



**September 11, 2014 Amended  
Administrator and Certificated Staff  
Outreach, Recruitment, and Retention Plan**

**I. USP LANGUAGE**

**IV. ADMINISTRATORS AND CERTIFICATED STAFF**

**C. Outreach and Recruitment**

3. *By April 1, 2013, the District shall develop and implement a plan to recruit qualified African American and Latino candidates for open administrator and certificated staff positions. The plan shall be developed by the District recruiter with the input of a racially and ethnically diverse recruitment team comprised of school-level and district-level administrators, certificated staff and human resources personnel. The plan shall address any and all disparities identified in the Labor Market Analysis.*
  - a. *The District recruiter, with input from the recruitment team, shall take the following steps to implement the recruitment plan, and shall modify it annually based on a review of the previous year's recruiting data and the effectiveness of past recruiting practices in attracting qualified African American and Latino candidates and candidates with Spanish language bilingual certifications. The recruitment plan shall:*
    - i. *Establish a nationwide recruiting strategy, based at minimum on the outcome of the Labor Market Analysis, which shall include specific techniques to recruit African American and Latino candidates and candidates with Spanish language bilingual certifications from across the country, including through: (i) advertising job vacancies on national websites and publications, including career websites, national newspapers, education publications, and periodicals targeting African American and Latino communities; (ii) recruiting at Historically Black Colleges and Universities ("HBCUs"), through the Hispanic Association of Colleges and Universities ("HACU"), and at other colleges and universities with teacher preparation programs serving significant numbers of African American and/or Latino students, including providing vacancy announcements to campus career services offices; and (iii) attending local and state-wide job, diversity, and education fairs and/or expos;*
    - ii. *Create a process to invite retired African American and Latino administrators and certificated staff to be considered for open positions for which they are qualified;*
    - iii. *Incorporate strategies for building and utilizing partnerships with local employers that recruit nationally to promote TUSD employment opportunities to their prospective employees and their families;*
    - iv. *Develop local programs to identify and support local high school, college and university students to interest them in teaching careers, including, for college and university students, exploring and promoting opportunities for teaching in the District; and*
    - v. *Encourage and provide support for African American and Latino non-certificated staff (e.g., paraprofessionals) who are interested in pursuing certification.*

#### **IV. ADMINISTRATORS AND CERTIFICATED STAFF**

##### **F. Retention**

1. *The District shall adopt measures intended to increase the retention of African American and Latino administrators and certificated staff, including, but not limited to, doing and/or taking into account the following:*
  - a. *Commencing with the effective date of this Order, on an ongoing basis, evaluating whether there are disparities in the attrition rates of African American and Latino administrators or certificated staff compared to other racial and ethnic groups. If disparities are identified, the District shall, on an ongoing basis, assess the reason(s) for these disparities and develop a plan to take appropriate corrective action. If a remedial plan to address disparate attrition is needed, it shall be developed and implemented in the semester subsequent to the semester in which the attrition concern was identified;*
  - b. *Surveying teachers each year using instruments to be developed by the District and disaggregating survey results by race, ethnicity, and school site to assess teachers' overall job satisfaction and their interest in continuing to work for the District. These surveys shall be anonymous; and*
  - c. *Conducting biannual focus groups of representative samples of District certificated staff to gather perspectives on the particular concerns of these staff in hard-to-fill positions (e.g., ELL and special education teachers) and/or who have been hired to fulfill a need specifically identified in this Order.*

## **II. OVERVIEW**

TUSD is committed to recruiting and retaining highly qualified and appropriately certificated administrators and certificated staff members, representative from diverse backgrounds and cultures; e.g., African American and Latinos, who are competent and ready to manage, teach, engage, and challenge our present and future learners. To carry out this commitment, TUSD has developed an Outreach, Recruitment, and Retention Plan ("Plan") aligned with TUSD's general recruiting practices, with a particular focus on recruiting and retaining qualified individuals from historically underrepresented groups; e.g., African American and Latinos, and qualified individuals to fill hard-to-fill positions. In addition to the specific strategies outlined in the Plan below, TUSD will utilize the following three general strategies to ensure the success of the Plan:

- Developing a "Recruiter's Guide" containing resource materials (such as those contained in the Appendices to this Plan) so staff members involved in recruiting are well-versed and prepared to discuss recruiting incentives, discuss TUSD and the City of Tucson, and to address other concerns of prospective recruits.
- Contacting and networking with recruiters from other school districts and/or private entities to learn and internalize best practices.
- Basing part of the Chief Human Resources Officer's evaluation on the progress made in increasing the racial and ethnic diversity of central and site-based administrators and certificated staff.

### III. EXECUTIVE SUMMARY

The Plan focuses on two separate but interrelated objectives, aligned with the goals identified above: (1) fulfilling general human resources needs, and (2) fulfilling specific USP-related human resources needs. The Plan aims to recruit and retain highly-qualified 21<sup>st</sup> Century educators who represent broad spectrums of diverse backgrounds and cultures; e.g., African American and Latinos, with the skillsets to implement the latest educator processes to drive superior teaching. Recruitment is focused principally on enhancing the racial and ethnic diversity of the workforce, and in recruiting hard-to-fill positions as identified each year. TUSD's strategy is to combine recruitment and retention efforts to attract and to keep a highly-qualified and diverse workforce. This Plan is aimed at specifically recruiting qualified African-American and Latino candidates for open administrator and certificated staff positions, pursuant to USP § IV(C)(3).

The Plan focuses on eight areas for Outreach and Recruitment, and four areas for Retention:

#### A. Outreach and Recruitment

1. Ensuring TUSD conducts recruitment for all employment vacancies on a nondiscriminatory basis;
2. Analyzing the findings of the Labor Market Analysis (LMA);
3. Reviewing and, where needed, modifying the Plan to continually strengthen the Plan's effectiveness in attracting, and retaining, qualified African-American and Latino candidates and candidates with Spanish language bilingual certifications;
4. Developing a nationwide recruiting strategy based, at minimum, on the outcome of the Labor Market Analysis, which shall include specific techniques to recruit African-American and Latino candidates, and candidates with Spanish language bilingual certifications from across the country;
5. Creating a process to invite retired African-American and Latino administrators and certificated staff to be considered for open positions for which they are qualified;
6. Incorporating strategies for building and utilizing partnerships with local employers that recruit nationally to promote TUSD employment opportunities to their prospective employees and their families;
7. Developing local programs to identify and support local high school, college, and university students to interest them in teaching careers, including, for college and university students, exploring and promoting opportunities for teaching in the District; and
8. Developing strategies to encourage and provide support for African-American and Latino non-certificated staff (*e.g.*, paraprofessionals) who are interested in pursuing certification.

#### B. Retention

1. Evaluating and addressing disparities in the attrition rates, if any, of African-American and Latino administrators and certificated staff compared to other racial and ethnic groups. Where applicable, assess reasons for disparities and implement corrective actions;
2. Conducting surveys to assess teachers' overall job satisfaction and interest in continuing at TUSD;
3. Facilitating teacher focus groups to gather data and identify specific concerns of staff in hard-to-fill positions and/or staff hired to fulfill a need specifically identified in the USP; and
4. Providing family support and professional development.

