2017-2018 Department of Human Resources

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Lexington School District Two Recruitment Plan

Reference Objective: District Strategic Plan

Performance Goal No. 7: By 2022…

A. Classes taught by properly certified teachers will be 100%
B. The percentage of teachers leaving
   1. the district for a teaching position at another SC district will be 3% or less
   2. the district for a teaching position out of state will be 2% or less
   3. the profession for reasons other than retirement will be 5% or less
C. The percentage of administrators leaving
   1. the district to take a position at another SC district will be less than 3%
   2. the profession for reasons other than retirement will be less than 1%

Strategy No. 2: Establish strategies to recruit and develop a global and diverse staff population

1. Include sub-group university and colleges in the annual campaign for recruitment for the specific purpose of reaching out to sub-group, global members or our population and community.

2. Assess, collect, analyze, and evaluate annual retention and attrition data for trends.

Recruiting

Objective: To recruit the most effective and qualified professionals for the classroom and the district

This initiative includes a diversity recruitment campaign where we will recruit with a focus on all minority populations. (e.g., African American, Hispanic, males and any/all other underrepresented group) for teachers and administrators.

Approximately 12% of the teachers hired for the 2017-2018 school year are male. This is down from approximately 20% last year. The percentage of minority teachers hired decreased from 17% last year to 13% this year. According to the South Carolina Department of Education, 18.8% of the state's 2014-15 public school teachers were identified as male and 17.2% as a non-white race. (CERRA Supply and Demand Report January 2017).

Teacher Shortage

The gap between teacher supply and teacher demand continues to widen. More teachers are leaving, causing more vacancies and more new hires to fill those positions. This cycle negatively impacts our state in numerous ways. If teachers are constantly leaving their positions, regardless of the reason, districts will be forced to continually use dwindling resources (time and money) to ensure that every vacancy is filled with an appropriately prepared and inducted teacher.

Additionally, teacher morale and instructional consistency are impacted when there is little or no stability among school personnel. Students also are affected as they often form relationships with teachers that are crucial to their academic and personal growth.

Key Data from CERRA's Supply and Demand Reports
2014-15 to 2016-17

School year	Number of certified teachers who did not return to their same teaching position	Number of certified teachers who did not return to any teaching position*	Number of graduates who completed a SC teacher education program (data obtained from CHE)*	Number of certified teachers who did not return to their same position after five or fewer years teaching	Number of certified teachers who did not return to their same position after one year or less of teaching	Number of certified teachers who did not return to any teaching position* after one year or less of teaching
2014-2015	5,277.7	4,108.1	2,219 (2013-14)	1,796.5	667.7	529.7
2015-2016	5,352.2	4,074.3	1,954 (2014-15)	2,087.4	748.5	579.6
2016-2017	6,482.2	4,842.1	1,898 (2015-16)	2,465.4	777.8	616.2

*Refers to teaching positions in any SC public school district.
*Includes students who graduated with a Bachelor's degree eligible for teacher certification.

Note: Full reports can be accessed at https://www.cerra.org/supply-and-demand.html.

The growing number of teachers leaving their schools and districts is a major concern in South Carolina. This number continues to rise each year, as does the percentage of teachers leaving early in their careers. More than 5,300 teachers did not return to their teaching positions this year. This total includes approximately 1,280 FTEs held by teachers who went to teach in another district or special school in the state and a little more than 1,060 who retired from the profession. Departures are problematic on their own, but this issue is exacerbated when compared to the number of graduates eligible for teacher certification. Over the last five years, on average, 2,180 graduates completed a South Carolina teacher education program. Adding to this dilemma is the escalating number of teachers who leave their positions so early into their careers. Of the teachers who did not return at the beginning of the 2015-16 school year, 39% left in the first five years and 14% left after just one year or less in the classroom. This occurrence has, unfortunately, become a trend as these figures rose from 34% and 13% last year and grew even more from two years ago. (CERRA Supply and Demand Report January 2017).

