



**Cultivating High-Quality Candidates:
A Handbook on Effective Communication Practices**

Prepared in partnership with:



October 2011



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Top 10 Tips

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Background and Purpose

This is a resource for district administrators to increase the quality and quantity of their applicant pool to meet the needs of their schools. The Colorado Legacy Foundation (CLF) is providing support to Colorado school districts in implementing Colorado Senate Bill 10-191 which made sweeping changes to how school districts evaluate educators for effectiveness and use data on educator effectiveness to make key human capital management decisions. CLF has engaged The New Teacher Project (TNTP) to provide resources supporting the implementation of S.B. 10-191 provisions pertaining to teacher hiring and placement, including this handbook. This work was made possible by the generous support of the Bill & Melinda Gates Foundation.

Related resources available through CLF’s website:

- ✓ [*Interview Tools and Resources: A Handbook on Consistently Implementing a Hiring Process to Attract and Select Outstanding Teachers*](#)
- ✓ [*Implementing Colorado Senate Bill 10-191: School District Guidance on Mutual Consent Hiring for Teachers*](#)
- ✓ [*Implementing S.B. 10-191 Provisions on Effective Hiring Practices: Building Strong Instructional Teams Through Mutual Consent Staffing*](#)
- ✓ [*Implementing S.B. 10-191 Provisions on Effective Hiring Practices: Creating and Communicating a Shared Vision of Effective Teaching*](#)

This handbook is designed to provide district staff with specific guidance on how to:

- select communication strategies that make sense for your district’s context;
- set communication goals; and
- develop a communications plan that aligns with chosen strategies.



This handbook is designed to support Superintendents, Human Resource Directors, and district staff engaged in keeping displaced teachers informed, recruiting external candidates, and hiring teachers. It includes specific strategies, tools, and examples of model communication efforts that will encourage high-quality candidates to remain invested in the application and interview process. This guide will help districts reach their goals of opening the school year with fully-staffed schools. Districts of all sizes and locations will find this handbook useful as the strategies and tools contained may be modified to fit the many different contexts of school districts across Colorado.

Although S.B. 10-191 creates some new expectations for teacher hiring, it is important to note that this handbook reflects communication practices that schools in a variety of circumstances have implemented to improve the quality and fit of candidates for their positions. We hope you too will find this handbook helpful and welcome feedback on its value, as well as any suggestions you have on how we can improve its value for other districts and schools across Colorado.

Overview

Through a series of assessments on five Colorado school districts' policies and recruitment, selection, and retention strategies and practices, district staff identified a need to increase the quality and quantity of their applicant pool. An effective method for increasing both is through better and more frequent communications with candidates during the application process. Equally, with the implementation of S.B. 10-191, districts will need to communicate with displaced teachers who enter the "priority hiring pool." As with external candidates, displaced teachers will need frequent communications to keep them up-to-date on important information. For more information on how to effectively implement a priority hiring pool see the [Guide to Effectively Implementing a Priority Hiring Pool](#). This handbook outlines strategies and practices that district staff can utilize to effectively communicate with external candidates and displaced teachers, and best practices from local districts are highlighted throughout this guide.

This handbook contains examples and tools for implementing a communications plan and provides guidance on how to assess established communication goals.

Effectively communicating with candidates is a critical piece in the larger process of effectively recruiting, selecting, and retaining outstanding teachers, a process that includes:

- good hiring and staffing practices;
- the use of high-quality evaluation tools to support and coach teachers in their professional development; and
- the differential retention of school administrators and teachers based on student performance and performance evaluations.



Why Communicating with Candidates is Critical

With the implementation of S.B. 10-191, districts have new responsibilities to communicate with displaced teachers who are in the process of securing a position through mutual consent.¹ Districts must immediately notify teachers of their displacement and provide them with access to a list of vacancies for which they are qualified as well as any positions in areas deemed high need by the district.

Displaced teacher: A displaced teacher is a non-probationary teacher with an effective or satisfactory rating who has been displaced from their assignment by result of drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation, or reconstitution.

Experience shows that all candidates want frequent communications from potential employers. Candidates want to be treated with courtesy, to know that someone has seen their application, and to be informed as to the status of their application. Making a concerted effort to cultivate high-quality candidates increases the likelihood that they will remain invested in working in your district and keeps them informed about your needs.