#### **IV. DEFINITIONS**

**LMA** – Labor Market Analysis

**CCS** – Cross Categorical Special Education-

**Critical Needs Subject Areas** – subject areas required for graduation (core subjects) and/or are required by state or federal law, and for which there have been an inadequate pool of qualified candidates. By December each year, TUSD will identify critical needs subject areas for the subsequent school year based on an analysis of vacancies and multiple postings for various areas. For SY 2013-14, for example, critical needs subject areas included exceptional education, math, and science.

**AEPA** – (now known as) NES, National Evaluation Series

**HBCU** – Historical Black Colleges / Universities

**HACU** – Hispanic Association of Colleges/Universities

**ELL** – English Language Learners

**Hard to Fill Content Areas** – specialized content areas within the TUSD curriculum for which there are, or have been, an inadequate pool of qualified candidates. By December each year, TUSD will identify hard-to-fill content areas for the subsequent school year based on an analysis of current-year vacancies and staffing needs. For SY 2013-14, for example, hard-to-fill content areas include: dual language and Culturally Relevant Courses (CRCs).

**Hard to Fill Site** – school sites for which there traditionally have been insufficient applicants for instructional vacancies to meet staffing needs.

**New-to-TUSD (Teachers or Administrators)** – Teachers or administrators who are new to TUSD, and have never worked for TUSD.

#### **V. RECRUITMENT AND RETENTION ADVISORY COMMITTEE (Recruitment Team)**

The Recruiter coordinates the development and implementation of the Plan, with input from the Recruitment and Retention Advisory Committee (“Committee”). The Committee was created in 2008 to enhance recruitment efforts. The committee meets four times per year, and consists of a 15 member racially and ethnically diverse group of community members, which may include select TUSD leaders (including school-level administrators, district-level administrators, and human resource personnel), corporations, colleges/universities, teachers, and administrators. This group actively engages the community and key constituencies in the Plan and works collaboratively to recruit and retain highly qualified administrators and certificated staff with diverse backgrounds. The Committee brainstorms and provides suggestions to enhance the roles and responsibilities for recruitment, retention, and outreach with a focus on racial and ethnic diversity challenges, information resources, and ethnic-cultural opportunities in the community. The Committee analyzes risks and opportunities for the recruitment program to create potential solutions (e.g., priority hiring needs and vacancies, potential incentives, community outreach, the need for adequate marketing).

## **VI. OUTREACH, RECRUITMENT, AND RETENTION**

### **A. OUTREACH AND RECRUITMENT**

#### **1. Ensure Nondiscriminatory Recruitment for All Employment Vacancies**

TUSD will follow Governing Board approved policies and regulations which mandate that TUSD employees shall not discriminate against employees or applicants on the basis of race, color, religion gender, age, national origin, disability, marital status, and sexual orientation in any of its activities or operations. (See Governing Board Policy AC and ACA, and related regulations). These activities include, but are not limited to, hiring and terminating staff, selection of volunteers and vendors, and provision of services. TUSD is committed to providing and inclusive and welcoming environment for all members of our staff.

The District shall conduct recruitment for all employment vacancies on a nondiscriminatory basis.

#### **2. Labor Market Analysis**

TUSD hired an outside consultant to undertake a labor market analysis (“LMA”) that compares the actual number of African-American and Latino administrators and certificated staff to the statistical expectation using various demographic group availability rates derived from labor market data. TUSD notes that the LMA findings revealed no negative disparities in hiring between TUSD’s workforce and the local and state labor markets. (See Appendix A for a Summary of Preliminary Findings). In light of the findings of the LMA, TUSD’s outreach and recruitment strategies will focus on enhancing the racial and ethnic diversity of TUSD’s workforce. These strategies will focus on Hard-to-Fill Content Areas, Critical Needs Subject Areas, staffing Hard-to-Fill sites and increasing the number of African American and Latino staff members, specifically in administrator and certificated staff positions.

The LMA concluded that the District employs more African Americans and Latinos when compared to the relevant labor markets of Administrators and Teachers in Tucson and in Arizona overall. The results of the LMA are useful because it identifies where the largest African American and Latino labor markets exist.

The LMA concludes that 86 African American teachers are employed within the District. The LMA implies that the African American teacher labor markets are more prevalent in the following areas:

- Las Vegas-Paradise, NV. The expected number of African-American potential TUSD teachers in this labor market is 291.20. The Director of Talent Acquisition Recruitment and Retention is scheduled to participate in a recruitment trip in that area.
- Los Angeles, Long Beach, Santa Ana, CA. The expected number of African-American potential TUSD teachers in this labor market is 205.23. The Chief Human Resource Officer is scheduled to participate in recruitment journeys to CA in SY 14-15.
- Phoenix, Mesa and Glendale, AZ. The expected number of African-American potential TUSD teachers in this labor market is 100.12. The Director of Talent Acquisition Recruitment and Retention and the Sr HR Program Coordinator for Recruitment are scheduled to participate in a recruitment outing to that region.

- The LMA finds that using the entire contiguous 48 states as one labor market, the expected number of African-American TUSD teachers is 251.02. That means that Nevada and California are the areas that could prove to be more advantageous for promoting the recruitment of African American teachers to the District.

The LMA reflected that 741 Latino teachers were in the District. The LMA suggests that the strongest Latino labor markets are:

- Albuquerque, NM. The expected number of Latino potential TUSD teachers in this labor market is 975.97. The Sr HR Program Coordinator of Recruitment is scheduled to participate in recruitment trip to New Mexico.
- Los Angeles, Long Beach, Santa Ana, CA. The expected number of Latino potential TUSD teachers in this labor market is 697.43. As noted above, the Chief Human Resource Officer is scheduled to participate in recruitment trips to that State.
- The LMA finds that using the entire contiguous 48 states as one labor market, the expected number of Latino potential TUSD teachers is 215.64. The LMA confirmed that New Mexico and California have more dominant Latino labor markets. Recruitment efforts to those states may be more constructive in promoting the District's Latino diversity.

### **3. Annual Review and Process for Modification**

The objective of this process is to build upon the efforts to recruit administrators and certificated staff from diverse backgrounds, including African-American and Latino prospects. TUSD will accomplish this by delegating tasks to Human Resource (HR) specialists to assist in data collection. Human Resources has expanded the process to capture the results of the previous year's recruiting and retention. Starting in July 2013, HR assigned a System Analyst to collect recruiting and hiring data from previous years. This is an ongoing, expanding program; the focus is to establish the recruiting data collection process first and begin the retention data collection process based on the successes and lessons learned from the recruiting portion of this effort. Examples of data collected, disaggregated by race/ethnicity where applicable:

- Colleges or Universities Visited for Recruiting
  - Including whether the school was an HBCU, HACU, or one with a diverse student population
  - Including participating colleges and/or universities
- Critical Needs (Math, Science, Exceptional Education, ELL/Dual-Language (including candidates with Spanish language bilingual certifications), or other as identified)
- Resumes Received
- Phone Interviews Conducted
- Letters of Intent Extended
- Letters of Intent Accepted
- Reason(s) Individuals do not accept positions offered them

This information is used to tailor future recruiting to identify which strategies are the most effective and

efficient, and to identify which venues produce the best results.

