***2.5 Talent Management***

***a. Recruitment and Staffing:*** *(i) Discuss the rationale for the proposed staffing numbers and structure outlined in the attached five-year school staffing model and organizational chart and cite teacher-student ratios for each type of teaching position. Describe the roles and responsibilities of each of the instructional and non-instructional positions listed in the attached school-level organizational chart. These descriptions should align with the attached job descriptions. (ii) Describe your Design Team’s strategy, process, and timeline for recruiting and hiring the proposed school’s teaching staff. Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support your school design. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines. (iii) Discuss the proposed salary ranges and benefits (including pensions) listed in the attached budget and explain any financial incentives or rewards that may be included in the compensation system. Explain how the salary and benefit plans will enable the school to compete with other schools to attract and retain high-quality staff.*

*• Attach a school staffing model that lists all instructional and non-instructional staff positions over the school’s first five years of operation that clearly reflects the school’s proposed growth strategy. (Note: Please see p. 21 of the Answer Manual for a sample School Staffing Chart.)*

*• Attach a school-level organizational chart that presents the lines of authority and reporting within the school and clearly delineates the roles and responsibilities of staff members over the school’s first five years of operation.*

*• Attach comprehensive job descriptions for all instructional and non-instructional positions listed in the staffing plan.*

*• Attach resumes for any identified candidates not serving on the Design Team; all resumes should be clearly labeled with the positions in which these candidates are proposed to serve.*

**STAFFING STRUCTURE**

The staffing structure at Evelyn Ann Charter Institute is designed with multiple goals in mind. First, there must be adequate staff to provide critical relationships between adults and students. Second the model must value the expertise and experience of master teachers both in role and compensation. Master teachers must be able to mentor newer teachers via co-teaching. Finally, the model must be financially sustainable on public funds at capacity.

Per the question, we have included teacher to student ratios. However, it is important to note that we believe developing the right structures and routines to support differentiation is far more relevant to personalization than overall ratios. We believe min-lessons and direct instruction on specific skills should happen in intimate groups where each student receives very personalized support and feedback. Advisories also need to be small enough for the teacher to develop close relationships with both students and families. Facilitation of things like on-line intervention programs can occur in larger groups.

**Staffing at steady state**

**Leadership** – EACI’s school will have a principal, Dean, and a curriculum coordinator

**Teachers and Assistants** – Our staffing plan allows most teachers to teach only one course at a time. This is important since teachers are creating most of their content and need to be able to focus on a single course. Teachers see all students in a grade level thus ensuring consistent expectations for all students. At steady state, we will have 60 teachers serving 1200 students resulting in a ratio of 1 teacher for every 25 students (including special education teachers). In addition, steady state budgets for 25n teacher assistants – thus dramatically lowering the adult to student ratio in the classroom to be 1 to 18. Differentiated roles and co-teaching allow for increased flexibility and more personalization. Teachers assistants provide support in pods, pull small groups for mini-lessons and support on-line intervention programs.

**Front Office** – At steady state, each school has a tech coordinator, office manager and clerk. The intent is to keep this team lean but to be very responsive to the needs of parents and families.

**Security and custodians** - Each school has two security guards and two custodians. The security team manages arrival and dismissal and is present throughout the day. The custodial staff is lean but sufficient for our facility size.

**Student support staff** – Each school has one college counselor and one social worker. The college counselor must provide tools and information for teachers that will ultimately have the deepest relationship students in support of the college application process. The social worker leads the student support team that tracks the status of individual students performance and the results of any interventions as well as working directly with students.

**Staffing during enrollment growth**

We believe in staffing heavily during year one, both by number of adults and by experience level. For example, our school will open with 15 teachers (including SPED) for 300 students

**RECRUITMENT**

The EACI model is built upon the expertise of master teachers. These are teachers with deep subject-matter expertise, a record of driving student outcomes, leadership among their colleagues, and at least five years of teaching experience.

