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Prepare & Recruit

Strengthen programs to prepare & recruit teachers and school leaders

At a time when employee shortages are common across many sectors, TPS is seeking to create and expand educator pipelines through the PROUD grant.

Year 1 Key Programs and Activities

Intervention Specialist Licensure Cohort

A third TPS cohort was launched in the fall of 2021 with 15 participants. Cohort members will graduate with a Masters degree and commit to teaching in a Special Education classroom at TPS for 5 years. The program objectives are to increase the percentage of special education classrooms with a licensed intervention specialist and to increase the diversity among our intervention specialists. While primary funding for the cohort was supplied through TPS Title funds, the TSL grant team handled marketing and communication, funding for books, and support for cohort members as they started coursework and began teaching in their own special education classroom. Some of the factors that contributed to the successful launch of this cohort include:

- Cohort III establishes a new partnership with Lourdes University, which provides greater flexibility in setting admission requirements.
- Improved marketing and communications resulted in a 71% increase in applicants to the program. A key shift was rebranding the program as an Intervention Specialist cohort. Previous cohorts were marketed as an ED cohort and required participants to work classrooms serving students with emotional disabilities. In addition the grant team expanded the number of communications channels used to promote the program by distributing printed flyers to buildings, sending personal emails to current substitute teachers, and establishing a direct contact person for questions about the program.

Mentoring support for long-term substitute teachers

TPS hired two Long-Term Substitute Support Specialists (LTSSs) to mentor long-term substitute teachers working in hard-to-staff positions. One specialist is dedicated to supporting long-term substitutes in special education classrooms and the other supports general education teachers. The LTSSs provide assistance with lesson planning, lesson delivery, curriculum, classroom management, student assessment, and other areas of need. During the first semester of the 2020-21 school year, the LTSSs worked with more than 50 long-term substitute teachers.



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Recruitment

The core goals of TPS's recruitment plan are to market TPS as an employer and build talent pipelines for hard-to-staff positions. As part of this work, the team captured videos, photos, and testimonials of more than 50 diverse TPS employees, which are being used on the website and in support of grant efforts to recruit minority applicants. These visuals showcase the dedication, talent, and diversity of our professional and support staff. In addition, the team has taken a variety of steps to promote career opportunities at TPS:

- Launched a new employment opportunities section of the TPS website in January 2021 to enhance the candidate experience and ease of applying for positions through the website. The objectives were to improve website navigation, increase transparency of the hiring process, provide position-specific information, and to promote the district as a place to live and work. Explore the site at www.tps.org/EO.
- Contracted with an outside expert to assist with developing a more visible social media presence for recruitment. The TPS HR team promotes career opportunities and highlights positive employee experiences through its Twitter, Instagram, Facebook, and LinkedIn accounts.
- Experimented with new recruitment channels such as billboards, signage on TPS vehicles, digital newspaper advertisements, and position specific job fairs. While not all were successful in generating higher volumes of applicants, the lessons learned are informing ongoing recruitment activities.

Strategy 1 Highlights



71% increase
of applicants to the
intervention specialist
licensure cohort



More than 50%
of intervention
specialist licensure
cohort members
are minorities



Support provided
to **more than 50**
long-term substitute
teachers



Social media as
a referral source
increased from 2%
to 7% over 3 months