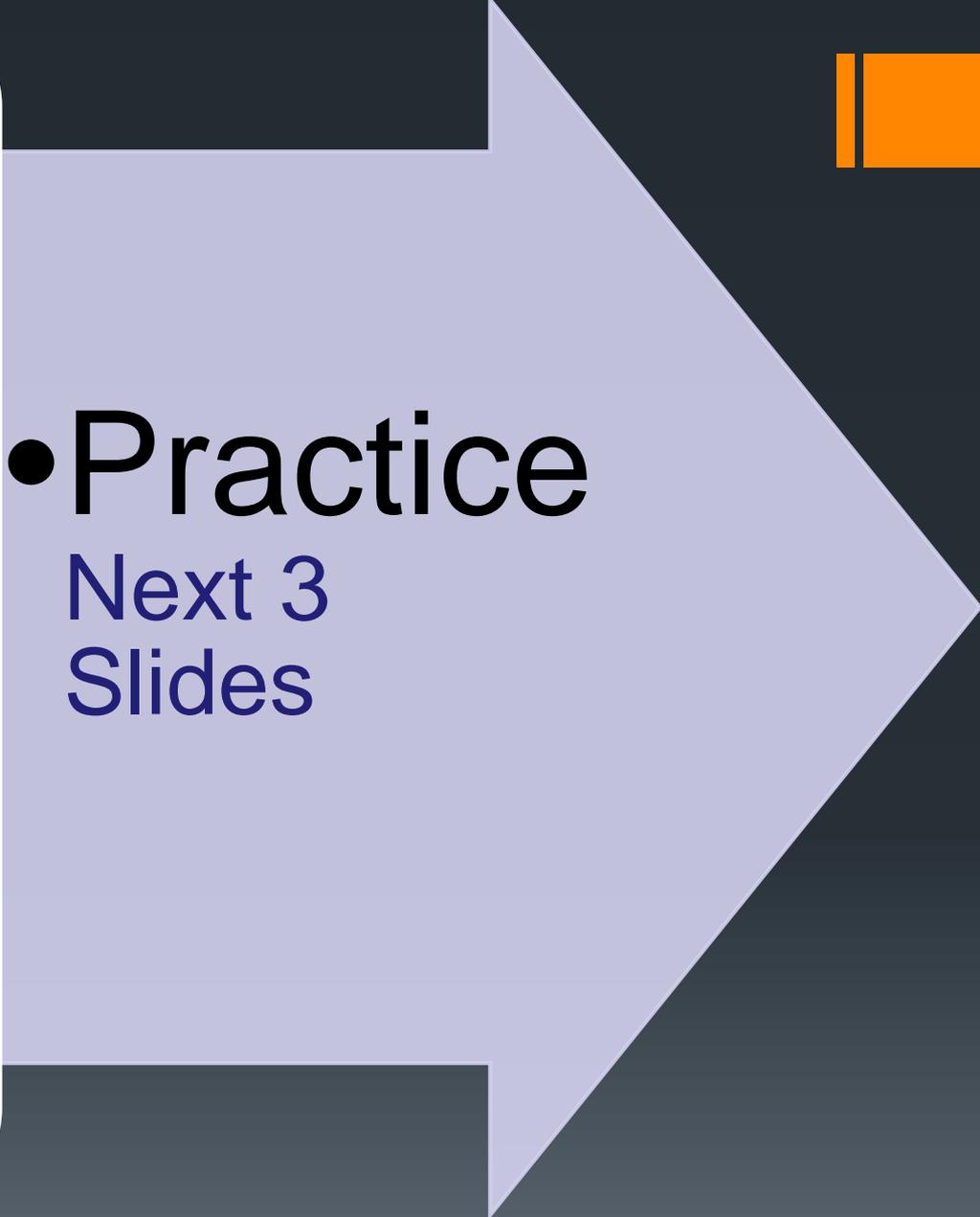
- Interview and Selection

