

***Oak Park and River Forest High School
District 200***

201 North Scoville Avenue · Oak Park, IL 60302-2296

TO: Committee of the Whole

FROM: Roxana Sanders, Senior Director of Human Resources; Greg Johnson, Assistant Superintendent of Curriculum and Instruction; Mike Carioscio, Chief Operations Officer;

DATE: September 18, 2018

RE: Talent Management Framework (draft)

BACKGROUND:

Attached is a draft of the District 200 Talent Management Framework. This document has been developed over the last several months with input from a number of constituent groups and has been expanded from the initial focus on just the hiring protocol to include the comprehensive talent management framework. The document is still in draft form and will be a living document which will be updated as we implement it and gather feedback from the faculty and staff involved in the hiring process.

OPRF's talent management framework is aligned with the district's vision to become an ever-improving model of equity and excellence that will enable all students to achieve their full potential. We believe that success of our students is talent-driven, and it is our responsibility to ensure quality talent in our classrooms and throughout our school. We are committed to recruiting, onboarding, supporting, evaluating, recognizing and retaining diverse and highly talented teachers, administrators, and support staff who strives for equity and excellence for all students. Accordingly, our talent management framework consists of the following components: Recruitment and Selection, Onboarding, Compensation and Benefits, Retention.

NEXT STEP:

This Talent Management Framework is for Board information only. No further action is required.



TALENT MANAGEMENT PLAN



Oak Park and River Forest
High School

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Introduction

OPRF: Who We Are

Oak Park and River Forest High School, or OPRF, is a comprehensive public high school located in Oak Park, Illinois, a suburb eight miles due west of downtown Chicago. We are a one-school district, with the majority of our students coming from two sender districts, River Forest Public Schools District 90 and Oak Park Elementary School District 97. We offer more than 200 courses, a variety of programs for students with special needs, 75 clubs and activities, and 29 competitive sports. We prepare our students well for post-secondary success, with an average ACT composite score of 24 and a 94% graduation rate.

Oak Park and River Forest are communities that highly value diversity. OPRF is a founding member of the national Minority Student Achievement Network, and our school is racially and economically diverse, with about 56% of our 3,481 students identifying as white, 20% as African-American, 12% Hispanic, 9% multiracial, and 3% Asian. Our villages have long embraced the LGBTQ community, and we have a significant mix of homeowners and renters.

We are committed to helping **all** students reach their full potential with the ultimate goal of closing the opportunity gap for our students of color. Accordingly, we seek faculty and staff who reflect the demographics of our student population, have high expectations for all students, and value student voice in education.

OPRF is an equal opportunity employer that provides **equal employment opportunities** to all without regard to race, color, religion, sex, national origin, age, disability or genetics.

Talent Management Framework

OPRF's talent management framework is aligned with the district's vision to become an ever-improving model of equity and excellence that will enable all students to achieve their full potential. Research indicates that a teacher is the most influential factor of student achievement and is more significant to student learning than a student's race, socioeconomic level, prior academic record, or school (Darling-Hammond, 2000). We believe that success of our students is talent-driven, and it is our responsibility to ensure quality talent in our classrooms and throughout our school. We are committed to recruiting, onboarding, supporting, evaluating, recognizing and retaining diverse and highly talented teachers, administrators, and support staff who strives for equity and excellence for all students. Accordingly, our talent management framework consists of the following components: Recruitment and Selection, Onboarding, Compensation and Benefits, Retention.

Recruitment and Selection

Commitment to Minority Recruitment

OPRF exhibits the same tendencies as the US education in general: a racially and ethnically diverse student body coupled with predominantly white teaching faculty. Minority students comprise almost 44% of our student body, with 20% of students being Black, 12% Hispanic, 3% Asian, 9% two or more races. According to a National Education Association report (Hill, Bachler, Allen, & Coble, 2004), minority students achieve at a higher rate if they are taught by teachers that represent their racial background. Minority teachers can translate the culture, create a sense of school belonging and develop a sense of school community for minority children contributing to their academic success (Ladson-Billings, 2005). Our goal is to increase the diversity of our workforce to reflect the diversity of our student population. Our recruitment strategies will focus explicitly on attracting highly effective teachers and staff with diverse backgrounds, especially teachers of color.

Comprehensive Recruitment and Selection Process

To ensure that our district has a large and strong pool of qualified applicants to fill vacancies each year, we have developed a comprehensive approach to recruitment and selection of staff. Our process consists of the following key aspects: projecting hiring needs, identifying various recruitment sources/strategies, developing/updating job descriptions and recruitment materials, defining an ideal candidate profile for screening and selection, developing interview questions and scoring rubrics, conducting initial screening and interviews, conducting reference checks, making employment recommendation, conducting background check, and analyzing the outcomes and effectiveness of recruitment sources and strategies.