**4. Nationwide Recruiting Strategy Focused on Specific Strategies to Recruit a Diverse Staff, Including African-American, Hispanic, and Bilingual Administrators and Certificated Staff**

TUSD will include non-discrimination language in a prominent location on the online job postings site, and will continue to strive to remain salary competitive with other local school districts and, at the current time, is comparable to all area school districts. The nationwide strategy will include the following, described in detail in the corresponding sections below: (a) advertising; (b) in-person recruiting; (c) offering financial incentives; (d) promoting job satisfaction incentives and opportunities; (e) promoting support for beginning teachers; and (f) monitoring and utilizing feedback from current employees. Each strategy will be evaluated for effectiveness and may be modified on an annual basis.

**a. Advertising**

TUSD may collaborate with national websites and publications, including career websites, national newspapers, education publications, and periodicals targeting African American and Latino communities to advertise job vacancies. See Appendix B for a list of organizations that the District may utilize in future recruitment.

TUSD will evaluate and modify advertising strategies on an ongoing basis, and at least annually, based on a review of the previous year's recruiting data and the effectiveness of past recruiting practices in attracting candidates with diverse backgrounds, including African-American and Latino candidates and candidates with Spanish language bilingual certifications.

**b. In-Person Recruiting**

The goal is to increase the ethnic/racial diversity of TUSD's administrators and certificated staff, specifically African-Americans and Latinos. This strategy includes the following activities:

- Recruitment trips to identified HBCUs, HACU member colleges, and other colleges and universities offering teacher preparation programs and enrolling diverse student populations in their education programs;
- TUSD will host "Meet and Greets" for student teachers from various colleges in Arizona to provide information about TUSD and how to apply for vacant positions. Guest speakers from TUSD may include leadership team members, certification specialists, mentoring and professional development personnel, special education personnel, and members of the math innovation team;
- The Recruiter attends the University of Arizona South campus in the fall to meet the new student teachers in the program. TUSD will create new and stronger relationships with in-state colleges (University of Arizona, University of Arizona South, Teach Arizona, Pima Community College, Northern Arizona University, Grand Canyon College, Rio Salado College, University of Phoenix, Arizona State University, and Prescott College), and the African American Studies and Mexican American Studies program departments;
- Collaboration with HBCUs and the HACU to develop an internship program where students from various colleges and universities can perform their student teaching with TUSD;
- Welcome Groups to welcome new administrators or certificated staff members into TUSD. These group members consist of community members/district employees to assist in the adjustment period into the

community and TUSD. Packets are developed for various ethnic groups that include community activities in Tucson and the surrounding areas; and

- Other Colleges and Universities: TUSD recruiter will recruit in highly populated diverse colleges and universities with a diverse student body in the College of Education.
- Local and state-wide job, diversity, and education fairs and/or expos are provided for employers, recruiters and school districts to meet with prospective administrator or certificated staff candidates. In the college setting, education fairs are commonly used for entry level teaching positions, but also may include graduate students seeking administrative positions. Often sponsored by career centers, job fairs provide a convenient location for students to meet employers and participate in first interviews. TUSD will participate and recruit at these events, and document the success of these efforts. TUSD will continue to develop the ability of recruiters to extend Offers of Employment during in-person recruiting activities to ensure the best chance of recruiting candidates to TUSD. TUSD's recruitment teams will include relevant staff who can speak directly about their experiences in TUSD and in Tucson.
- The District's Leadership Prep Academy (LPA) is an in-person program dedicated to recruiting and preparing future administrators specifically African-Americans and Latinos.

TUSD will evaluate and modify these recruiting strategies on an ongoing basis, and at least annually, based on a review of the previous year's recruiting data and the effectiveness of past recruiting practices in attracting diverse candidates, including African-American and Latino candidates and candidates with Spanish language bilingual certifications.

### **c. Financial incentives**

Considering local factors (such as comparatively low teacher salaries statewide, and a comparatively smaller African-American population) certain financial incentives will be promoted as part of the nationwide recruitment strategy to attract qualified candidates, targeting African-American and Latino candidates. Prospective employees may receive reimbursement for moving expenses, as well as financial incentives for teachers fulfilling hard-to-fill content areas such as dual-language or Culturally Relevant Courses (CRCs), or for teachers fulfilling critical needs. Financial incentives are subject to modification and are reviewed annually by the Governing Board. The following reimbursements and stipends are to be utilized as tools for recruitment and retention and are therefore **not** available to all incoming or existing administrators or teachers. The following incentives, subject to annual modification, may be offered to prospective candidates beginning in the spring of 2014:

- Relocation Expense Reimbursement:  
For any of the positions identified below and in accordance with Governing Board policy, a one-time relocation expense reimbursement may be offered as an incentive to out-of-state, new-to-TUSD incoming administrators, and out-of-state, new-to-TUSD incoming teachers.

The "Relocation Expense Reimbursement" incentive to attract and retain talented and certificated African-American and Latino Teachers to the District was also accepted. This incentive is a one-time expense of up to \$10,000.00. The Relocation Expense Reimbursement incentive may be offered to teachers and administrators that are new to the District and are moving to Arizona from out-of-state to work for the District.

- Dual-Language/Bilingual Recruitment and Retention Incentive\*:

TUSD may, as an incentive, offer a stipend to new-to-the-District incoming teachers with (a) bilingual certifications, and (b) teaching in a dual-language classroom, or existing teachers with (a) bilingual certifications, and (b) teaching in a dual-language classroom.

The “Dual-Language/Bilingual Recruitment and Retention Incentive” to recruit teachers with Spanish bilingual certifications was approved as a tool to attract teachers with this certification in order to promote diversity efforts of bilingual personnel that possesses the required certifications. In SY 14-15, the funding for this recruitment incentive is anticipated to be paid as follows:

- African-American and Latino candidates that qualify for this incentive would be paid from Desegregation funds to help TUSD meet its USP obligations.
- Candidates with bilingual certifications who are not African American or Latino also could receive this incentive and be paid through Title II funds.
- Culturally Relevant Courses (CRCs) Recruitment and Retention Incentive\*:
- TUSD may offer a recruitment incentive to new-to-TUSD, incoming CRC teachers who meet specified qualifications, or to existing CRC teachers who meet specified qualifications.
- Recruitment Incentives for Hard-to-Fill Sites\*:
- TUSD may offer a recruitment incentive to new-to-TUSD incoming teachers at Hard-to-Fill Sites, or to existing teachers who voluntarily move to a Hard-to-Fill Site.
- Recruitment Incentives for Critical Needs\*:
- TUSD may offer a recruitment incentive to new-to-TUSD incoming teachers in critical needs subject areas, or to existing teachers who become highly qualified and are placed into a critical needs subject area. Critical needs subject areas are evaluated, and may be modified, on an annual basis.

\*Stipends are paid to full-time employees only, subject to conditions.