M.O.D.E.L. ©

Maximizing **O**ptimal **D**evelopment for the **E**ducational **L**eader is the foundation for our Recruiting Program. This research-based integrated system allows us to address three crucial components for preparing our organization forward into a global working environment. This compliments our vision, which is to **Recruit, Retain, and Develop** the **best** employees. A visual representation of the components of M.O.D.E.L.© displaying the interconnectedness within our organization and purpose is found on page eight (Appendix A).

HRIS (Human Resource Integrated System)

Web-based onboarding: recruiting and hiring
Our web-based platform affords far reaching options for recruiting with flexibility for the applicant and administrator. The virtual option allows the district to consider candidates without leaving the building. Overall, operating with fewer restrictions and web-based tools such as research-based assessments have allowed Lexington School District Two to reach farther to attract and efficiently retain a more qualified candidate.

Memorandums of Understanding

Through our traditional schools of higher learning, we accept placements for practicum experiences and the directed student teaching requirement (internship).

Memorandums of Understanding have been established with the following Colleges/Universities:

Traditional Schools of Higher Education
University of South Carolina
Columbia College
Columbia International University
South Carolina State University
Newberry College
Claflin University
Coker College
Anderson University
Midlands Technical College

Online Schools of Higher Education
Grand Canyon University
University of Phoenix
Walden University
Western Governors College
Angelo State University

Anticipated Recruiting Events 2017-2018

Lexington School District Two Annual Teacher Recruitment Fair

South Carolina Black Educators Conference SCABSE

University of South Carolina

Clemson University

Winthrop University

College of Charleston

Augusta University

South Carolina State University

Claflin University

Benedict College

Coastal Carolina University

CERRA Teacher Expo

South Carolina Association of Independent Colleges and Universities (includes 20 colleges and universities) that encompass five Historically Black Colleges and Universities (HBCU). Includes: Lander University, Erskine College, Benedict College, Presbyterian College, Newberry College, Charleston Southern University, Allen University, Anderson University, Claflin University, Coker College, Columbia College, Columbia International University, Converse College, Furman University, Limestone College, Morris College, North Greenville University, Southern Wesleyan University, Spartanburg Methodist College, Voorhees College, and Wofford College.

Additional Sources and Platforms for Recruitment

Center for Recruitment, Retention, and Advancement (CERRA)
K12Jobspot
SCASA for online administrative vacancies
Diversity in Ed

Diversity Publications

These magazines are distributed to all HBCU'S (Historically Black Colleges and Universities and HACU's (Hispanic Association of Colleges and Universities) nationwide.

1) National Minority Update
2) Diversity in Ed Magazine (Formerly Teacher of Color Magazine)

National Minority Update

A Quarterly Employment and Educational Resource — Fall Issue 2016

Opportunity Across America: Connecting America's Classrooms To The Future

The U.S. Department of Education announced new resources to support science, technology, engineering and math (STEM) teacher leadership and to build on work by local districts and states to improve teaching and student learning outcomes through the effective use of technology in the classroom.

"All students deserve a high-quality education, complete with access to digital learning, which prepares them to succeed in our 21st century, knowledge-based economy," said U.S. Secretary of Education John B. King Jr. "And supporting teacher leadership is critical to improving education for all of our nation's students, particularly those students who are often underserved and underrepresented."

King highlighted the announcements during his "Opportunity Across America" back-to-school bus tour stop in Bristol and will do so in Chattanooga, Tennessee.

When President Obama entered office in 2009, he had a comprehensive vision for improving our education system to advance our children's opportunities and success. Preparing students for college and 21st century careers by enhancing technology and improving and supporting STEM education in our nation's schools are among the Administration's priorities to building a world-class education.

In our rapidly changing, increasingly connected world, technology is a powerful tool not only to enhance but also to transform teaching and learning. Technology can provide opportunities for educators to collaborate and share best practices as well as to personalize learning to meet students' unique needs and interests, including students who may be disadvantaged or geographically isolated.

