Welcome to the last issue of the FADSS Business Partner newsletter for the 2018-19 partnership year. In this June issue you will find many informative articles on these key topics:

- The future of work is now – are you ready? [Kelly Educational Staffing]
- Map Reading Fluency – A Better Way to Assess Early Readers [NWEA]
- The Power of Benchmarking Food or Facilities Operations [Sodexo]
- If we can put a man on the moon, why can’t we put substitutes in classrooms? [ESS]
- College, Career & Life Readiness (CCLR) Framework [Naviance]
- Performance Scales: Get the Power to Predict Student Success with Multi-tiered Systems of Support [Istation]
- Prepare Your School for Changes Coming to AP in 2019–20 [CollegeBoard]
- Data-Driven School Improvement [WestED]

I hope you will take the time to read this newsletter and reach out to FADSS business partners directly if additional information is desired. And please share this information with your leadership team as you deem appropriate.

As the 2018-2019 partnership year nears an end, I want to take a minute to thank all of FADSS Platinum, Gold and Silver partners for their annual support of our organization. A listing of all 2018-19 partners is included in this enewsletter.

— Bill Montford, FADSS CEO
The future of work is now—are you ready?

In today’s continuously evolving and challenging landscape, education professionals and workforce experts alike are trying to determine what the future of work will look like. Well, the future of work is here now and those that have not figured out the dynamics may already be behind.

With the teacher vacancy rates escalating, with thousands of open positions in each state, and fewer college students choosing to be educators, it is more important than ever to get this equation right. Additionally, non-instructional positions are also becoming more difficult to hire as talent is now in the driver’s seat and has choices, you are only one of their many options.

Why would either of these important groups of talent choose your district? That is the question that needs to be answered to ensure that each day your classrooms are led by high-quality educators and all your non-instructional positions are hired to guarantee the best education experience possible; ultimately, that is what we are here for.

The four dimensions

Kelly has determined that there are four key dimensions that districts need to consider when contemplating the future of work: the workforce, the workplace, technology, and social norms. By taking these four dimensions into account, you can gain a comprehensive overview of the range of talent models you may want to utilize and execute a workforce plan that will make an impact.

The workforce: The overall workforce is being impacted by several powerful trends. A simple demographic aspect that we’re dealing with is the multigenerational workforce. We have five generations working together in one environment, each with different desires, needs, and growth drivers. In addition, the gig economy continues to grow, and according to some estimates, will comprise 43 percent of the U.S. workforce by 2020. This is allowing talent to become more empowered to create their own individualized career paths. Creating a strategy and unique value proposition for the talent you need within your district is imperative, especially in this critical time of teacher shortages.

The workplace: Broadly, in the past 20 years, employee’s expectations of the workplace have changed dramatically. Today, employees want their workplaces to match their lifestyle. Some employees want amenities such as a gym and access to retail. Others want flexible co-working space, while others prefer to work entirely remotely. These changing preferences introduce significant challenges within the education environment. These amenities and options are not typical within the education space, yet the newest talent generation expects different things. Couple this with the enhanced focus on safety and how schools are perceived through media channels and socially, creates an even greater challenge.

Technology: We have also found that the technology is disrupting the way talent connects with employment, chooses their profession, and how work gets done. In fact, some experts predict that 65 percent of children who are in elementary school today will eventually work in jobs that do not yet exist. Also, the emergence of the platform economy is creating conflict. There are currently more than 1,800 digital work platforms, each designed to support a specific community and purpose. With all these choices and the speed of change within this category, the use of technology must be a central component to your talent strategy.

Social norms: Social norms include regulatory, cultural, generational, and socioeconomic norms, to name but a few. These norms change over time due to a wide range of factors. As an example, it used to be the norm for talent to retire at 65; but today, many are working beyond that age due to financial pressures or personal preference. Similarly, early adopters of technology may be leading the way in remote work, but while one might expect those workers to be Millennials, they might well be Baby Boomers with considerable experience who want to continue working.

The key to understanding social norms is recognizing that they’re also driven by consumerization and individualization; that they’re unique to each market, segment, and in many cases, each human being that’s engaged in the process. There’s no “one size fits all” generalization, and districts need to be conscious of the various impacts.

What this means to your district

When a district considers only one, two, or three of these dimensions, it results in a skewed view of the talent landscape and employment. In contrast, when a district considers these four dimensions in a balanced manner, it leads to a wide range of models of how to engage with talent; how to construct talent communities; how to build sourcing strategies; how to govern relationships; and when to buy, build, or borrow talent.