- 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

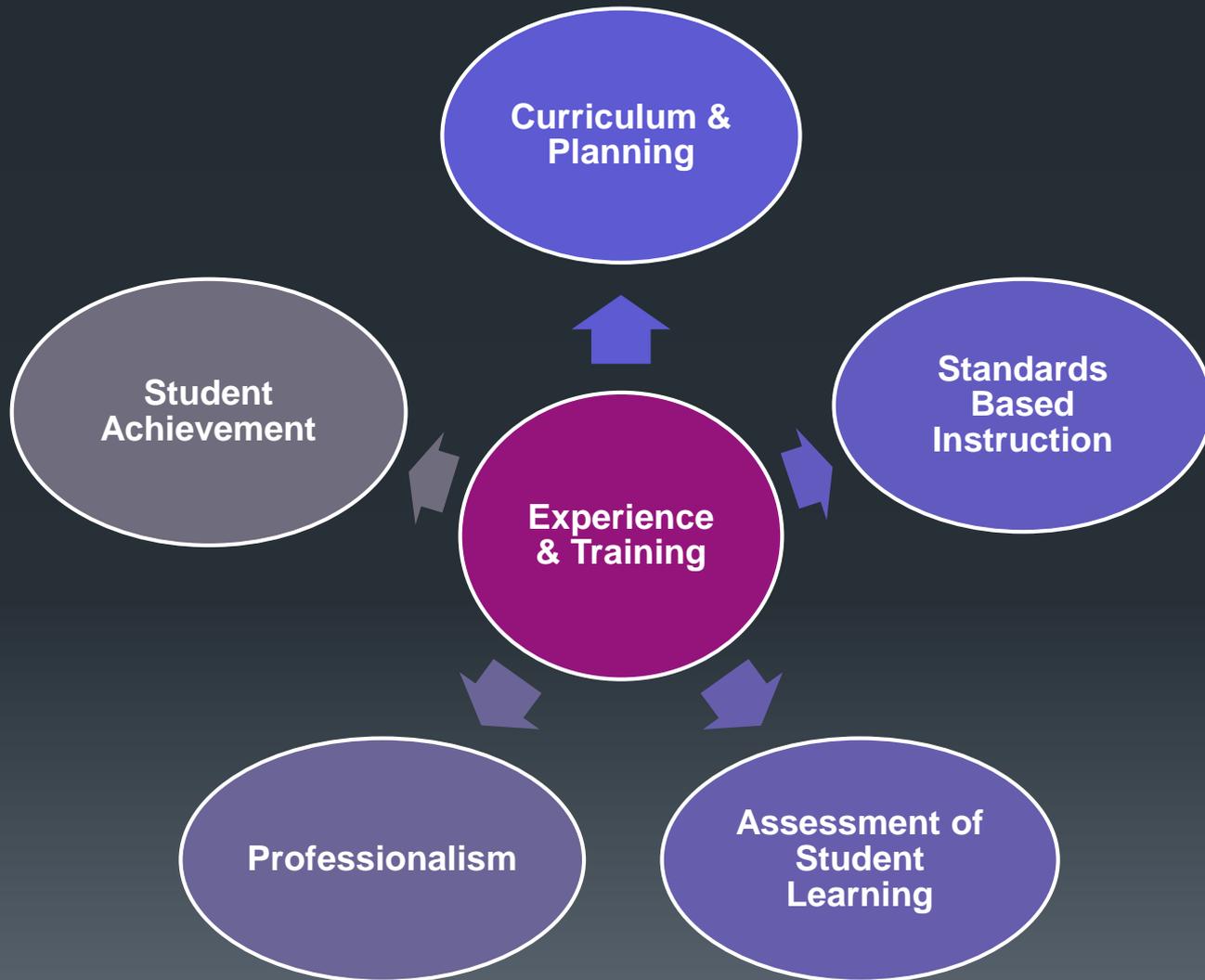