Candidates offered a position want to know what to expect after being hired. Recently hired teachers begin forming a perception of the district as early as the interview process. Impressions formed prior to the start of the school year affect their decision to accept an offer and even to return in future school years. Strategic outreach will excite recent hires about working in the district and can help new teachers feel more prepared for the first day of school. Communicating prior to the start of the school year creates opportunities to help newly hired teachers learn about the district and school culture. Effective messages can jump start the induction process. There is no reason to wait for teachers to walk through the door to start communicating with them.

Communicating with displaced teachers is equally as important as communicating with external candidates. They want to know what they can do to secure a new position. Displaced teachers need information about:

- how to apply for vacancies;
- when they enter the priority hiring pool;
- how long they can remain in the priority hiring pool before going on unpaid leave;
- what type of temporary assignment they might get; and
- what their temporary assignment actually entails in advance of the start of the school year.

¹ For more information on establishing and maintaining a priority hiring pool see the *Guide to Effectively Implementing a Priority Pool* ([link](#)).



Section I: Developing Candidate Communication Strategies:

Assess current communication strategies

Best Practice Highlight: Communicating with Candidates

District: **East Grand**

Location: **Granby**

Superintendent: **Nancy Karas**

Student population: **1,325**

Best practices:

- **Proactively shares district, school and community information with potential candidates.**
- **Takes a proactive communication approach to have candidates self-select into the interview process.**

The size of the district requires the superintendent to wear many hats and Nancy Karas is the Human Resources Department. As a result, principals are responsible for most communication with candidates. They must ask candidates to schedule interviews and follow up with them when hiring decisions have been made.

Superintendent Karas recognizes that her staff has little time to communicate with candidates, so East Grand has implemented a communication strategy designed to ensure that candidates are informed about the district and can self-select to continue with the interview process. Self-selection is important because of East Grand's local context: a small, rural community with a high cost of living. East Grand has found through experience that the most effective way to recruit teachers is to provide them with information about working and living in a small, rural community. By the time a principal contacts an applicant for an interview that applicant has likely made a conscious decision that they are a potentially good fit for the school, district and larger community. If not, they choose to stop the application process or decline to interview upon request.

Step 1: Assess if current recruitment and communication strategies result in a sufficient number of high-quality candidates applying for all vacancies, especially high-need positions.

- ✓ Do principals report being satisfied with quantity and quality of candidates applying for their vacancies?
- ✓ Do principals report hiring candidates that they feel are the best fit for their school and instructional team?

If principals are not satisfied with the candidate pool, designing and implementing new communications strategies have the potential to increase the quantity and quality of candidates available to interview. Before moving forward, determine the additional strategies that your district will use to increase its applicant pool.²

Step 2: Assess what messages and information candidates currently receive during the application and interview process.

- ✓ Do candidates receive at least two messages after submitting an application, one message thanking them for applying and a second message outlining the application review and interview process?
- ✓ Does the information provide them with specific details about district and school programs?
- ✓ Do candidates receive information on how to access district and schools plans and goals before and after submitting an application?
- ✓ Do candidates have a clear understanding of the needs of your district?
- ✓ Are candidates aware of what the interview process entails?

Step 3: Assess who communicates with candidates and displaced teachers before and after they submit an application.

² For more information on recruiting candidates see the *Interview Tools and Resources: A Handbook on Consistently Implementing a Hiring Process to Attract and Select Outstanding Teachers* ([link](#)).



- ✓ Do the staff members who communicate with candidates use common language and direct candidates to information about the district and school?
- ✓ What information and support do district staff need to effectively implement the communications plan?

Developing strategies

Step 1: Establish communications goals

- ✓ Goals should reflect the desired strategic outcomes.
 - For example, an increase in the number of submitted applications.
- ✓ Goals should be measurable. For example, 80 percent of recent hires agree or strongly agree that they knew what to expect after being hired. See Appendix I for examples of communication goals.
 - For districts with few new hires each year, develop qualitative goals that are measurable through focus group feedback.
- ✓ Share goals with all district staff who will be communicating with candidates and recent hires and be transparent about how and when the goals will be assessed.

Step 2: Select strategies that will help you reach established goals

- ✓ Examples of strategies include:
 - Ensure that message templates contain common language and specific information or guidance that directs candidates to places where they can access useful information.
 - Increase conversion rate of started to completed applications.
 - Communicate with candidates with started applications at least every other week during the hiring season.
 - Central district staff support principals in their work to hire outstanding teachers.
 - Newly hired teachers know what to expect when they arrive on the first day of school.