#### **d. Offers of Employment**

TUSD will research and, potentially, develop procedures to offer potential candidates an “Offer of Employment” (aka a “letter of intent”) to improve the likelihood of recruiting top candidates. Consistent with Arizona law regarding teacher and administrator hiring all such offers will be subject to approval by the Governing Board. (See Appendix D for sample language)

#### **e. Job satisfaction incentives and opportunities**

TUSD recognizes that creating a welcoming and supportive environment for employees can serve as a key factor in recruiting and retaining hard-to-fill or hard-to-recruit staff. Towards developing such an environment, TUSD will outreach to prospective employees and communicate various incentives and opportunities to them. (See Appendix E) A key piece of the recruiting strategy is to communicate these incentive and benefits to prospective employees.

#### **f. Support for beginning teachers**

TUSD recognizes that providing ongoing support structures for beginning teachers can serve as a key factor in recruiting and retaining beginning teachers. Towards developing these structures, TUSD has put in place a Teacher Induction/Mentoring Program for all beginning teachers. First-year teachers in struggling schools may be provided additional support. A key piece of the recruiting strategy is to communicate to prospective

beginning teachers that, if employed with TUSD, they will be supported on an ongoing basis to ensure that they are successful. (See Appendix C, “Ongoing Support for Beginning Teachers”)

**g. Monitoring and utilizing feedback from current employees**

Section V.B.1, below, includes a description of TUSD processes to collect and monitor information from current employees about job satisfactions, real or perceived barriers, and other information that TUSD will use to address any attrition of African-American and Latino staff. TUSD also will use this information to develop better recruiting packages, incentives, and communication with prospective employees.

**5. Process for Retirees**

TUSD will maintain a database of retired administrative and certificated staff, including name, race/ethnicity, certifications, experiences, and contact information. As new positions open, human resources staff will screen the database and, where applicable, extend invitations to retired administrative and certificated staff, including African-American and Latino retirees, to apply for positions for which they are qualified. The database will be updated at the end of each semester to ensure current and accurate information is maintained.

**6. Partnerships with Local Employers**

TUSD builds partnerships with local companies that recruit nationally to build an alternative means of recruitment. Local corporations and government entities that recruit non-local candidates are provided with informational materials about TUSD to share with family members (e.g. spouses, extended family). In turn, this facilitates the recruitment of work-eligible family members so they are aware of employment opportunities within TUSD. TUSD may collaborate with the following entities: Tucson Values Teachers; Re-establish connection with Raytheon; Local Chamber of Commerce (Metropolitan, Black, Hispanic); Phoenix Chamber of Commerce; Pima One Stop; Davis-Monthan Air Force Base (DMAFB); University of Arizona – Student Services; University of Arizona – South; Grand Canyon University; University of Phoenix; Fort Huachuca; Arizona State University; and Northern Arizona University.

**7. Local Programs**

The following local programs are focused on developing interest in careers in education, and particularly with TUSD. Human Resources representatives conduct outreach seminars to introduce students to the diverse careers, rewards, and opportunities available in the education field. This program sparks interest in high school, college, and university students, TUSD paraprofessionals, and local professionals to explore K-12 teaching careers. Effectiveness of these programs is evaluated annually.

- High School Student Program: recruiter will partner with high school administrators to set up forums with students who are interested in teaching careers. Forums will be attended by current teachers, students, and facilitators and would include detailed discussions of teaching-career pathways and requirements. Interested students will receive information and resources to guide them into teaching careers, and will be encouraged to contact TUSD’s Recruiter for further information and guidance.
- Colleges and Universities: recruiter will visit the local college and university educational teacher programs to attract new teachers. In addition, the recruiter will visit diversity programs with a focus on African-American and Latino studies programs to support USP obligations to create interest in a teaching career.
- Professionals: recruiter will continue to solicit interest at Davis-Monthan Air Force Base and military spouses interested in teaching at TUSD.

## **8. Strategies to Encourage Certification**

### **For Non-Certificated Staff Seeking Certification**

TUSD will take the following actions to encourage and to provide support for African-American and Latino non-certificated staff who are interested in pursuing certification:

- a. Survey current non-certificated staff to identify non-certificated staff members, including African-American and Latino staff members, who are interested in pursuing educational certification;
- b. Survey current certificated staff to identify those that have received certifications (or are currently in programs to receive certifications) in the areas identified by the first survey;
- c. Each identified non-certificated staff member may be: (a) paired with a mentor that has the certification that the staff member is seeking, and/or (b) pair with other staff members who are also interested in that area and/or are already working towards receiving certification through the same or similar programs. Mentors may receive additional stipends for participation; and
- d. Send direct mailings to each identified staff member recognizing and encouraging their ambitions and areas of interest, sharing potential positions within TUSD that fits with their areas of interest, sharing available resources (e.g. local and online programs and courses) that match those interests and identifying the person or persons they have been paired with for mentoring or other support.

In the Spring of SY 13-14, a survey was initiated and administered via Survey Monkey for non-certificated staff to query their interest in obtaining certification. Notices of the survey were sent to non-certificated staff via their TUSD email. Information about the survey was posted on the Intranet, and a notice also was posted on bulletin boards in Operations. Seven hundred non-certificated staff responded to the survey. Of the 700 replies, 190 said they were interested in exploring the possibilities of working towards a teaching or counseling certification. Respondents who said they were interested in obtaining a certification were asked to contact Martha Peyton in Human Resources and provide their contact information. Of those 190, 30 non-certificated respondents contacted HR and provided their contact information.

Another question in the survey asked, "If you are pursuing an educational certification or wanting to pursue certification, how could TUSD support your efforts?" This was a multiple choice question, and respondents could choose all answers that applied. The options and findings were: Mentorship Support (55.12%), Classroom Modeling (29.13%), Support Group (33.46%), Identify Educational Resources (63.78%) and Other (33.86). The "Other" responses included: scholarships, internships and tuition reimbursement.

The District is in the process of analyzing the survey information, including disaggregating the responses by race and ethnicity. The District is in the developmental stage of formulating strategies to encourage and provide support for African American and Latino non-certificated staff who are interested in pursuing certification, and the disaggregated survey data will inform these strategies. These strategies will be finalized, implemented and reported in the Annual Report for SY 14-15.

### **For Certificated Staff Seeking Administrative Certification**

TUSD staff attended initial meetings with representatives from the University of Arizona, College of Education, to explore a proposal to provide a TUSD-specific set of coursework toward obtaining an administrative

certificate in the State of Arizona. The proposal includes the possibility of financial support to enable current employees with leadership potential to enroll in the courses and, ultimately, to receive the required certifications needed for such promotions. The TUSD-specific courses would focus on the standard coursework, but would infuse TUSD- and USP-related issues such as Supportive and Inclusive Learning (CRP), USP fundamentals and theory, faculty and staff diversity, etc. The program may also include class projects that would be based in TUSD schools, and may span an entire school year. Potential leaders, including African-American and Latino staff members, who do not have the credentials to move directly into leadership positions would be encouraged to apply for the program as they continue to work at TUSD. Participants will be recognized formally and provided with a certificate of completion to document the additional training and professional development received over the year.