Beyond their classroom duties, master teachers will also be responsible for coaching other EACI teaching staff and conducting and facilitating staff professional development. Moreover, especially as EACI grows and expands during its foundational years, master teachers will be integrally involved in refining and evolving its model and curriculum. To identify and recruit master teachers, EACI will rely on its deep relationships with prestigious, reputable education organizations including those listed in the table below.

|  |  |
| --- | --- |
| **Organization** | **Relationship Owner** |
| **Apple Distinguished Educators** | TBA |
| **Facing History and Ourselves** | Sharon Crowe |
| **Golden Apple** | Hemal Patel |
| **IIT** | Sharon Crowe |
| **National Council for Teachers of English** | Ms. Brassell |
| **National Council for Teachers of Mathematics** | Ms. Brassell |
| **National Science Foundation** | Hemal Patel |
| **National Board for Professional Teaching Standards** | Ms. Brassell |
| **University Teacher Education Program (UTEP)** | Sharon Crowe |
|  |  |
| **Teach For America alumni (TFA)** | Ms. Brassell |

For teaching positions outside of master teachers, EACI will hire a mix of new and experienced teachers. These will be recruited via the organizations mentioned above, referrals from colleagues, traditional job fairs, and targeted universities.

Given our model, EACI believes that these positions are well suited not only for traditionally trained teachers but also for professionals who are changing their careers to become teachers. It is likely these individuals have deep content knowledge, familiarity with technology and a broader set of experiences from which to draw. We expect to attract these types of teachers by building relationships with Chicago’s alternative certification programs, including Chicago Teaching Fellows, NUTEACH and Teach for America. When EACI grows to need subjects such as Chemistry, Physics and Calculus, we will also seek practicing seasoned professionals in the field either to be teachers on a part-time basis, similar to adjunct professors at universities, or to switch careers and become full-time teachers.

Additionally, in the fall of each year, EACI will host a 21st century teacher’s event to attract innovative teachers. Fab Labs will be daylong workshops for teachers to team up and design new learning experiences that can be implemented in their schools. EACI’s goal is two-fold: to surface innovative ideas that can be employed and refined at EACI, and to attract and cultivate relationships with innovative teachers who are excited about a more personalized approach to learning.

Our general recruitment plan is outlined in the table below:

|  |  |
| --- | --- |
| **Month/Time Period** | **Action** |
| **October - November** | * Host a “21st Century teachers ” event to attract innovative teachers
 |
| **October - December** | * Cultivate relationships with teachers above
	+ Maintain communication on the status of our first year via blog and personal emails
	+ Host informal meetings and info sessions
 |
| **January** | * Launch full hiring process
	+ Post all jobs to career websites
	+ Attend career fairs at surrounding universities/colleges
	+ Schedule internal job fair, when applicable
* Formally reach out to education organizations listed above to identify new candidates
 |
| **January – May** | * Conduct full hiring process
 |
| **May** | * Target for all hiring to be complete for the following year
 |

**HIRING**

Because of our focus on master teachers who can train and coach other instructors, EACI will require all master teacher candidates to include a Teaching Portfolio as a part of the application process. Those applying to be master teachers will be expected to submit all components of the Portfolio. All other teaching positions will be asked to submit relevant portions.

|  |
| --- |
| **EACI Teaching Portfolio Requirements** |
| **Component** | **Notes** | **Required of…** |
| 1. **Resume**
 | * If resume includes components below, please denote clearly
 | All  |
| 1. **Demonstration of Track Record (Data)**
 | * EACI expects seasoned teachers to be able to submit data that will reflect their proven ability to drive student outcomes and success
* Ideally measured by MAP or EPAS gains
 | All except first-time teachers |
| 1. **Demonstration of School Leadership**
 | * To be considered for the master teacher position, EACI expects candidates to have served in leadership capacity at their current and previous schools
* This could be demonstrated via evidence of leadership on school committees, information on professional development sessions conducted, formal coaching roles, etc.
 | Master teacher candidates requiredReviewed for all candidates |
| 1. **Display of Technology Integration**
 | * EACI expects that master teachers are using technology in their existing classrooms
* Evidence could include a link to a teacher website, sample student work or on-line student product.
 | All  |
| 1. **Sample Teaching Unit**
 | * Candidates are asked to submit an outline of a sample unit that they have taught and include any related rubric
* Along with the unit outline, candidates are asked to submit two samples of student work (one at the beginning of the unit and one at the end), and turn in a written reflection on student mastery
 | All except first-time teachers |
| 1. **TeacherMatch Survey**
 | * All teachers will take the TeacherMatch Survey
* Results will be compared to teachers with outstanding student growth to predict teacher effectiveness
 | All |
| 1. **References**
 | * EACI will work with candidates to ensure confidentiality
* Candidates are asked to submit 2-3 references
* At least one of these references is required to be from a family of a student
 | All – except for family/student reference for first-time teachers |
| 1. **Essay**
 | * Candidates are asked to submit a brief essay describing what they see as the benefits and anticipated challenges with the EACI model
 | All  |