Engage staff in the goal setting process by presenting them with tentative goals. Use the goal setting process as an opportunity to discuss what staff find motivating about their work. Share the reasons why effective communication with is an essential part of their work. Explain how the communications plan contributes to the district's broader goals and mission. Ask them if

Best Practice Highlight: Communicating with new hires

District: Weld County School District RE - 8
Location: Fort Lupton
Superintendent: Mark Payler
Student population: 2,300
Best practices:

- Informally asks newly hired teachers to visit their school prior to their reporting date.
- Expectations are set with principals to provide newly hired teachers with district and school information, including strategic plans and school goals.

Fort Lupton has learned through experience that newly hired teachers need support well before they report for induction. Like other districts, Fort Lupton has new-to-district teachers report four days prior to other teachers for induction, yet they go above and beyond typical practices. The district sets certain expectations with principals to ensure that they are helping newly hired teachers to be successful starting on day one. They do this by having principals informally ask newly hired teachers to check out the school prior to their report date. New-to-district teachers informally walk through the school and visit their classroom prior to their report date. The simple act of letting teachers in the building early helps teachers get a feel for the school and meet staff that might be in the building. In addition, district and school plans are sent to each new hire in advance of their first day.



the goals capture the intended outcomes of selected strategies. If data is not available to set benchmarks for the first year have staff estimate benchmarks and ask them to propose goals. For subsequent years use assessment results, discussed below, to guide the goal setting process. For each year, ask staff to explain how they will use the agreed upon goals to guide their work. This exercise will help set expectations and establish a common level of understanding while making sure that the goals are realistic and a stretch at the same time.

District staff should periodically check-in with those who communicate with candidates to ensure that they are using common language and are providing candidates with relevant and up-to-date district and school information. The reason for checking-in is not to reprimand, but to make sure that those communicating with candidates have the appropriate support necessary to provide good customer service to candidates.

Section II: Designing a Communications Plan

After creating goals and selecting strategies to help you reach those goals, set aside time one month prior to the start of recruitment season to create a communications plan which outlines the **frequency of messages and key messages candidates, new hires, and displaced teachers should receive**. During the development phase determine who is responsible for tracking progress towards goals and who will be communicating with candidates.

Step 1: Determine which groups will receive messages and the methods for communicating with them.

- ✓ Identify potential target groups to receive messages
 - Candidates who have started but not submitted a complete application
 - Candidates who are qualified to teach in a high-need subject area
 - Candidates with applications submitted more than two weeks ago who have not been selected for an interview
 - Displaced teachers
 - Recent hires
- ✓ Determine the methods of communications
 - Mailings
 - Phone
 - E-mail
 - Personal network conversations
 - Social media
 - Facebook
 - Text
 - Tweet
 - Carefully consider what benefits you want to get through social media. While it can be a very useful tool to spread messages and keep in contact with potential candidates, it requires constant management.
- ✓ Plan for sending out cultivation messages to potential candidates early, preferably prior to the start of job fair season.



Step 2: Identify key messages you want to communicate.³

- ✓ Messages to external candidates.
 - The length of time a candidate should expect to wait between submitting an application and being asked to interview.
 - Set expectations about the interview process to ensure that candidates are prepared to successfully interview.
 - For example, communicate what applicants should prepare to successfully interview.
 - Inform them of the final decision.
 - Set expectations with new hires about what to expect as a new hire.
 - See Appendix III for examples of candidate messages.
- ✓ Keep displaced teachers informed about:
 - opportunities to apply for positions;
 - their potential temporary assignment;
 - where to report on the first day of school should they not have a full-time position; and
 - the length of time they have to search for a position before going on unpaid leave.

Step 3: Design sequential messages that convey specific information in short bites.

- ✓ Integrate district core values into messages so that candidates, especially external candidates, have a clear and consistent sense of district priorities and goals.
- ✓ Make sure messages are clear and compelling by including a headline, context, and next steps where appropriate.
 - A headline quickly conveys the purpose and context of the message so that candidates understand why they are receiving the message and why it is important to them.
 - Any next step should have a clear deadline associated with it. For instance, by 5:00 pm on Friday, June 1.