Activity

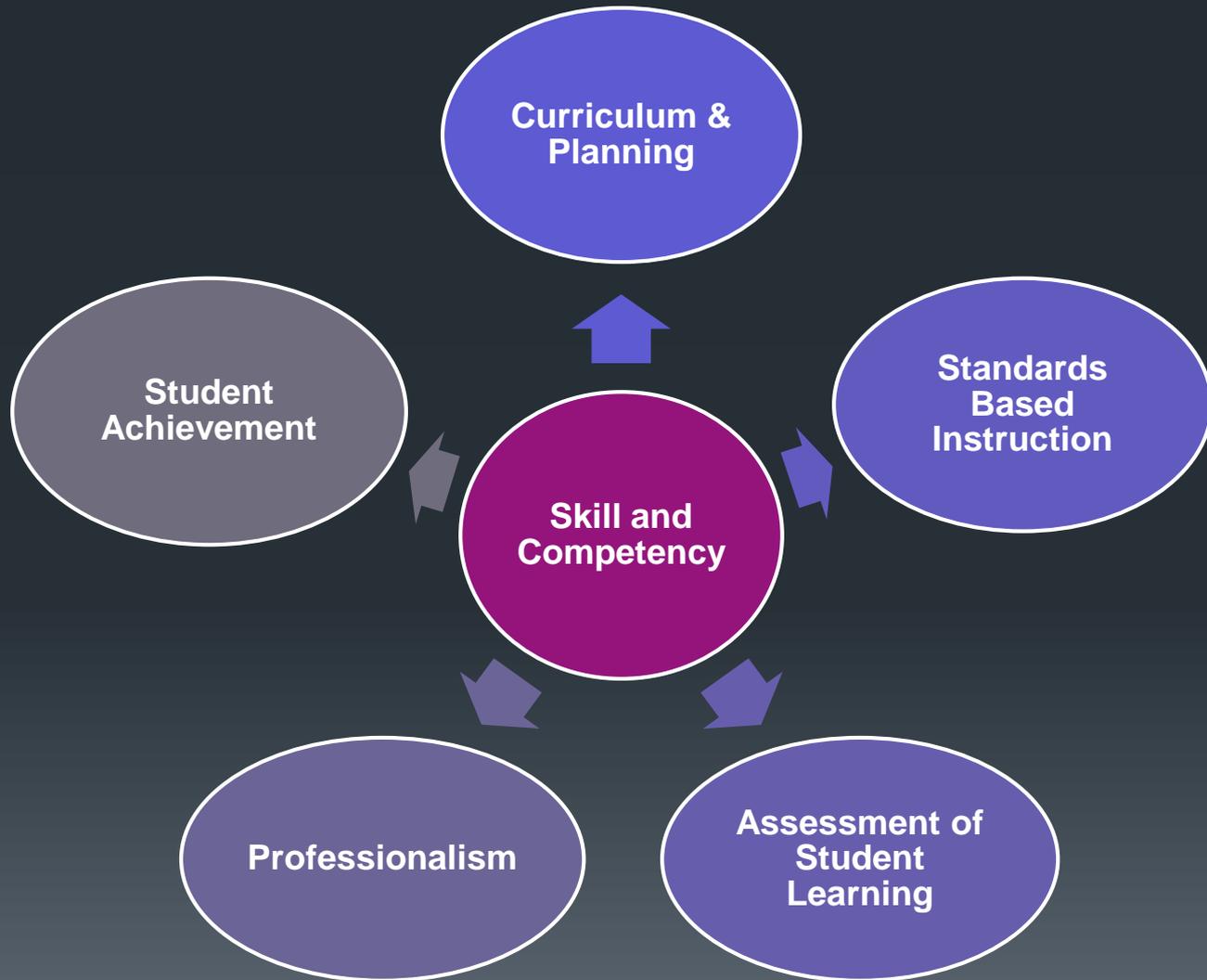
- 
- Practice  