## **B. RETENTION**

### **1. Collect and Monitor Retention Data**

TUSD will conduct evaluations, surveys, and focus groups to help identify any disparities, gauge job satisfaction levels, and to identify concerns or obstacles that may cause employees to leave TUSD and frustrate retention efforts.

#### **a. Evaluate disparities in attrition rates, if any, of African-American and Latino administrators and certificated staff compared to other racial and ethnic groups.**

TUSD will, on an ongoing basis, evaluate whether there are disparities in the attrition rates of African-American and Latino administrators or certificated staff compared to other racial or ethnic groups. If disparities are identified, the District will, on an ongoing basis, assess the reason(s) for these disparities and develop a plan to take appropriate corrective action. If a remedial plan to address disparate attrition is needed, it will be developed and implemented in the semester subsequent to the semester in which the attrition concern was identified.

#### **b. Assess teachers' overall job satisfaction and interest in continuing to work for TUSD**

TUSD will develop anonymous surveying instruments to survey teachers annually to determine overall job satisfaction and teachers' interest in continuing to work for TUSD. Survey results will be disaggregated by race, ethnicity, and school site and will be used to enhance teacher interactions, communications, and support feedback sessions to improve TUSD's efforts to improve retention rates.

#### **c. Facilitate teacher focus groups**

Recruiter will conduct biannual focus groups to gather perspectives on the concerns of certificated staff in hard-to-fill positions and in positions that fulfill a USP-specific need. Leadership from all levels (high schools, middle schools, K-8s, elementary schools) may also be invited, where appropriate, to listen and to develop strategies to address concerns in a collaborative manner.

### **2. Adopt Measures Intended to Increase the Retention of African-American and Latino Administrators and Certificated staff**

#### **a. Corrective Action Plans**

By the start of each school year, TUSD will develop strategies to address disparities (where they exist), and to address deficiencies identified in the monitoring and collection and monitoring of attrition/retention data and feedback from staff members. Pursuant to the USP, where applicable, strategies will include specific measures intended to increase the retention of African-American and Latino administrators or certificated staff.

**b. Other Measures**

Outreach and Communication to TUSD Employees about Opportunities for Themselves and Their Children

TUSD is expanding its outreach to employees regarding special employee programs and, more generally, to provide increased family support (see Appendix E). TUSD will continue to work to ensure that employees feel welcome, and as part of the TUSD family, will recognize the benefits of working in TUSD by feeling supported and encouraged as TUSD employees.

Administrator Focus Groups

In addition to the teacher focus groups described above, TUSD will facilitate administrator focus groups to address any concerns, but also to identify additional ways by which TUSD can support administrators (particularly African-American and Latino administrators) in their work and in increasing or maintaining their job satisfaction.

Extended Professional Development Opportunities

TUSD will provide opportunities for administrators and certificated staff to participate in targeted professional development opportunities. For example, in 2013-14 TUSD sent one African-American principal to the NABSE (National Alliance of Black School Educators) conference along with staff from the African American Student Services Department. Other African-American and Latino administrators have shown an interest in similar PD opportunities in the future.

Support Beginning Teachers

TUSD recognizes that providing ongoing support structures for beginning teachers can serve as a key factor in retaining beginning teachers. Towards developing these structures, TUSD has put in place a Teacher Induction/Mentoring Program for all beginning teachers. First-year teachers in struggling schools may be provided additional support. A key piece of the retention strategy is to support beginning teachers in ways that make them feel welcome, appreciated, and supported as they begin their teaching careers to ensure that they are successful and to encourage them to remain employed with TUSD. (See Appendix C, “Ongoing Support for Beginning Teachers”)

Encourage Prospective Leaders to Become Leaders

TUSD has developed a detailed plan for encouraging and supporting prospective leaders, particularly African-American and Latino staff members, to develop their capacity for leadership positions. (See Appendix F, “Prospective Administrative Leaders Plan” – particularly Section V: Methods for Growing Our Own) By enhancing opportunities for professional growth and development, current employees will recognize that they are valued, supported, and encouraged to remain and grow with TUSD.

# APPENDIX A

## APPENDIX A

### LABOR MARKET ANALYSIS SUMMARY

The District hired an outside consultant to undertake a labor market analysis (aka “workforce analysis”) that compares the actual number of African-American and Latino administrators and certificated staff to the statistical expectation using various demographic group availability rates derived from labor market data. Differences between the actual and expected numbers are considered “statistically significant” when the number of standard deviations of the observed disparity is above approximately 2 or below approximately -2. Positive differences that are less than 2 standard deviations and negative differences that are greater than -2 standard deviations are not statistically significant<sup>1</sup>. (The threshold for statistical significance is +1.96 standard deviation.)

Preliminary findings are as follows (the District will continue to analyze and assess the data, and adjust recruitment strategies accordingly):

1. There are statistically significant positive disparities for TUSD’s African American and Latino administrator and certificated staff workforce when compared to the relevant labor market in Arizona.
2. There are statistically significant positive disparities for TUSD’s Latino administrator (central and site-based) and certificated staff workforce when compared to the relevant labor market in surrounding states, and for the entire United States.
3. There are statistically significant positive disparities for TUSD’s African-American central administrator workforce when compared to the relevant labor market in surrounding states.
4. There is a statistically significant negative disparity between TUSD’s African-American administrator (central and site-based) workforce and the relevant labor market for the entire United States.
5. There are statistically significant negative disparities between TUSD’s African-American certificated staff workforce and the relevant labor market in surrounding states and for the entire United States.

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<sup>1</sup> (*Greater than 2*) A statistically significant positive disparity (more than +2) means that TUSD has a higher number of identified employees than is available in the relevant labor market.

(*Less than -2*) A statistically significant negative disparity (less than -2) means that TUSD has a lower number of identified employees than is available in the relevant labor market.

(*Between -2 and +2*) A disparity greater than -2, but less than +2, means that the disparity level is not statistically significant.

# APPENDIX B

## APPENDIX B

TUSD is considering additional postings with the following entities as appropriate:

### **Career Websites**

- Teach.gov
- Teachers-Teachers.com
- Want to Teach.com
- K-12 Job Spot
- Various college/university career center postings

### **Periodicals and National Newspapers**

- USA Today (Arlington, Va.)
- Wall Street Journal (New York, N.Y.)
- Times (New York, N.Y.)
- Times (Los Angeles)
- Post (Washington, DC)
- The Tribune (Chicago)
- Arizona Republic (Phoenix)
- Albuquerque Sun Times
- Union-Tribune (San Diego)
- Chronicle (San Francisco)
- Sun News (Las Vegas)

### **National Associations**

- American Association for Employment in Education
- Association of Latino Administrators and Superintendents (ALAS)
- National Alliance of Black School Educators (NABSE)
- National Association for Bilingual Education (NABE)

### **Education Publications**

- Teachers of Color (print and web)
- Career Media Solutions – HBCU (print and web)

### **Local Organizations**

- Hispanic Chamber of Commerce
- Arizona Association for Bilingual Education
- Southern Arizona School Personnel Administrators (SASBA)