For the Future of a Diverse America

"All students deserve a high-quality education..."

Supporting STEM Leadership and Education

Preparing students with 21st century skills includes access to a high-quality STEM education. To support those efforts, the Department today announced a new website—Building STEM Teacher Leadership—to provide educators, administrators, state officials and their partners with practical information

Employment Opportunities

Cartersville School System
A Tradition of Excellence
"Making it Personal"
Visit us online
www.cartersville.k12.ga.us
Cartersville City Schools
P.O. Box 3310
Cartersville, Georgia 30120
An Equal Opportunity Employer

LAKE STEVENS School District
LAKE STEVENS SCHOOL DISTRICT
Lake Stevens, WA
Nestled near the foothills of the Cascade Mountains and close to Puget Sound, Lake Stevens School District, 10 schools, grades preschool – 12. AA/EOE, offers:
- Competitive salary and benefits
- Professional growth opportunities
- Strong academic, student-centered focus

Visit us at
www.lkstevens.wednet.edu

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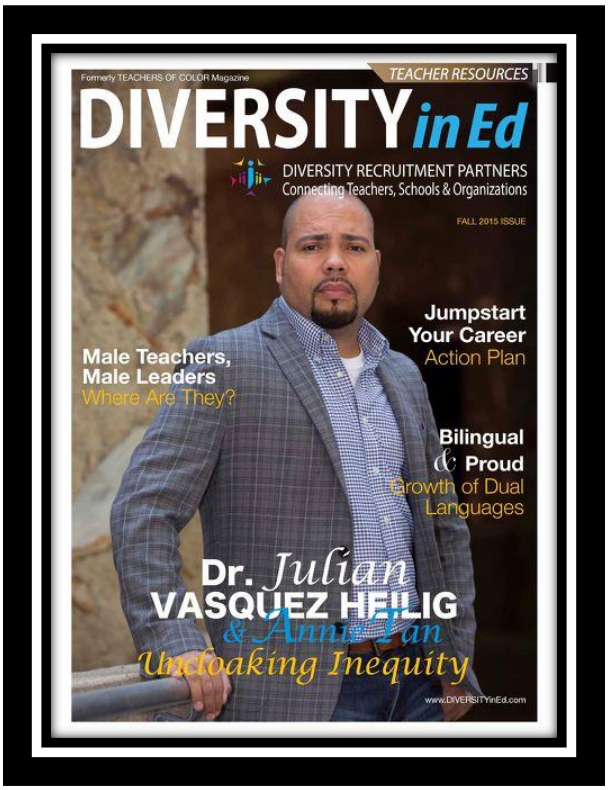


National Minority Update **Diversity**

Billboard Campaign

December 2017 – June 2018

For the 2018-2019 recruiting season, Lexington School District Two will have various digital billboards throughout Lexington and Richland County. These billboards will have advertise the Lexington Two Teacher Recruitment Fair on February 3 2018 as well as the $2500.00 signing bonus.