Next 3  
Slides



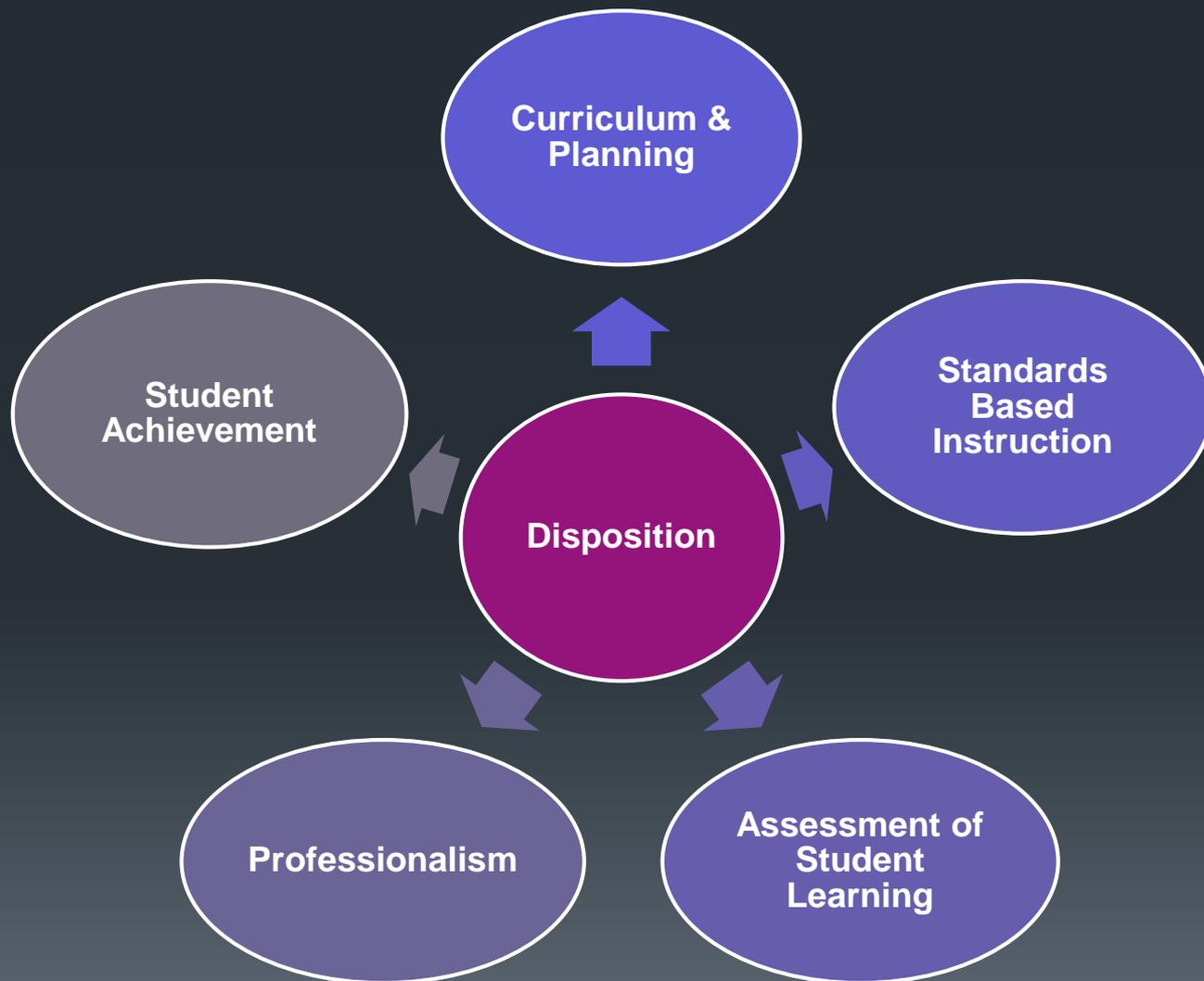
# Practice...