African American Organizations

- Association of Black Psychologists – [www.abpsi.org](http://www.abpsi.org)
- Black Data Processing Associates – [www.bdpa.org](http://www.bdpa.org)
- Black Career Women – [www.bcw.org](http://www.bcw.org)
- Blacks in Government – [www.bignet.org](http://www.bignet.org)
- National Association for the Advancement of Colored People – [www.naacp.org](http://www.naacp.org)
- National Association of Black Accountants – [www.nabainc.org](http://www.nabainc.org)
- National Association of Black Journalist – [www.nabj.org](http://www.nabj.org)
- National Association of Black Telecommunication Professionals – [www.nabtp.org](http://www.nabtp.org)
- National Forum for Black Administrators – [www.nfbpa.org](http://www.nfbpa.org)
- National Organization for the Professional Advancement of Black Chemists & Chemical Engineers – [www.nobcche.org](http://www.nobcche.org)
- National Society of Black Engineer – [www.nsbe.org](http://www.nsbe.org)
- National Society of Black MBA's – [www.nbmbaa.org](http://www.nbmbaa.org)
- National Urban League – [www.nul.org](http://www.nul.org)
- National Black Nurses Association – [www.nbna.org](http://www.nbna.org)
- Black Enterprise – [www.blackenterprise.com](http://www.blackenterprise.com)
- Black Voices – [www.blackvoices.com](http://www.blackvoices.com)
- Black Collegian online ([www.black-collegian.com](http://www.black-collegian.com)) – career site for students of color.
- Equal Opportunity Publications, Inc. ([www.eop.com/aacw](http://www.eop.com/aacw))
- EOE Journal ([www.eoejournal.com](http://www.eoejournal.com))

## Hispanic-American Organizations

- ASPIRA Association – [www.aspira.org](http://www.aspira.org)
- Association of Hispanic Advertising Agencies – [www.aaa.org](http://www.aaa.org)
- Association of Latino Professionals in Finance & Accounting – [www.alpfa.org](http://www.alpfa.org)
- Hispanic Public Relations Association – [www.hprala.org](http://www.hprala.org)
- Latin American Management Association – [www.lamausa.com](http://www.lamausa.com)
- Latin Business Association – [www.lbausa.com](http://www.lbausa.com)
- League of United Latin American Citizens – [www.lulac.org](http://www.lulac.org)
- Mexican American Unity Council – [www.mauc.org](http://www.mauc.org)
- National Association of Hispanic Federal Executives – [www.nahfe.org](http://www.nahfe.org)
- National Association of Hispanic Journalists – [www.hahj.org](http://www.hahj.org)
- National Association of Hispanic Public Administrators – [www.nahpa.org](http://www.nahpa.org)
- National Association of Latin Elected & Appointed Officials – [www.maleo.org](http://www.maleo.org)
- National Association of Puerto Rican/Hispanic Social Workers Inc – [www.naprsw.org](http://www.naprsw.org)
- National Coalition of Hispanic Health & Human Services Organization – [www.cossmho.org](http://www.cossmho.org)
- National Council La Raza – [www.nclr.org](http://www.nclr.org)
- Hispanic Employment Program Managers – [www.hepm.org](http://www.hepm.org)
- National Hispanic Corporate Council – [www.nhcc-hq.org](http://www.nhcc-hq.org)
- National Hispanic Medical Association – [www.nhmamd.org](http://www.nhmamd.org)
- National Society of Hispanic Professionals – [www.hshp.org](http://www.hshp.org)
- National Society of the Hispanic MBA's – [www.nshmba.org](http://www.nshmba.org)
- Professional Hispanics in Energy – [www.phie.org](http://www.phie.org)
- Society for Advancement of Chicanos & Native Americans in Science – [www.sacnas.org](http://www.sacnas.org)
- Society of Hispanic Professional Engineers – [www.shpe.org](http://www.shpe.org)
- Hispanic Association of colleges and Universities [employers partner with the Association to sponsor seminars and conferences designed to help companies network and recruit Hispanics and other minorities] (512) 692-3805
- Hispanic Business.com - [www.hispanstar.com](http://www.hispanstar.com)
- Hispanic Online – [www.hispaniconline.com](http://www.hispaniconline.com)
- LatPro.com – job board for Hispanic & bilingual professionals – [www.latpro.com](http://www.latpro.com)
- [www.saludos.com](http://www.saludos.com) – joining Hispanic bilingual professionals with companies.
- [www.hispanic-jobs.com](http://www.hispanic-jobs.com) – bilingual job opportunities for English-Spanish speaking professionals

# APPENDIX C

## APPENDIX C

# ONGOING SUPPORT FOR BEGINNING TEACHERS

## Induction/Mentoring Program and Additional Support for First Year Teachers at Struggling Sites

### I. OVERVIEW

Teachers with less than three years of experience will participate in TUSD's Induction/Mentoring Program to receive ongoing support, mentoring, and guidance. In addition, first-year teachers serving in schools where student achievement is below the TUSD average may receive additional support.

### II. IDENTIFICATION PROCESS

All teachers with less than three years of experience are identified to participate in TUSD's Induction/Mentoring Program. The list of participating teachers is then cross-referenced with a list of struggling sites and beginning teachers at those sites may be identified for additional support.

### III. SUPPORT PLAN

#### Support for all First-Year Teachers:

Under the TUSD Induction/Mentoring Program, all first-year teachers are assigned a full-time release mentor that mentors them throughout their first year. First Year Teachers are expected to develop and follow a plan of action, which includes creating a schedule with specific times for observation cycles, feedback, weekly collaboration, creating individualized learning plans, analyzing student work and lesson analysis via video recording.

#### Support for Identified First-Year Teachers at Struggling Sites:

First Year Teachers at Struggling Sites may be provided:

- additional scheduled time with mentor for implementing their action plans, and
- additional PD targeted toward the specific challenges they face at their respective sites (this is embedded into the mentoring process)

The table below outlines expectations under the TUSD Induction/Mentoring Program and for teachers receiving additional support. **The underlined bolded items show how the additional support will differ from the TUSD Induction/Mentoring Program**

TUSD Induction/Mentoring Program & Control Group	Pilot Plan for first-year teachers (Subject group)
Attend 4-Day Induction Orientation	Attend 4-Day Induction Orientation
Collaborate during weekly uninterrupted <b>sessions</b> with mentor. Minimum 90-minutes with the <b>expectation</b> of 2-hours/week.	Collaborate during weekly uninterrupted sessions with mentor. <b><u>Minimum expectation of 3-hours /week.</u></b>
Complete "Class Profile"	Complete "Class Profile" and <b><u>update quarterly</u></b>
Complete an Individual Learning Plan	Complete and Individual Learning Plan
Complete up to three-cycles of "Analyzing Student Work"	<b><u>Complete three</u></b> -cycles of "Analyzing Student Work"
Complete one <b>video</b> recording of a lesson and debrief with mentor	Complete <b><u>two</u></b> video recording of a lesson and debrief with mentor
Teachers new to the profession (first-year teacher) attend and complete the following seminars: <ul style="list-style-type: none"> <li>• Classroom management</li> <li>• Routines and Procedures</li> </ul>	Teachers new to the profession (first-year teacher) attend and complete the following seminars: <ul style="list-style-type: none"> <li>• Classroom management</li> <li>• Routines and Procedures</li> </ul>
	<b><u>Complete two classroom visitations of exemplar teachers:</u></b> <ul style="list-style-type: none"> <li>• <b><u>One at the school</u></b></li> <li>• <b><u>One at a school who is performing above the District average with similar demographics</u></b></li> </ul>
Complete survey at end of the year	Complete survey at end of the year.