The challenges facing districts today are complex, more complicated than most organizational environments. By knowing what dimensions to look at, you will gain a comprehensive overview and consequently break down the complexity to determine what’s important for your workforce strategy. In addition, it’s imperative to also keep talent’s perspective in mind, since this is critical to engagement and culture.

Finally, it’s important to understand that moving forward in this journey isn’t always about having the answers; it’s about sharing experiences to learn from each other and to grow. In this endeavor, Kelly brings a broadly informed perspective to help districts decipher the challenges you are facing, and will face in the years to come.

The time for change is now, are you ready?

Sources:
1. CNN Money: Intuit: Gig economy is 34% of U.S. workforce
WHY BENCHMARK

1. KNOW how your food or facilities operations are performing relative to your peers
2. IDENTIFY areas of improvement that will provide a positive impact on your operations
3. ENABLES you to communicate critical program needs to key decision makers

WHAT IS BENCHMARKING?

Benchmarking is a process that involves collecting, analyzing, organizing, and reporting data to key stakeholders to identify areas of opportunity, gaps, or program potential.

THE PROCESS

Create objective to identify expectations (how deep to dive), collect and analyze data, share results with stakeholders and facilitate discussion.

COMMUNICATE THE VALUE OF YOUR TEAM

LAY THE GROUNDWORK FOR FUTURE INITIATIVES

Sodexo offers this analysis free of charge as a tool for mapping your goals. If there are opportunities for us to assist in achieving those goals, we'd love to help!

GET STARTED WITH A NO-COST ANALYSIS
Contact Ron Gomez
ronaldo.gomez@sodexo.com
415.760.4559
From RTI to MTSS, Istation’s formative assessments and teacher-friendly data support intervention and blended learning with multiple distinct performance scale options that are built to define achievement goals based on the strategic needs of any school.

**Our Multitiered Systems of Support Help Schools Predict Student Success**

All of the performance scale options use nationally normed Istation’s Indicators of Progress (ISIP™) to provide accurate insight and determine whether students are on target to meet end-of-year grade-level expectations. Plus, teachers and administrators get the formative data they need to differentiate instruction.

*Schools can change scales at any time during the academic year.*

Istation’s computer-based assessments and reports help teachers select teacher-led lessons, as well as prioritize and document interventions. It can also help identify strengths and weaknesses and identify students for small-group instruction.

Working together, Istation’s formative assessments, student data, instructional resources, and dynamic support help schools to measure growth and share easy-to-understand feedback that is timely, specific, and always constructive.

To learn more, visit

info.istation.com/FADSS
The Hobsons **College, Career and Life Readiness (CCLR) Framework** expands the definition of college and career readiness.

The Framework incorporates key strategies that help students build the skill sets and mindsets to transition from middle school to high school, and from high school to college or the workforce.

Naviance is a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to post-secondary goals, improving student outcomes and connecting learning to life.


If you have any questions, reach out to Jaime Blair at [Jaime.Blair@hobsons.com](mailto:Jaime.Blair@hobsons.com) or 703-859-7388.
The rising demand for substitute teachers is an issue that has affected school districts across the country. According to data from the U.S. Census Bureau, the number of college students majoring in education has dropped from 21.6% of students to only 7.6% between 1975 and 2015. With fewer Americans pursuing work in the education field, the number of individuals that would normally work in substitute positions is rapidly diminishing.

When districts don’t have enough substitutes available, unfilled classrooms and lost learning days are the result. The negative impact that these lost learning days have on student education goes without saying, so it’s important to find more effective ways to recruit enough substitute staff.

**Use Varying Methods**

While school districts often implement some form of substitute recruitment, most are not leveraging all available strategies. Districts must utilize numerous, multifaceted recruitment campaigns to reach the largest audience and not alienate any potential candidates. The best methods include online job boards, district newsletters, college hiring events, social media, community events, and district job fairs. Additionally, advertisements targeted directly at specific candidates (special education, bilingual skills, etc.) are more effective at attracting properly qualified applicants.

**Recruit Year-Round**

It is crucial for school districts to recruit substitute talent during the months leading up to the school year. However, substitute turnover can quickly diminish the substitute pool unless recruitment efforts are maintained. For the best results, school districts must recruit throughout the year. This guarantees that the substitute pool is being constantly replenished with new talent, compensating for substitute turnover and ensuring there are enough substitutes available for unexpectedly high absence scenarios.

**Advertise Internally**

Many of the best candidates already have demonstrated experience or interest in working in the school district. Retired teachers, parents active in schools, and previous applicants for full-time positions are all excellent candidates for substitute positions. These individuals have established relationships with the school district’s students and a vested interest in the district, making them ideal substitutes.