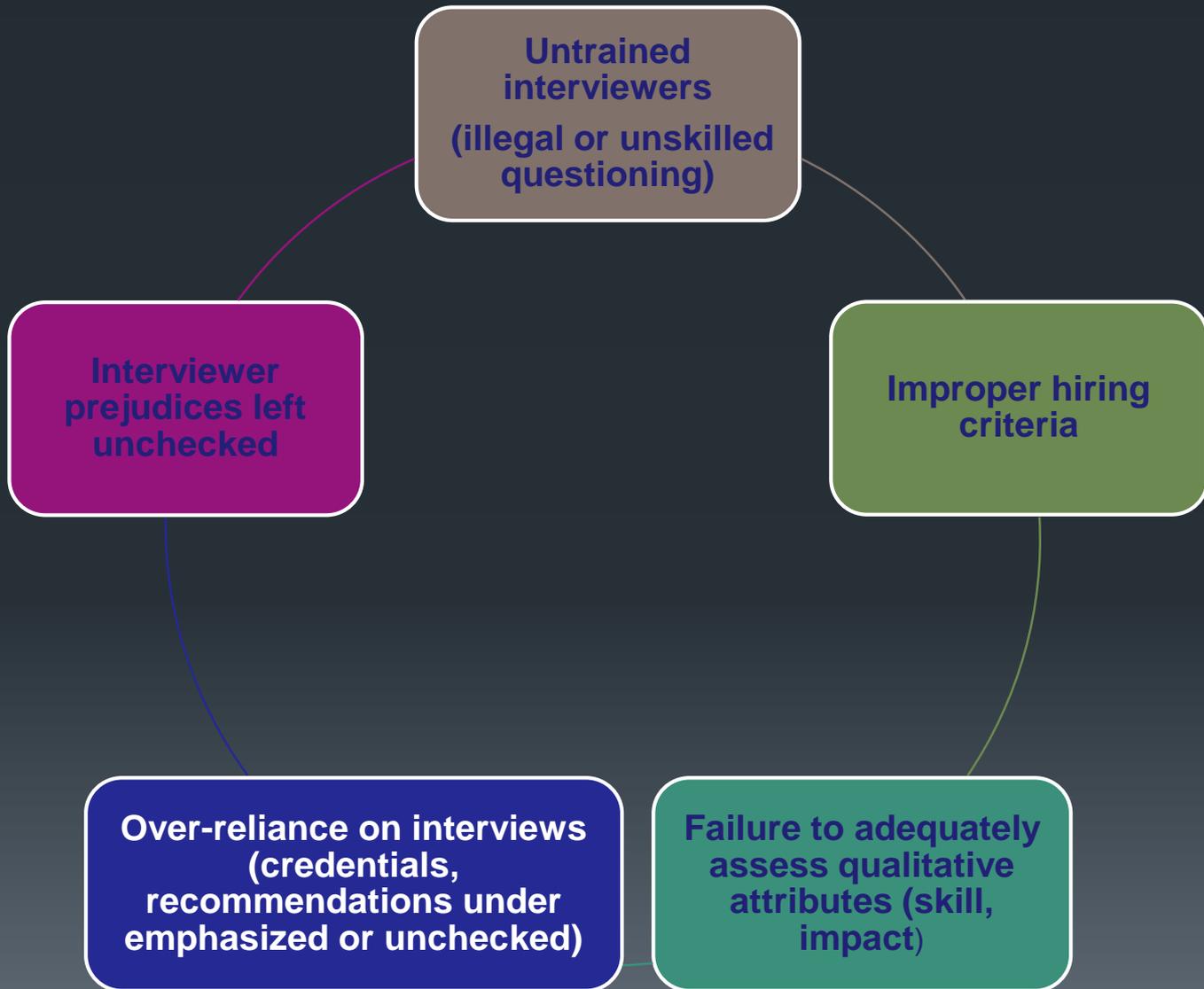
# Practice ...