# APPENDIX D

## APPENDIX D

### SAMPLE LANGUAGE “OFFERS OF EMPLOYMENT”

[This is not adopted language, but will be researched and, potentially, developed for use in TUSD recruiting]

TUSD will begin piloting the practice of extending “Offers of Employment” to candidates in critical needs and hard-to-fill areas, as well as to other prospects identified as outstanding candidates for employment in any academic area who is being recruited by TUSD or who are seeking employment with TUSD. An Offer of Employment, once signed by the prospect and the recruiter, constitutes an official agreement that the prospect will be employed by TUSD for the current or forthcoming year (conditioned on background checks, Governing Board approval, and other requisite qualifications being met). The Contract for Employment is issued following official Board action on the recommendation for employment as submitted by the Superintendent.

The Offers of Employment can be given:

- To successful candidates as identified at on-campus recruitment fairs,
- To interns at any time during their internship experience,
- To walk-in candidates who are identified as a severe critical area need or a critical area need and
- To any outstanding candidate referred to Human Resources from any outside source.

This is an excellent recruitment tool for use during on-campus recruitment fairs due to intense efforts from all districts to recruit the best candidates in attendance. The Offer of Employment is also an effective tool to contract out-of-district or out-of state career teachers who want assurance of employment for the current or forthcoming school year.

The Offers of Employment process has been modified this year to allow the issuance of the nomination to any critical area need teacher by:

- Any school principal or assistant principal,
- Any Executive Director or Director,
- Any Recruitment Team Member and
- Any administrator within the Department of Human Resources.

# APPENDIX E

## APPENDIX E

### NON-MONETARY INCENTIVES AND OPPORTUNITIES

Note: some of the incentives and opportunities described below are in place; others are in the research and development phase. While it is TUSD's intention to fully develop the strategies below, all or some of them may not prove prudent, economically viable, or otherwise feasible.

#### **Family Support**

TUSD recognizes that its recruitment efforts must include clear communication about the benefits not only to prospective employees, but to their families and children as well. Towards that goal, the following incentives and opportunities will be emphasized during recruitment efforts.

- *Preschool for Children of TUSD Employees*

TUSD is currently researching and developing ways to join with other governmental organizations (such as the City of Tucson) to provide preschool opportunities for employees and their children. TUSD will seek to reduce or eliminate childcare costs for some of its employees, and improve the level of early childhood development, as a means to recruit and retain quality staff – particularly in areas that have been traditionally hard-to-fill, and for groups that have traditionally been hard to recruit and retain.

- *School placement priority for children of TUSD employees*

TUSD is currently researching and developing ways to provide placement preference for children of TUSD employees to attend the same school where the employee works. This may include offering, as an incentive, priority placement for the children of recruits who are recruited after the priority placement period (generally held in early winter)

- *Free Transportation to all TUSD magnet schools and, in some cases, to other TUSD schools*

Prospective employees will be notified of transportation options that may be available to their current (or future) children.

- *Family Engagement and Support (Parent University, Family Information Nights, Family Centers, etc.)*

Prospective employees will be notified of family engagement and support available throughout TUSD, including family centers and other opportunities.

### **Professional Development and Support**

TUSD recognizes that its recruitment efforts must include clear communication about non-financial incentives, opportunities, and supports to prospective employees. Towards that goal, the following opportunities will be emphasized during recruitment efforts.

#### **Individual Support and Development**

- *“Connection Contact”*

Through local civic organizations, TUSD will seek to match new recruits with a “contact person” who will welcome the recruit, show them around the city, and connect them with social and/or religious organizations that may be of interest to the recruit

- *Relocation Assistance*

TUSD is working with the U of A to develop methods for providing a short-term residence for new out-of-state recruits as they transition to Tucson to allow them time to find a permanent apartment or home.

#### **Professional Support and Development**

- *New-Hire Orientation*

- *First-Year Teacher Support Program*

- *Teacher Mentor Program (3-year mentor program for all new teachers)*

- *Professional Learning Communities*

- *Targeted Teacher Support*

- *Lay-off Protection (Hard to Fill Positions and/or certain USP-specified positions)*

#### **Professional Growth**

- *Leadership Prep Academy*

- *Certification Support*

- *Make the Move Program:*

The plan includes free preparation courses to provide test preparation for teachers interested in obtaining exceptional education certification. The program also incentivizes TUSD General Education teachers to work towards becoming Special Education Teachers through two methods: (1) a hard-to-staff, one-time signing stipend of \$7,500, and (2) tuition reimbursement (not to exceed \$5,000 per individual per lifetime). The stipend is paid out to full-time employees only, and only in one-third increments, during the first paycheck of the subsequent school year, provided that the employee remains employed with TUSD in the identified capacity. This will not apply to employees who have worked for TUSD within the past five years from the date the position is posted.

# APPENDIX F

## APPENDIX F

### Prospective Administrative Leaders Plan

#### I. OVERVIEW

The purpose of the plan is to identify and develop prospective administrative leaders, specifically designed to increase the number of African American and Latino principals, assistant principals, and District Office administrators. The Plan includes three main sections: (III) Identification; (IV) Development of Prospective Leaders – Leadership Prep Academy; and (V) Methods for Growing Our Own.

#### III. IDENTIFICATION OF PROSPECTIVE LEADERS

TUSD will identify prospective administrative leaders in the following ways (the focus of identification will fluctuate annually based on the needs of the District):

**Recommendations:** Current leadership<sup>1</sup> will discuss the opportunities presented in the plan, outline the criteria and requirements, and solicit recommendations for qualified applicants, with a specific focus on African American and Latino candidates.

**Recruitment:** Through the District recruiter, in implementing the Recruitment Plan, TUSD will share the attractive opportunities within this plan (e.g. Leadership Prep Academy and Grow Our Own methods) with prospective new hires and encourage them to apply to work for TUSD, but also to apply to participate in these opportunities.

**Direct Outreach:** The primary opportunities described in this plan (e.g. Leadership Prep Academy and Grow Our Own methods) will be described in communications to prospective African American and Latino staff with instructions on the application processes, and encouraging them to apply. In addition, current leaders will be encouraged to speak directly with prospective participants to encourage participation. (note: there is no application process for SY 2013-14; the application process will be used in future years).

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<sup>1</sup> Leadership includes: Superintendent's Leadership Team (SLT), Business Leadership Team (BLT), and Instructional Leadership Team (ILT).