LEX2
www.lex2.org
TEACHER RECRUITMENT FAIR
February 3
Register Today

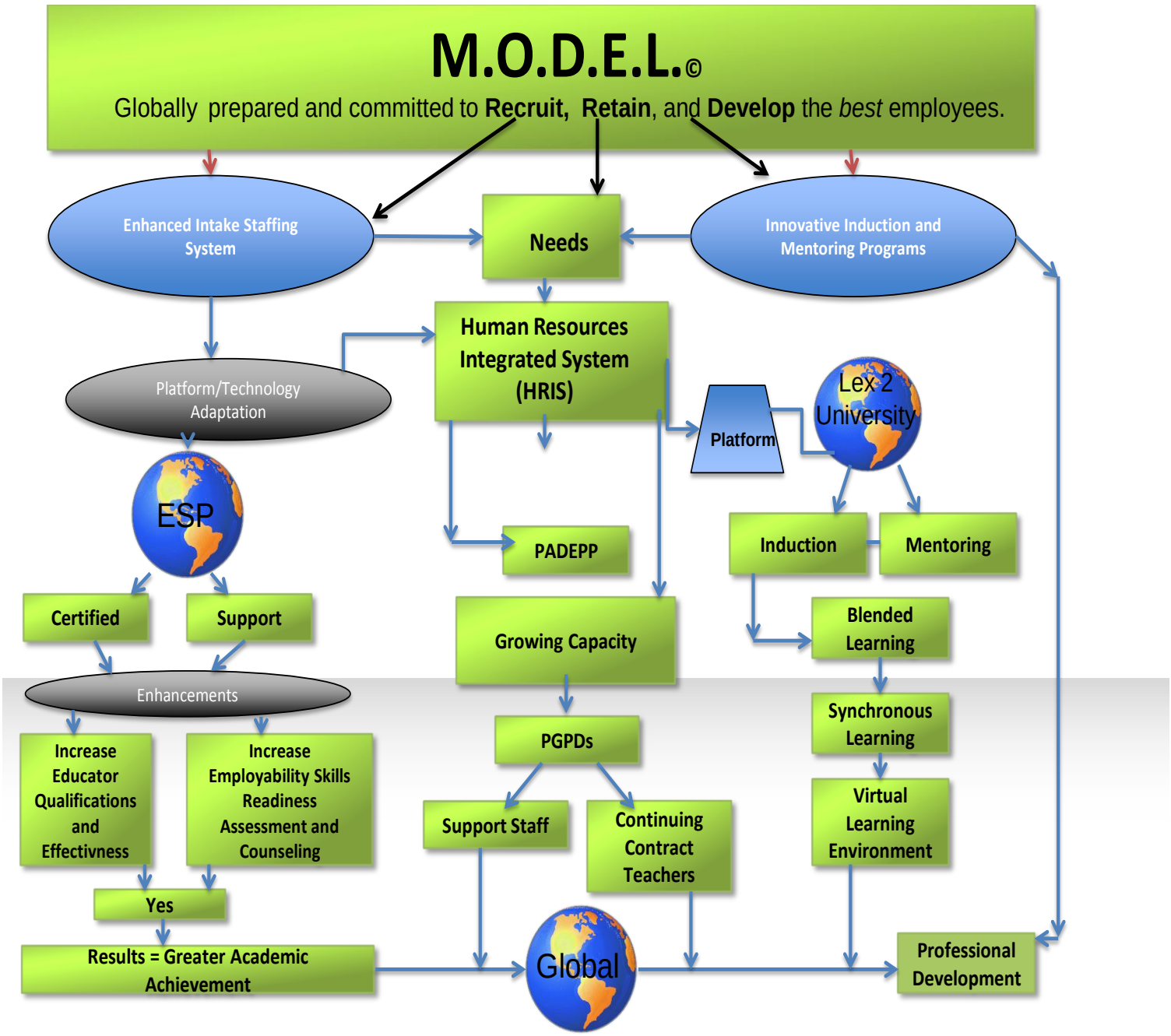
LEX2
www.lex2.org
$2,500 TEACHER SIGNING BONUS*
*See website for details