# 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 1<sup>st</sup> 3 years of teaching
- Almost 1/2 leave within 5 years
- Specialized fields like SPED have even higher rates of attrition

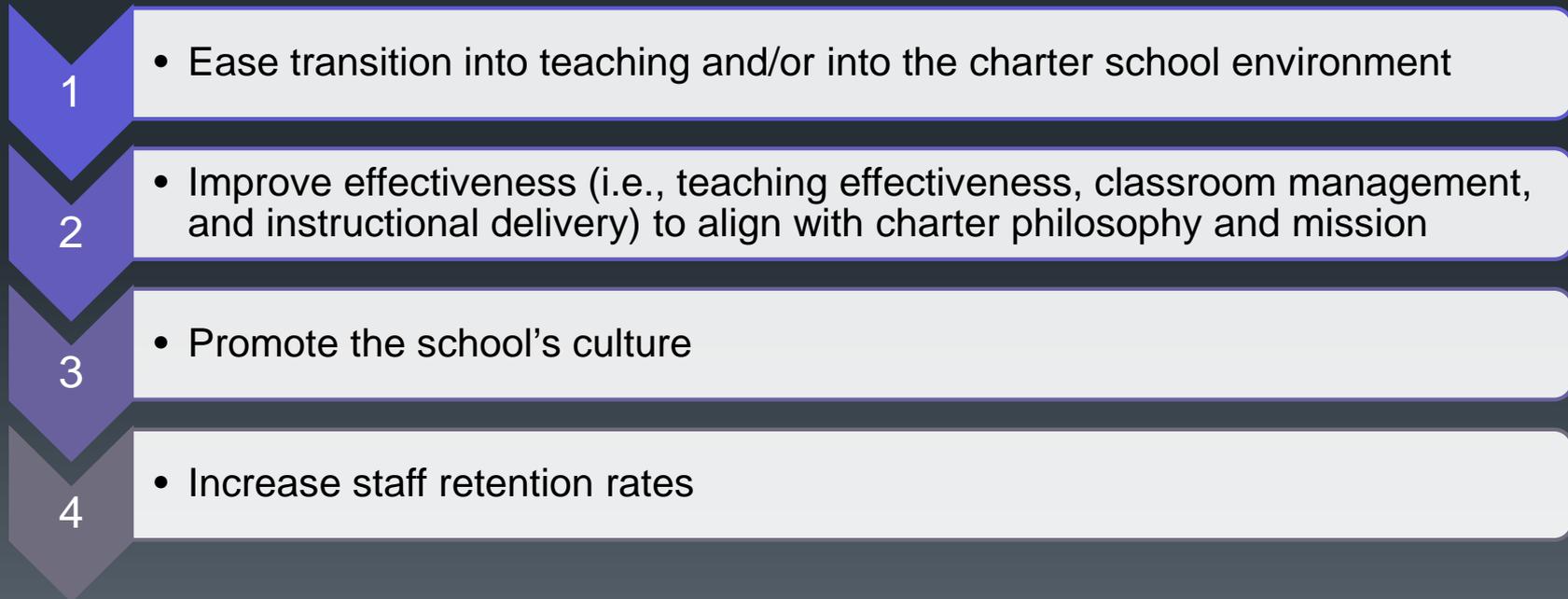