#### **IV. DEVELOPMENT OF PROSPECTIVE LEADERS – LEADERSHIP PREP ACADEMY**

**Mission:** TUSD Leadership Prep Academy (LPA) is a formal program designed to develop and prepare the leadership capacity of prospective site leaders and District Office administrators.

Participants will:

- Accelerate their professional growth
- Understand systems and processes
- Increase their knowledge of Adult Learning Theory
- Cultivate a culture of learning for all
- Increase student learning and achievement
- Advocate for equity for all students
- Cultivate and maintain a supportive and inclusive learning environment for all
- Develop into Instructional Leaders who value collaboration and life-long learning

We believe that:

- Principals are responsible for their students' learning
- Principals ensure equity for all students
- High quality teaching comes from support to teachers
- Reflection is a key element in the teaching/learning cycle
- Instructional and District Office leaders support positive school reform

#### **Current Protocol:**

Acceptance into Leadership Prep Academy is through an identification and selection process. The Leadership Prep Academy is offered on an annual basis. Leadership Prep Academy information is provided to District and Site level administrators to identify prospective candidates who exhibit leadership skills and qualities.

#### **Objectives of Leadership Prep Academy**

The participants will be able to:

- Develop a site plan based in data to drive decisions and aligns all resources (human capital and budget) to identified goal – increase in student achievement
- Analyze and compare leadership approaches to assist in site plan implementation immediate leadership decisions for their position based upon TUSD protocols and procedures
- Understand and utilize the resources available through the various TUSD departments to assist them in achieving site goals
- Develop relationships with key personnel within the various departments
- Conduct a needs survey to identify issues within their department/site and identify an appropriate strategy for addressing the issue
- Articulate the district/site/department goals through a variety of mediums or to a variety of audiences
- Develop a Professional Development calendar for department/site that supports and impacts instruction and achievement
- Understand and analyze the Unitary Status Plan and be able to articulate the impact on District policies, procedures and functions
- Review new evaluation system and ask clarifying questions pertaining to it

### **Expectations:**

- Attend every Leadership Prep Session (7 sessions)
- Write a reflective summary of each of the following (guiding questions for each assignment will be provided)
  - Attend one TUSD Governing Board Meeting
  - Shadow a site/district leader
  - Participate in a school walk-through
- Create a Professional Development calendar for one semester

Release time is provided to the participant to shadow an administrator and to participate in a school walk-through.

### **Recommendations**

In addition to current protocol, we are recommending the following changes for school year 2013-2014:

- Employ targeted recruitment efforts by sending the Leadership Prep Academy information directly to African American and Latino employees on the list.
- Increase the number of release days from two to four. This will allow participants to gather differing perspectives by:
  - Shadowing two site level administrators at different site levels (Elementary and Middle School; High School and K-8...)
  - Participate in two walk-through at different site levels

### **Evaluation of Program**

The effectiveness of the program will be evaluated by three measures:

- End of the program evaluation
- Positions of increased leadership responsibility obtained by participants
- Increase in the number of African American and Latino site- and/or District- level administrators  
\*this is dependent on the availability of leadership positions

### **Syllabus Option (Proposed for SY 2013-14)**

#### Session 1: December 4, 2013

Expectations of an Aspiring Leader

Taking stock: 3 questions:

What did we do that made a difference for our learners?

What did we do that work but could be improved?

What didn't make the previous two lists?

Understanding Systems: TUSD's ILT and BLT Models

School Plan Rubric

#### Session 2: December 18, 2013

Site Plans: Assessing Site Plans, Alignment to the 3 questions, Communication to stakeholders

Data Dig: District level, Site level, Classroom level, Student level

Session 3: January 8, 2014

Aligning Human Capital Resources  
Recruitment/Retention  
Highly Qualified  
Hiring Process

Session 4: January 22, 2014

Aligning Financial Resources  
Finance  
Entitlements  
Supplemental v. Supplanting  
Desegregation/Unitary Status Plan

Session 5: February 5, 2014

Unitary Status Plan  
Inclusive Environments  
Employee Relations  
Policies and Bargaining Agreements  
Discipline v Performance (staff)

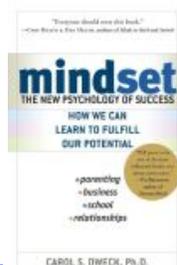
Session 6: February 26, 2014

Performance Management  
Professional Relationships  
Setting Expectations

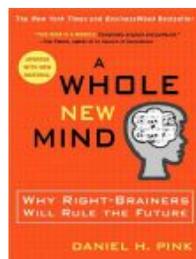
Session 7: March 12, 2014

Mock Interviews

**LPA Resources**



[Mindset: The New Psychology of Success by Carol Dweck](#)



[A Whole New Mind: Why Right Brainers Will Rule the Future](#)

## V. PROPOSED METHODS FOR “GROWING OUR OWN”

### **Collaboration with the University of Arizona**

TUSD staff has had initial meetings with representatives of the University of Arizona’s College of Education to explore a proposal to provide a TUSD-specific set of coursework towards obtaining an administrative certificate in the State of Arizona. The proposal includes the possibility of financial support to enable current employees with leadership potential to enroll in the courses and, ultimately, to receive the required certifications needed for such promotions. The TUSD-specific courses would focus on the standard coursework, but would infuse TUSD- and USP-related issues such as Supportive and Inclusive Learning (CRP), USP fundamentals and theory, faculty and staff diversity, etc. The program may also include class projects that would be based in TUSD schools, and may span an entire school year. African-American and Latino potential leaders who do not have the credentials to move directly into leadership positions would be encouraged to apply for the program as they continue to work at TUSD and as they complete the LPA. Participants will be formally recognized and provided with a certificate of completion to document the additional training and professional development received over the year.

### **Invitation and Participation at TUSD Instructional Leadership Academy (ILA)**

On a weekly basis, site- and District- level leaders meet with the Deputy Superintendents for ongoing professional development, collaborative learning, and opportunities for interactive learning that is based on fundamental District principles. Current ILA participants will be encouraged on a routine basis to encourage prospective leaders (specifically African American and Latino staff members) to shadow them at an ILA meeting, meet other District leaders, and gain insight into how the primary work of the District occurs.

### **Mentoring/Shadowing Program**

The District Recruiter will facilitate a Mentoring/Shadowing Program to identify prospective leaders (specifically African American and Latino staff members), pair them with a mentor for a year, and monitor mentoring and shadowing activities to ensure interaction.

The District Recruiter will be responsible for providing mentoring training to include specific issues (aligned to Superintendent and Administrator Certification domains) that mentors will be expected to address with their mentees throughout the year.

Mentors will be expected to meet in-person with mentees at least twice a month, to have their mentee shadow them for a day on at least a quarterly basis, and have other formal or informal meetings in-person or by phone. In total, each mentor will be expected to have contact with their mentee (in-person, shadowing, phone call, etc.) at least five times per month. On an annual basis, the mentors and mentees will complete a survey about the experience, and the program will be evaluated for improvements for the upcoming year. Participants will be formally recognized and provided with a certificate of completion to document the additional training and professional development received over the year.