Step 4: Determine who is going to ‘own’ the implementation of the communications plan

- ✓ Depending on the number of displaced teachers and staff capacity, you should consider having one staff member responsible for communicating with candidates and a second staff member responsible for communicating with displaced teachers.
- ✓ Is the person responsible for creating and maintaining messages?
- ✓ Determine their responsibility to delegate communications with candidates, displaced teachers, and recent hires to other central district staff and school based administrators.
- ✓ Communicate any delegation of responsibility to district staff so that everyone knows who is responsible for implementing each piece of the communications plan.

³ See *Interview Tools and Resources: A Handbook on Consistently Implementing a Hiring Process to Attract and Select Outstanding Teachers* available through the Colorado Legacy Foundation website for more information on identifying key messages.



Section III: Effectively Implementing a Communications Plan

Effective implementation is the key to a successful communication strategy. To effectively implement a plan district staff must:

- ✓ find motivation in the goals;
- ✓ feel connected to the messages; and
- ✓ understand that the messages will help them hire outstanding teachers that are the best fit for the district and school.

Going through the processes in Section I and II of this guide should set staff up to successfully implement a communications plan. District leaders should encourage staff to use a checklist to guide their communications work. **Appendix II** contains a sample checklist districts can adapt for use in their communication plan. Checklists are an efficient and relatively low effort way for staff to determine if they have everything they need to provide great customer service to candidates so that they remain engaged in the hiring process. They are also a useful tool for district leaders because they can efficiently direct staff in their work through checklists rather than having to use a more time-intensive, hands-on approach. However, it is crucial that district leaders periodically check-in with staff responsible for communicating with candidates, especially during the busy hiring season, to ensure staff have the most up to date information and are incorporating new information in messages. District leaders should keep in mind that one objective of a communications plan is to reduce the amount of time staff spend on communicating with candidates because messages anticipate questions and contain up-to-date, accurate information that is useful to candidates. The amount of new work associated with implementing a communications plan depends on the frequency and types of communications your district staff carried out in prior years. It is very likely that staff will save time by personalizing message templates or by integrating common language into their own personalized communications.

Best Practice Highlight: Frequently communicating with candidates

District: Elizabeth C-1

Location: Elizabeth

Superintendent: Douglas Bissonette

Student population: 2,636

Best practices:

- Candidates receive an automated message upon submitting an application that notifies them that a hiring manager may contact them to schedule an interview.
- Principals are responsible for scheduling interviews with candidates.
- Human Resource Director, Kellie Lamphere, sends a message to all candidates not hired by the end of the hiring season notifying them that their application will remain on file for one year.

Elizabeth school district staff has limited capacity to actively recruit potential candidates, but the district recognizes the importance of keeping candidates engaged in the hiring process and invested in the potential of becoming a teacher at an Elizabeth school. With a Human Resources staff of one, it makes more sense for principals to contact candidates that are potentially a good match to schedule interviews. The Human Resources office plays a crucial role in making sure candidates know what to expect in the interview process by setting up an automated message and communicating with candidates who were not hired by the end of the hiring season.



Section IV: Assessing the Success of Communications Strategies

There are several reasons to assess the effects of communications on candidates and recent hires.

- Assess if the district is moving towards its established goals.
- Understand what in the plan is or is not working.
- Learn how recent hires use messages to help them prepare for the first day of school.
- Engage district staff to understand how using common language helped them in their work by reducing the number of questions they must respond to during the hiring season and minimizing the amount of time they spend crafting individual responses.

Measuring the success of a communications plan may take many different forms. The method is not as important as how the results of any assessment are used to refine communication strategies and ultimately the communications plan each year. When developing a communications plan, district staff should think through when and how to assess how well the plan was implemented.

Step 1: Design an assessment plan

- ✓ District staff should take time during the planning stage to design a method for assessing the plan’s implementation.
- ✓ Throughout the application and hiring season, the person responsible for tracking goal progress should report trends to staff responsible for implementing the plan.
- ✓ Set aside time after the hiring season to conduct assessments and analyze collected data to check if goals were met.
 - If they were met, what would you change to improve upon the results next year?
 - If the goals were not met, what would you do differently next time?

Figure 1 provides examples of assessment methods districts may choose to use. Different methods are suggested for districts of varying size. The appendix contains additional resources that districts will find useful when implementing and assessing a communications plan.