## New to the Charter School

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

# What is Induction and Why Is It Needed?



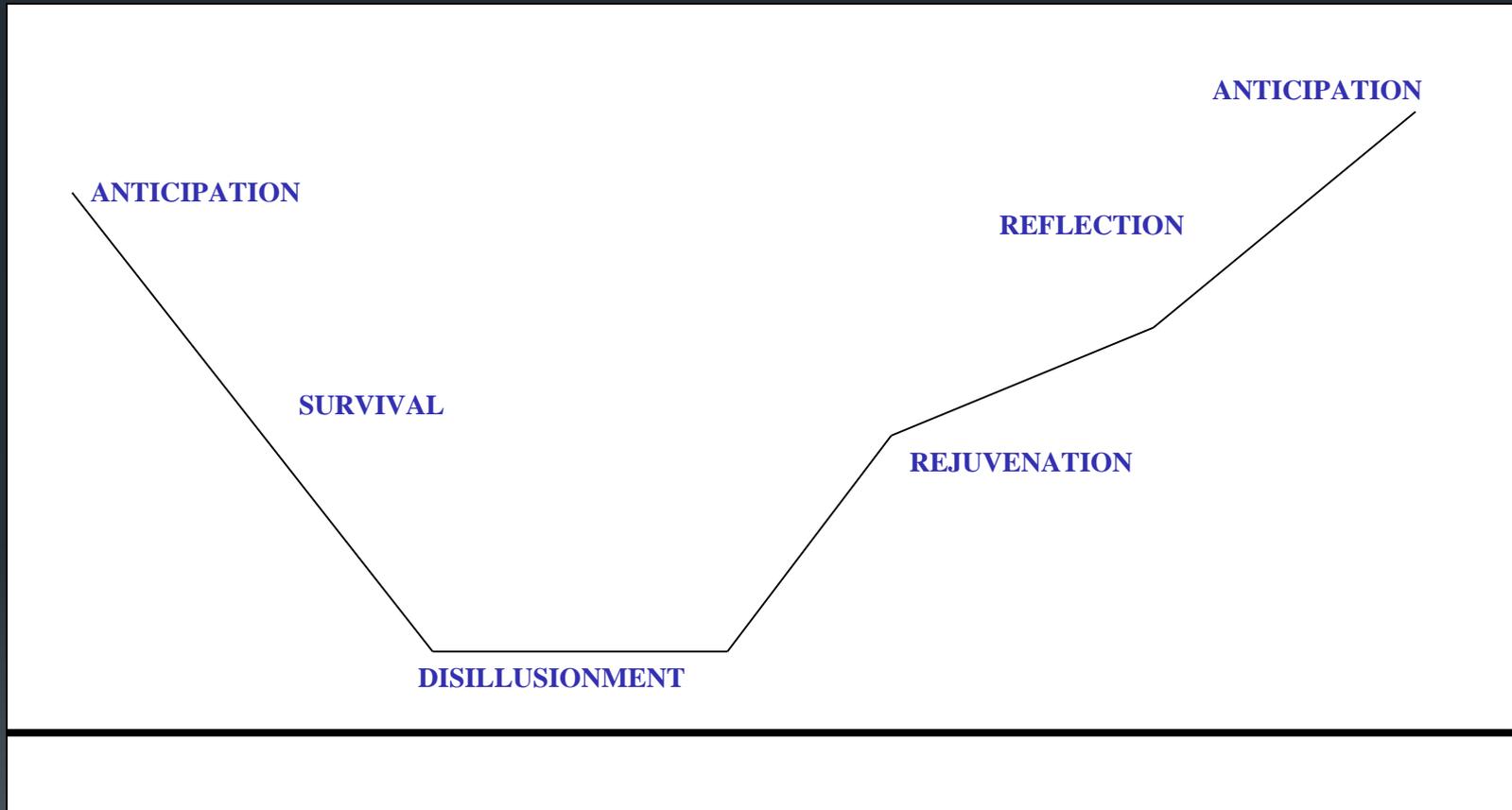
- An active, 2-3 year systematic training and supporting process focused on 4 key objectives:



# 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)

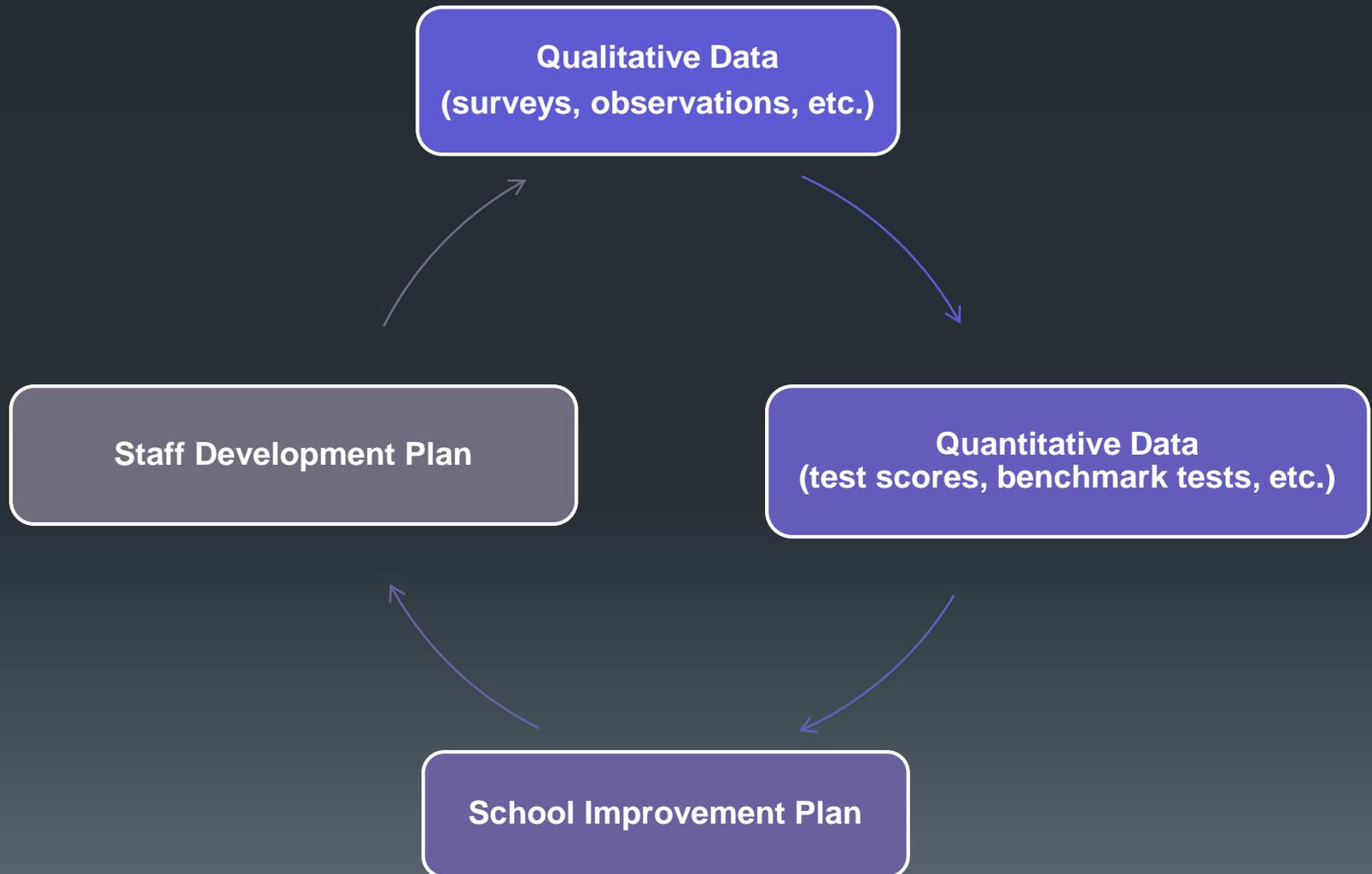
# Mentoring Teachers New to the Charter School

- 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



# Policy Considerations and Common Mistakes

# 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

# Illegal Interview Questions

Employers should not ask about any of the following unless it specifically relates to the job requirements, because to not hire a candidate because of any one of them is **discriminatory**:

- Race
- Color
- Sex
- Religion
- National origin
- Birthplace
- Age
- Disability
- Marital/family status



# “At will” Employment and Due Process

- How do you define “at will” ?
- What about “due process”?



# Common Employer Mistakes

- Insufficiently vetting candidates
  - Use local connections
- Lack of focus on differences between traditional and charter schools as workplaces
- Lack of understanding of budgeting, compensation models
- 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
- No plan for dealing with terminations, non-renewals, suspensions, PSC ethics violations.....

# 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
- Insufficient budgeting for PD
- PD not aligned with mission, vision, goals

Questions?





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Thank you!