Projecting Hiring Needs

Projecting hiring needs is extremely important to ensure that the district is adequately staffed for the effective provision of educational programs and services. We usually start determining anticipated staffing needs in February to allow adequate time for recruitment efforts and to secure the largest candidate pool possible. The staffing process consists of reviewing student enrollment data, including enrollment by grade levels, and special student populations (students with disabilities, English Language learners) and trending projections from previous years; reviewing previous staff vacancy and hiring data to determine annual rates; planning for upcoming retirement, leaves of absence, and non-renewals of probationary teachers; determining if there are any additional staffing needs related to specific instructional programs. Based on the projected staffing needs, a staffing plan is developed outlining what positions need to be filled. If there is need for new positions, the staffing plan is presented to the Board of Education for approval.

Identifying Recruitment Sources

To build a pipeline of qualified candidates it is important to use a variety of sources and strategies.

1. Traditional Recruitment Sources:

- Posting on the District's Website
 - Hiring managers submit the job requisition (posting request in the applicant tracking system (Applitrack) that goes through an electronic approval process prior to going live on the website
- Advertising on job boards and in newspapers
 - All positions posted on our website are automatically posted on k12jobspot.com, teachers-teachers.com, and indeed.com
 - All teacher and administrator positions are posted on the Illinois Education Job Bank
 - Depending on the vacancy, it may also be posted on job-specific websites
- Advertising directly with career service offices of colleges and universities
- Attending job fairs
 - Establish contact and develop relationships with career centers of local, state and regional colleges with diverse teacher education programs

2. Social Media

- Use Facebook, Linked and Twitter to advertise vacancies or recruitment events

3. In-District Career Fair

- Host Teacher and Substitute Job Fair to identify high quality candidates

4. Grow-your-own program as a pipeline of diverse candidates

Grow-your-own model takes advantage of aspiring teachers' tendency to prefer to return home to teach (Boyd, et. al, 2005). It is an initiative to educate and train traditional and non-traditional candidates from within the district to become qualified teachers to fill high need positions. OPRF needs to establish a partnership with a local university that will allow it to offer some dual-credit courses to its high school students preparing them for a teaching career. Another partnership should be established to offer accelerated teacher preparation program to high potential support staff in the district. Implementing a grown-your own-program will involve the following steps:

- Establish a grow-your-own task force
- Conduct Action Research on best practices
- Develop Partnerships with local universities, community organizations/businesses
- Secure needed financial resources
- Launch a Media Campaign to promote teaching as a rewarding career
- Identify and recruit aspiring teacher candidates
- Recruit and select program instructors

- Provide professional development and support to program instructors
- Launch the program pilot
- Monitor and Evaluate results of the pilot
- Expand the program to become the pipeline of minority teacher recruitment for the district

Recruitment Materials

In order to attract potential candidates and persuade them that they should consider working for OPRF, it is very important to have a variety of updated recruitment materials available for distribution to potential applicants through a variety of sources and strategies. Examples of recruitment materials include: job postings; recruitment brochures; and recruitment webpage with application information.

1. Postings

- All postings include information about OPRF, a statement about equal opportunity employment and commitment to minority recruitment, an updated job description, and salary information.
- All vacancies are posted for minimum of five (5) days. The length of the posting is determined by HR and the hiring manager. The goal is to keep the posting open long enough to gather a pool of qualified candidates. The initial posting date may be extended if more time is needed to build the pool of candidates.

2. Recruitment Brochures

- Information about OPRF
- Focus on equity

3. Information on the Website

- Recruitment video highlighting diverse employees/students

Selection

1. Defining an Ideal Candidate Profile

Before beginning recruitment for any position, it is advisable to develop a profile of the ideal candidate that is aligned to the district's vision, culture, and performance and evaluation expectations. This profile should be used during the screening and selection process. Given our district's focus on equity we are using a definition of a high quality educator that was adopted by the Midwest and Plains Equity Center (Whiteman et. al, 2015): a high quality educator is one who: (1) views students' existing cultural resources as assets, (2) applies these assets within critical pedagogies toward empowering students in their lives and communities, and in doing so, (3) fosters students' academic, social, and personal growth. Equity-minded educators are reflexive and open to ways in which their professional practice and interactions

with students may (will) change their own values, skills, and knowledge. They are also aware of how their own identities affect their understandings (p. 6).

Depending upon the importance, visibility, and scope of authority of the position, community/parent groups may be contacted for their input on a candidate profile.

2. Initial Screening

- The initial candidate screening is the responsibility of the hiring manager. Only complete applications will be reviewed.
- The hiring manager may solicit help in this screening from other members of faculty or staff.
- The hiring manager will create in Applitrack a folder of applicants who will advance to the interview stage of the hiring process and share it with HR. HR may recommend advancing additional qualified candidates to the interview stage of the selection process.