If candidates advance after review of their application, they will be invited to spend a day at the school. The first half of the interview will provide an opportunity to tour the school and observe existing EACI classrooms and culture. Because our model is different than traditional schools, this will give candidates an opportunity to evaluate their fit with our school model and culture. The second half of the process will consist of two different panel interviews. To ensure that students have a voice in key decisions at the school, the first panel will be made up of student leaders. The second will be an adult interview panel made up of the hiring committee. The panel will include the Curriculum Coordinator, Principal and Master Teachers. The CEO will participate on the hiring committee as time permits.

Until EACI is large enough to necessitate HR staff. Our general hiring process is outlined in the table below.

|  |
| --- |
| **EACI General Hiring Process** |
| **Step** | **Action** |
| 1. **Assess Need**
 | * Determine number of open staff positions
 |
| 1. **Position Analysis**
 | * Create/update job descriptions
* Create interview rubric / candidate evaluation tool for each open position
 |
| 1. **Source Candidates**
 | * Job site postings
* Job fairs
* External partner discussions (see section 1.5 for specific list of partners)
 |
| 1. **Initial Screen: Resume & Teaching Portfolio Review**
 | * Review resume and all relevant portions of teaching portfolio (detailed above)
 |
| 1. **Day at EACI & Panel Interview**
 | * Candidates will be asked to spend a day at EACI, which will include:
	+ Observations of EACI culture and classroom instruction to ensure candidates are comfortable and aligned with EACI’s model
	+ Student panel interview
	+ Adult panel interview
 |
| 1. **Roundtable**
 | * CEO and all hiring committee members meet to discuss rubric scores and give qualitative input
* Make decision to Hire / Reject
 |
| 1. **Notification**
 | * If rejecting, send notification letter
* If hiring, complete reference checks and send offer letters
 |
| 1. **Onboarding**
 | * Complete CPS requirements for background check / fingerprinting
* Complete orientation and all other onboarding paperwork/procedures
 |

We plan to source and interview teachers collectively across schools in our network. Master teachers will lead the process for their subject area with support from instructors and other staff members. The organization will set up a system, similar to a draft, to provide equity across schools when filling positions. The intention is to create a team of master teachers that work together across schools. Principals will be involved throughout the process and have the final recommendation to the CEO, but that recommendation will be based heavily on input from the master teachers.

**COMPENSATION**

We have developed the EACI compensation system after conducting extensive research into the Chicago charter school employment market and have pegged our salaries and benefits package to accomplish three goals:

* Attract, develop and retain the best teachers to build a pipeline of teacher leaders
* Reward overall performance and the success of the EACI model
* Develop a culture of appreciation and professionalism

To accomplish these goals we have:

* Pegged our starting salaries to be in line with or above other charter schools
* Established Master teacher salaries far above the charter norms to attract top teachers
* Created a teacher career path to motivate development and growth

Salary ranges:

* The salary range for master teachers is $80,000 to $100,000 with an average salary of $90,000.
* The salary range for teachers is $45,000 to $65,000 with an average salary of $55,000
* The salary for teacher aides average $30,000
* All other positions are pegged to exceed the 50% percentile for other charter schools

Benefit rates were established to align with the average benefits for other charter schools.