**Track Success**

An effective substitute recruitment campaign is a considerable investment of time and resources. As with any investment, districts should track progress to ensure that it is producing the desired results. By measuring the number of responses and successful hires from each recruiting method, districts can redirect resources from unsuccessful methods to more successful ones. This improves the efficacy of the recruitment campaign and generates a larger pool of substitute talent.

As substitute availability continues to be an issue and administrative resources have become too strained to effectively recruit, many school districts have turned to ESS to improve their substitute recruitment and program management. ESS is capable of managing substitute programs more effectively than districts can accomplish internally, while simultaneously relieving districts of costs, administrative duties, and freeing up valuable resources.

Over the past 19 years, ESS has developed the nation’s leading full-service substitute recruitment and management program. Our team creates a custom tailored, year-round, locally-based recruitment campaign for each of our partner school districts. In addition to recruiting, ESS absorbs all tasks associated with the substitute program, such as hiring, training, placing, and managing all substitute staff.

Many districts believe it's easier to put a man on the moon than it is to find substitutes for their classrooms, but with ESS the substitute process couldn't be simpler. The ESS team can recruit a large pool of substitutes in any community, with over 55,000 ESS substitutes currently supporting more than 2.5 million students nationally.

For more information on how ESS can improve substitute recruiting in your district, please contact Dan McLaughlin at 609.923.2403 or DMcLaughlin@ESS.com.
MAP READING FLUENCY
A BETTER WAY TO ASSESS EARLY READERS
TEACHERS CAN SCREEN & PROGRESS MONITOR PRE-K-3 READERS WITH OUR INNOVATIVE ASSESSMENT

SPEND LESS TIME SCREENING & MORE TIME TEACHING

ASSESS AN ENTIRE CLASS IN 20 MINUTES

"MY FAVORITE THINGS WERE THE INSTANT RESULTS AND BEING ABLE TO TEST SO MANY KIDS AT ONE TIME."
— AMY BLACK, TEACHER

STUDENT AUDIO IS RECORDED FOR EASY PLAYBACK

¡HOLA! ASSESS ENGLISH & SPANISH SPEAKING STUDENTS WITH ONE ASSESSMENT

MEASURE
- ORAL READING FLUENCY
- COMPREHENSION
- FOUNDBATIONAL SKILLS

AUTOMATIC SCORING GIVES TEACHERS FAST, OBJECTIVE RESULTS & ACTIONABLE DATA

LEARN MORE AT NWEA.ORG/MAP-READING-FLUENCY

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The WestEd Four Domains CALL System

Measuring Leadership Practices Aligned to the Four Domains of Rapid School Improvement

Data-Driven School Improvement with the WestEd Four Domains CALL System

WestEd assesses leadership capacity and potential across the entire school staff, including administrators, teachers, and support staff. WestEd now offers a measurement system that helps you gather data across essential practices linked to school effectiveness.

The WestEd Four Domains CALL System is administered online and allows for frequent administration throughout the year to inform continuous progress.

CALL delivers:

- Domain-specific feedback on your strengths and opportunities for improvement that will inform planning and ongoing monitoring
- Shared understanding of excellence and the required leadership skills and knowledge necessary to achieve improvements
- Data comparisons against national norms and previous school-level CALL administrations
- Tools to measure ongoing progress toward goals

Unparalleled Expertise Nationwide Since 1966

WestEd is a nonpartisan, nonprofit research, development, and service agency that partners with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning for children, youth, and adults.

“We made tremendous gains using the CALL survey. We will continue to use CALL to ensure our forward movement in the identified areas in need of improvement and do not slip backward in the identified areas of strength.”

— Kyle Konold, Executive Director, The Delta Academy, North Las Vegas, NV

The WestEd Four Domains CALL System identifies pressing challenges for schools, uncovers opportunities for targeted intervention, and informs school improvement plans.

WHO WILL BENEFIT?

- School Administrators (Principals, Coaches, and School Turnaround Directors)
- District Administrators (Directors of Curriculum, Instruction, and Assessment; and District School Improvement Leaders)
- State School Improvement Directors

SERVICE DETAILS

WestEd delivers high-quality support for school leadership teams. We help by:

- Collecting diagnostic data using the WestEd Four Domains CALL System
- Measuring and growing distributed school leadership
- Interpreting survey results
- Developing an action plan with specific recommendations for enhancing leadership talent
- Supporting the implementation of the action plan with onsite coaching

Learn More Today

Contact Terry Hofer at thofer@wested.org or 585.503.3862, or visit WestEd.org/Call-System.