Figure 1. Methods for Assessing Communication Plan

| Method | Appropriate for district of | Type of data gathered | Approximate time to conduct | Sample groups |
|----------------|-----------------------------|------------------------------|-----------------------------|--|
| Focus groups | Small size | Qualitative | 4 to 6 hours total | Recent hires, displaced teachers and principals |
| Online surveys | Medium size | Quantitative and qualitative | 14 to 20 hours total | Recent hires, displaced teachers, principals and applicants that withdrew from the |



| | | | | |
|---|------------|--------------|---------------------------------|--|
| | | | | process |
| Random sampling by survey | Large size | Quantitative | 14 to 20 hours | Recent hires, displaced teachers, principals and applicants that withdrew from the process |
| Tracking conversion rate of started to submitted applications | All sizes | Quantitative | 1 hour weekly | Candidates who started an application and those who completed an application |
| Frequency of messages sent to candidates who completed an application | All sizes | Quantitative | 4 hours at end of hiring season | |

Description of Assessment Methods

Focus Groups

The use of focus groups is most appropriate for districts of small size because of their ability to bring the few new hires and principals together for one or more meetings to discuss how they perceived messages used during the hiring season. For the best results, focus group meetings should take place relatively quickly after the end of the hiring season while memories of messages are fresh. Qualitative data gathered during the course of the focus group can help districts make changes to their communication strategies. To effectively gather meaningful qualitative data, questions should be crafted prior to any meeting. Focus group meetings should focus on how well messages helped candidates move through hiring process and if district staff handled fewer questions because message content anticipated questions. Finally, use the feedback to assess whether goals were met or not. Make changes to strategy, goals, message templates, and common language immediately after focus group meetings to give staff ample time to digest and process any changes.

Online Survey

Medium and large districts will likely find the use of an online survey as the lowest effort method to capture feedback from recently hired staff and principals. Services like SurveyMonkey (<http://www.surveymonkey.com>), Moodle (<http://www.moodle.org>) Google Docs Survey Tool (<http://www.google.com>) are low cost ways to survey many individuals without devoting a significant amount of time and resources to capturing responses. Districts may want to develop five to ten questions related to their communications strategies and goals. District staff should expect to spend up to four hours developing questions and entering them into a survey system. District staff should use the survey service to send out an invitation to target groups to complete the survey and reminders. Once respondents begin entering responses, district staff should pull response data to analyze the results. All responses should be gathered



after the survey is closed to analyze the responses and determine if goals were met. Additional time should be set aside for analysis of survey response data and the creation of a report or presentation. Staff should use any reports or presentations to guide them in making changes to communications goals. After revising communication goals, district staff should begin making changes to the communication plan, message templates and common language with the newly established goals in mind.

Random sampling

Random sampling should be used by large districts who want to get a reasonable sample of responses, but want to limit the number of surveys all teachers have to complete. Before beginning the surveying process, districts must take care to select a truly random sample of displaced teachers, recently hired teachers and principals. Selecting new teachers and principals through any other process will bias results. Upon having a random sample of newly hired teachers and principals, district staff should move forward with the process described for the online survey method. The one difference to note is that only randomly selected candidates, recent hires, and principals should receive an invitation to complete a survey.

Conclusion

Candidates and recent hires want more frequent communications to help them prepare for the interview process and to be successful in the classroom starting on day one. This communications handbook guides district leaders through a process for determining strategies designed to support school leaders and district staff with sharing information with candidates and recent hires. Districts that use the approaches outlined in this handbook will likely find district staff reporting back that the new approach helps them in their work by reducing the overall amount of time spent on developing messages and responding to questions.



Appendix I
Examples of Communication Goals

| Strategy | Metric | Goal |
|---|---|--|
| Increase conversion rate of started to completed applications. | Potential candidates who have started an application, but not submitted a complete application will receive messages encouraging them to complete an application. | There will be an increase of at least 10% in the conversion rate of started to submitted applications. |
| Central district staff support principals in their work to hire outstanding teachers. | Newly hired teachers report that messages help them understand the interview process. | 95% of newly hired teachers agree or strongly agree that the messages they received helped them understand the interview process. |
| Newly hired teachers know what to expect when they arrive on the first day of school. | Newly hired teachers agree to strongly agree that they knew what to expect when they arrived on the first day of school. | 90% of new teachers agree or strongly agree that the messages they received after being hired helped them prepare for the first day of school. |



Appendix II Communication Plan Check List

Purpose: this checklist is designed to enable any district staff member to know what is needed to execute a communications plan with candidates and recent hires.