3. Interview Process

- We use structured interviews involving teams or committees that include individuals with different perspectives and expertise and a demonstrated commitment to diversity. An interview panel of minimum of three (3) people must be assembled. The panel should (as much as is possible) reflect the racial diversity of our student population. The same panel must interview all applicants selected for interview. All candidates must be asked the same set of questions. Interview guidelines and basic ground rules will be provided to the interview team by HR.
- Members of the interview panel will be provided the appropriate training to enable them to effectively participate.
- Based upon the position, level, and contact with students, families, and community members, the interview panel should include parents, division head, teachers, staff members, and building and district team members. The panel should reflect the constituents served by the organizational position. HR will provide oversight in this process to help hiring managers assure that we have the proper composition of the interview panel.
- Questions should be prepared / selected by the interview team lead (typically the hiring manager) and distributed to the team. The interview team lead should also determine who will ask which question. HR has a list of common questions for various positions that can be used by the hiring manager for the interview. For our administrative vacancies, we use a standards-based selection process to identify and select the best candidates. The interview questions should be aligned with the Illinois Performance Standards for School Leaders and require candidates to demonstrate their effective leadership competencies.
- Presentations, writing prompts, technical testing, and test teaching may be incorporated as part of the interview process.

- Interviewers will take notes on standardized forms (based upon the questions) and return all materials to HR at the end of the interview.
- For certain, higher profile district level positions, additional steps can be taken such as: faculty and staff or community forums. HR Department will provide guidance and feedback to the hiring manager as to when these forums are appropriate

4. Conducting Reference Checks

- Before the final hiring decision is made, it is important to conduct reference checks. In addition of verifying the candidate's previous employment and confirming his or her ability to perform the essential aspects of the position, reference checks can also help validate answers given during interviews, particularly related to difficult issues.
- To check for consistency across the references' comments, it is our District's practice to obtain at least two references and at least one from a former or current supervisor.
- Completed reference checks should be submitted in Applitrack

5. Employment Recommendation

- Upon completing the interview process and reviewing/considering feedback of the interviewing committee, the hiring manager completes the candidate recommendation form in Applitrack, providing information about internal candidates interviewed, external candidates interviewed, names of the interviewing committee members and attaching all interview materials.
- Human Resources will notify the candidates who were not selected.
- Communication to the candidate concerning an employment recommendation should be extended by the hiring manager or the HR department. The HR department will follow up with information regarding proposed salary and benefits to the candidate.
- HR Department submits personnel report with recommendations to hire to the Board of Education
- The Board of Education reviews the personnel report and takes action regarding employment recommendations

6. Background Check

- Per Illinois School Code (105 ILCS 5/10-21.9 and 105 ILCS 5/34-18.5) all candidates for employment with a public school must undergo a fingerprint-based criminal background check through the Illinois State Police and FBI and check against the Illinois Sex Offender Registry and the Murderer and Violent Offender Against Youth Registry.
- All background checks are initiated by Human Resources prior to presenting a hiring recommendation to the Board of Education

- Individuals who have been convicted for any offense listed in Section 21B-80 of the School Code (105 ILCS 5/21B-80) are prohibited from being employed in public schools and will be removed from employment consideration.

Recruitment Analysis

The final step in the recruitment and selection process is to analyze the outcomes and effectiveness of the district's recruitment sources and strategies. This ensures that the district identifies the most effective resources and strategies. The recruitment sources of all applicants are tracked as they enter the school's recruitment pipeline to make revisions to the recruitment process.

Onboarding

HR Orientation

- Welcome packet
- Explanation of compensation and benefits
- Clarifications of expectations

New Teacher Orientation

- Focus on curriculum and instruction
- Classroom Management
- Evaluation Information/Procedures
- Educational Technology overview

Compensation and Benefits

OPRF offers competitive compensation and comprehensive benefits programs, provides benefits education, wellness program and employee assistance program to employees to attract and retain high quality employees, optimize health and productivity, and promote a healthy and supportive work environment.

Retention

Retention is a critical component to our overall strategy for talent management. We must be intentional in cultivating the commitment to equity and cultural proficiency of our workforce to ensure that employees of all backgrounds experience a positive work environment and a shared understanding of each other and our students. We must also acknowledge and strive to remove the institutional barriers that can work against teachers and staff of color and others with backgrounds and experiences that are underrepresented in the workforce. The following programs/initiatives are aimed to increase employee retention.

Mentoring

- Formal Mentoring Program for new teachers
- Informal mentoring/buddy program for underrepresented teachers

Professional Development

- Beyond Diversity Training
- Racial Equity/CARE Teams
- Leadership Development
- Opportunity to earn additional compensation for district-approved professional development

Evaluation

- Comprehensive evaluation systems for all employee groups leading to improved performance, personal growth, and professional pride
- Ongoing feedback
- Supports for struggling employees

Employee Recognition

- Formal employee recognition program

Measuring Employee Satisfaction

- Employee satisfaction surveys
- Stay interviews

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