Congratulations
2017 USC GRADUATES!
NOW HIRING TEACHERS
LEX2
www.lex2.org

Tentative Recruiting Schedule 2017-2018

November 6, 2017	**SC State Fall 2017 Career Fair "Speech Pathways to Success"**
January 12-14, 2018	**South Carolina Alliance Black School Educators**
January 25, 2018	**Clemson University Education Career Fair**
January 30, 2018	**Lexington Two Student Teacher Appreciation Reception**
February 3, 2018	**Lexington School District Two Teacher Recruitment Fair**
February 13, 2018	**CHEC Career Expo (South Carolina State/Claflin College)**
February 16, 2018	**Benedict College Annual Career Fair**
February 15-17, 2018	**SCSHA (SC Speech-Language-Hearing Assoc.) Convention**
February 20, 2018	**University of South Carolina Education Recruitment Day**
February 21, 2018	**Winthrop University Education Career Fair**
February 22, 2018	**GROW Symposium (Newberry)**
February 22, 2018	**Augusta University Educator Expo**
February 26, 2018	**Anderson University**
March 2-4, 2018	**South Carolina Middle Level Association Annual Conference**
March 7, 2018	**Coastal Carolina University Education Career Fair**
March 23, 2018	**UNC Charlotte Education Career Fair**
March 28, 2018	**Pittsburg Education Recruitment Consortium**
April 9, 2018	**Kent State Teacher Recruitment Fair – Kent, OH**
April 10, 2018	**Northeastern Ohio Teacher Education Day – Akron, OH**
April 20, 2018	**College of Charleston Teacher Recruitment Fair**
May 18, 2018	**Teacher Expo (CERRA)**

Appendix A: MODEL©



Appendix B: EEO Data for All Applicants (certified and non-certified)

(June 1, 2016 - September 1, 2017)

All Applicants (1479 applicants)

Gender		
Did Not Respond	88	5.90%
Female	1020	69%
Male	371	25.10%
Race/Ethnicity		
American Indian or Alaska Native	3	0.20%
Asian or Pacific Islander	10	0.70%
Black/African-American	322	21.80%
Did Not Respond	108	7.30%
Race:Hispanic	32	2.20%
Two or more races	27	1.80%
White	977	66.10%

Note: Diversity/Inclusion Recruitment

HRIS allows us to track our applicant pool and monitor the number of *minority* applicants. The district identifies colleges and schools of higher learning with high *minority* populations and includes these schools in the annual recruitment plan.

Appendix C: EEO Data for All Certified Applicants (Regular Ed. Special Ed, and CATE)

(June 1, 2016 - September 1, 2017)

All Certified Applicants (1077 applicants)

Gender		
Did Not Respond	61	5.66%
Female	793	74%
Male	223	20.71%
Race/Ethnicity		
American Indian or Alaska Native	2	0.19%
Asian or Pacific Islander	9	0.84%
Black/African-American	210	19.50%
Did Not Respond	72	6.69%
Race:Hispanic	75	6.96%
Two or more races	21	1.95%
White	738	68.52%

Appendix D: EEO Data for Regular Ed. And Special Ed. Teachers

(June 1, 2016 - September 1, 2017)

Teacher - Regular Ed. (826 applicants)

Gender		
Did Not Respond	44	5.30%
Female	602	72.90%
Male	180	21.80%
Race/Ethnicity		
American Indian or Alaska Native	2	0.20%
Asian or Pacific Islander	4	0.50%
Black/African-American	141	17.10%
Did Not Respond	57	6.90%
Race:Hispanic	22	2.70%
Two or more races	14	1.70%
White	586	70.90%

Teacher - Special Ed. (163 applicants)

Gender		
Did Not Respond	12	7.40%
Female	130	79.80%
Male	21	12.90%
Race/Ethnicity		
Asian or Pacific Islander	4	2.50%
Black/African-American	36	22.10%
Did Not Respond	9	5.50%
Race:Hispanic	1	0.60%
Two or more races	7	4.30%
White	106	65%

Appendix E: EEO Data for CATE Teachers and Administration

(June 1, 2016 - September 1, 2017)

Teacher - CATE (88 applicants)

Gender		
Did Not Respond	5	5.70%
Female	61	69.30%
Male	22	25%
Race/Ethnicity		
Asian or Pacific Islander	1	1.10%
Black/African-American	33	37.50%
Did Not Respond	6	6.80%
Race:Hispanic	2	2.30%
White	46	52.30%

Administration (314 applicants)

Gender		
Did Not Respond	31	9.90%
Female	186	59.20%
Male	97	30.90%
Race/Ethnicity		
Asian or Pacific Islander	1	0.30%
Black/African-American	103	32.80%
Did Not Respond	41	13.10%
Race:Hispanic	6	1.90%
Two or more races	3	1%
White	160	51%