- I have copies of all messages that were sent to candidates and recent hires last year.

By maintaining an archive of communications with candidates you will not need to recreate messages from scratch each year.

- I have a clear understanding of our recruitment and communications goals for this year.

Knowing the goals is important because it will inform:

- Which groups to prioritize for key communications and cultivation efforts
- The content of messages
- The timing of messages
- Deadlines to include in messages

- I have a good understanding of what is valued by our district and can convey those values to others.

Having a clear understanding of what is valued by parents, students, teachers, principals, district staff and board members will help you integrate those values throughout messages developed for candidates and recent hires.

If you do not feel like you have a good understanding of what is valued refer to the district unified improvement plan, strategic documents, and recent school board meeting minutes to get a better understanding of district priorities and goals.

- I am familiar with all application deadlines.

Application deadlines should be clearly conveyed to candidates. If deadlines are not yet finalized, it is important to know when they will be finalized so that messages can be updated when that information is available. In the meantime, if estimates for likely deadlines are available, you can certainly communicate those to candidates on an interim basis (e.g., “tentatively scheduled for mid-April”) as long as you make it clear that deadlines are not yet finalized and that they should check for updates to ensure that they meet all deadlines.

- I can explain each step in the application and interview process.

Possessing a good understanding of the process candidates will go through enables you to anticipate and answer their questions clearly and consistently. The objective is to pre-empt applicant questions so that the volume of one-off communications remains sufficiently low that staff can focus on their work rather than answering applicant



questions – particularly when the same questions tend to crop up repeatedly from multiple candidates.

- I am involved in or have access to information that will help me draft and revise messages that reflect the current needs of the district as well keep candidates updated about any potential changes in application deadlines or other changes to the application or interview process.

It is very likely that during the course of the hiring season messages will need to be revised due to evolving district needs. Having access to information about those changes or being actively involved in making those decisions ensures that you can revise messages as needed.

- I have the information I need to communicate with displaced teachers.

I know when teachers will be notified if they are being displaced. I know how long they will have to search for a new position as a member of the priority hiring pool. I know what types of temporary assignment positions they may be assigned to should they not secure a position through mutual consent. I know when or approximately when teachers in the priority hiring pool will get their temporary assignments. I know who could go on unpaid leave at the end of this hiring cycle should they not secure a position through mutual consent.

- I know who is responsible for sharing different types of news with candidates and recent hires.

Knowing who is responsible for sending out different messages will ensure that candidates get timely and important information. Certain communications may need to be completely standardized so that recipients get consistent information from all sources. In those cases, you may even want to create template documents.

Other messages may be owned by principals, and can be customized to provide a personal touch or to address school-specific issues. In those cases, it may be appropriate to provide some high-level content guidelines or general communication tips while enabling the principal to create his or her own messages.

- Principals have agreed to send out messages with specific information about what recent hires can do to prepare for the upcoming school year.

Recent hires begin developing their perception of the district from the outset of the application process. Creating a strong positive impression by giving new hires information they will find useful as they prepare for the upcoming school year has the potential to aid recruitment of top talent and even to improve retention rates. Principals should be prepared to share the following information with recent hires.

- How and when new hires are placed on payroll
- When to expect benefits information
- Personnel handbook



- Induction objectives, goals, and schedule of activities
- District's and school's vision, goals, and unified improvement plans
- District's and school's performance frameworks
- District curriculum
- Background materials on the Colorado Growth Model
- Materials specific to school/district improvement efforts
- When they can access their classroom
- When they will receive their class schedule



Appendix III Applicant Message Templates

The following messages represent scripts that could be used to communicate with candidates in the hiring pool at the specifically indicated time.

| |
|---|
| <p>Timing - Application saved 14 days ago, not submitted</p> <p>Hello (Insert Candidates Name),</p> <p>We are excited that you have expressed an interest in working with our schools. At this time, we've noticed that you have not yet completed your application with DISTRICT public schools in TOWN/COUNTY NAME.</p> <p>To submit your application and be considered for teaching positions, please:</p> <ol style="list-style-type: none"> 1. Login to your started application at DISTRICT APPLICATION. Be sure to use the e-mail address and password you used to create your online application. 2. You will be prompted to complete the remaining sections of your application. 3. Submit your application. <p>Once your application is successfully submitted, you will receive an e-mail confirming that it has been received. Within XX business days, your qualifications will be reviewed and you will be notified via e-mail about next steps.</p> <p>We strongly recommend submitting your application today, as early candidates will be considered for the maximum number of positions in DISTRICT schools.</p> <p>Additional Questions? Please feel free to contact us at DISTRICT CONTACT E-MAIL.</p> <p>Sincerely,</p> <p>DISTRICT CONTACT NAME POSITION DESCRIPTION DISTRICT</p> |
|---|

| |
|---|
| <p>Timing - One week after completing an application</p> <p>Dear (Insert Candidates Name),</p> <p>Thank you for applying for a teaching position with DISTRICT. Please know that we recognize that you have a choice regarding where you teach and we appreciate your interest in our district. Principals review applications as (process used to screen applications) and contact qualified candidates regarding the next steps in the hiring process as quickly as possible. It is very important that you update your application if any of your information changes so that principals will be able to contact you when a position for which you are qualified become open.</p> |
|---|



While you are waiting to be contacted, we encourage you to learn more about the district. (Link to Unified Improvement Plan or Strategic Plan). Again, we appreciate your application and will be in touch if a position for which you are qualified becomes available.

Sincerely,

DISTRICT CONTACT NAME
POSITION DESCRIPTION
DISTRICT

Timing - immediately after screening application

Dear (Insert Applicant Name),

Thank you for submitting an application to teach with DISTRICT public schools in TOWN/COUNTY NAME! Your application has been reviewed and we have determined that you are eligible to be considered for a position at one of our schools.

If a position develops in your subject area for which you are a good match, we will contact you to schedule an interview. We have also shared your resume and application materials with our schools, so you may hear directly from principals interested in speaking with you as well. We ask that you respond promptly to all interview requests.

Please check your e-mail and application account on a regular basis for interview opportunities and important information and resources. If you have any questions about the hiring process for DISTRICT, please feel free to contact us at DISTRICT CONTACT E-MAIL.

Sincerely,

DISTRICT CONTACT NAME
POSITION DESCRIPTION
DISTRICT

Timing - Two weeks after completing an application

Dear (Insert Applicant Name),

Recently you submitted an application to teach in DISTRICT. I am writing you today to thank you for your submission and to let you know that principals continue to review applications as positions become available.

In the meantime, did you know that the schools in our district..... Again, we appreciate your interest in serving the students of DISTRICT and will be in touch with you when a position for which you are qualified becomes available. If you have any questions about the hiring process for DISTRICT, please feel free to contact us at DISTRICT CONTACT E-MAIL.



Sincerely,

DISTRICT CONTACT NAME
POSITION DESCRIPTION
DISTRICT

Timing - When a principal views an application

Dear (Insert Applicant Name),

You are receiving this e-mail because a principal viewed your application to teach in **DISTRICT** today. **Aside from ensuring that your application is up to date, no action is required on your part.** The principal will contract you directly regarding next steps if he or she feels that you are potentially a good match for the position. Should you not be contacted regarding this position, your application will remain on file with the district for three months from the submission date. We encourage you to reapply following that period, as positions become available throughout year. Learn more about our school district by visiting our website at **(DISTRICT WEBSITE ADDRESS)**.

Sincerely,

DISTRICT CONTACT NAME
POSITION DESCRIPTION
DISTRICT

Timing - after applicant has been hired

Dear (Insert Applicant Name),

Congratulations on securing a position with **SCHOOL NAME** for the 2012-2013 school year!

Please note that all teachers in **DISTRICT** schools will be employees of the **DISTRICT**. **We encourage you to complete all of the DISTRICT's employment requirements as soon as possible** to ensure that you will be able to be placed on your school's payroll before the first day of school.

DISTRICT Employment Next Steps:

If you are new to **DISTRICT**...

- **Item #1**
- **Item #2**
- **Item #3**
- **Item #4**

If you are transferring within the **DISTRICT**...

- **Item #1**
- **Item #2**



If you have any questions about this process, please e-mail **DISTRICT CONTACT E-MAIL**.

Sincerely,

DISTRICT CONTACT NAME
POSITION DESCRIPTION
DISTRICT