



Student Achievement & Support Committee Meeting  
February 21, 2019

**Contact Us:**



@PHLSchoolboard



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**Email:** [schoolboardcommittees@philasd.org](mailto:schoolboardcommittees@philasd.org)



THE SCHOOL DISTRICT OF  
PHILADELPHIA

**District Report: Recruiting & Retention**  
Department of Talent

# **Anchor Goal 3**

**100% of schools will have great  
leaders, teachers and employees**

# Recruitment & Hiring **Myths** & **Truths**

~~There are multiple teacher vacancies at most schools across the district.~~

There is fewer than 1 teacher vacancy for every school in the District. 130 out of 224 schools do not have any vacancies.

~~School leaders do not play an active role in the staff selection process.~~

Effective April 2019, site selection committees have the opportunity to select all new teachers for their schools year-round.

~~There are fewer new teachers of color in SDP than ever before.~~

34.17% of the District's new teacher hires in SY 2018-2019 were people of color:

- 27.34% Black
- 2.97% Asian
- 5.04% Latinx

# Recruitment, Hiring & Retention Challenges: School Leaders



- School leader pipelines do not adequately prepare individuals for the complex role of SDP principal
- Increased competition for high-quality school leaders with other districts and charter schools

# Strategic Approach to School Leader Retention



- Hire highly-qualified and committed candidates who are positioned to be successful
- New Principals Academy
- Principal coaching
- Consistent selection tools and criteria
- Professional development and support for principals who are struggling

# Recruitment, Hiring & Retention Challenges: Teacher Shortage Areas



## Current Top Vacancy Areas

Elementary	25.31%
Special Education**	15.61%
English/Language Arts (Middle/Secondary)	8.36%
Science**	7.81%
Fine and Performing Arts (PreK-12)**	6.19%
Foreign Languages (PreK-12)**	5.57%
Mathematics (Middle/Secondary Levels)**	5.01%



**Where have  
all the  
teachers  
gone?**

*The Washington Post,  
September 2017*

*\*\*Designated Pennsylvania Department of Education "Teacher Shortage Area"*

# How Does Hiring Individuals on Emergency Permits Fit With Our Recruitment Strategy?

We seek to hire the best people. There are highly qualified people who do not possess Pennsylvania Department of Education certification for positions, which means that we must sometimes hire people on emergency permits. These individuals must:

- Demonstrate commitment to Philadelphia students
- Demonstrate that they are in the process of becoming certified teachers, and are enrolled in a PDE-approved certification program or have verified experience if certification is not required by PDE
  - While certification requirements vary by program/university, many programs take roughly 2 years to complete requirements for teachers in instructional subject areas
  - PDE allows for a year-long permit to be issued after program completion so that the teacher can take the necessary state certification exams
    - 5.6% of teachers who were issued emergency permits in SY 2016-2017 have been issued emergency permits for SY 2018-2019
- Have a conferred BA degree
- Demonstrate good moral character (as shown by passing all required clearance paperwork required for employment)
- Be a citizen of the United States or a legal permanent resident holding a valid green card

# How Many Emergency Permits Were Issued During SY 2018-2019?

Career-Technical Education (CTE) teachers:	7.6% (23)
Teachers who hold a PA teaching certification and are pursuing a second certification:	21.8% (66)
Teachers who hold out-of-state certifications:	17.8% (54)
Teachers who do not have a teaching certification:	40.2% (122)
Teacher Residents:	8.9% (27)
Nurses:	3.3% (10)
School leaders:	0.3% (1)

# Examples of Individuals with Emergency Permits

## Ms. Thomas:

- Is a RN
- Has been a nurse for 4 years at a local hospital
- Pursuing coursework at St. Joseph's University for Pennsylvania school nurse certification

## Mr. Adams:

- Has taught middle school English in SDP for 7 years
- Holds a PA teaching certificate in English 7-12
- Working towards requirements to become certified in Special Education

## Ms. Roberts:

- Hired as a high school chemistry teacher
- Has a bachelor's degree in chemistry
- Studying for the Praxis Chemistry exam

## Mrs. Jackson:

- Hired as a Health-Related Technology (vocational/career technical education) teacher
- Has been a school nurse in SDP for 10 years and is now teaching students the skills necessary to pursue a career in nursing
- Studying for the Praxis I exam

## Mr. Williams:

- Recently relocated to Philadelphia from Baltimore
- Holds a Maryland teaching certificate in ESL
- Has taught elementary school ESL for more than 12 years
- Studying for the Praxis I exam

# Strategic Approach to Recruitment & Hiring Teachers



	<p><b>Positioning, training and supporting principals as talent managers</b></p>	<ul style="list-style-type: none"> <li>• Increased opportunities for schools to select teachers to work at their schools through year-round site selection</li> <li>• Selection and onboarding training for principals</li> <li>• Principal access to information about all teacher candidates made eligible through the central screening process</li> </ul>
	<p><b>Hiring early in the hiring season and hiring from multiple certification pathways</b></p>	<ul style="list-style-type: none"> <li>• Extend early contracts to high-quality applicants and encourage them to work in hard-to-fill schools</li> <li>• Deepen university recruitment efforts and partnerships, particularly at HBCUs and HSIs</li> <li>• “Grow our own” teacher residency program</li> <li>• Earlier and more frequent outreach to student teachers</li> </ul>
	<p><b>Cultivating highest-potential candidates</b></p>	<ul style="list-style-type: none"> <li>• Implement robust and targeted marketing campaign</li> <li>• Frequent recruiter contact with candidates</li> <li>• Thoughtful consideration of candidate/school best fit match</li> </ul>
	<p><b>Increasing data quality</b></p>	<ul style="list-style-type: none"> <li>• New data systems that provide more accurate, real-time data about open positions</li> <li>• Use new data about candidates’ incomplete application status to identify opportunities for advertising follow-up</li> </ul>
	<p><b>Improving candidate experience</b></p>	<ul style="list-style-type: none"> <li>• Frequent recruiter contact with candidates</li> <li>• Thoughtful consideration of candidate/school best fit match</li> <li>• Targeted support to candidates who have not completed their applications</li> </ul>

# Strategic Approach to Teacher Retention



- Overhire highly-qualified and committed at hard-to-fill schools to provide additional capacity and support
- Give principals and site selection committees more autonomy over selecting candidates for their schools to ensure that candidates and schools are well-matched
- Improve onboarding process at the school level
- Improve teacher engagement through increased communication about District priorities and leadership opportunities
- Talent Partners work closely with principals on targeted retention strategies for identified teachers

## 3-year teacher retention:

- SY 2015-2016 to 2016-2017: 77.88%
- SY 2016-2017 to 2017-2018: 80.31%
- SY 2017-2018 to 2018-2019: 81.98%

## Schools with highest 3-year retention rate averages:

- Penn Alexander School, 96.29%
- Engineering and Science High School, 93.95%
- Anne Frank School, 93.75%
- John Moffet School, 93.65%
- Albert Greenfield School, 93.38%

## Schools with greatest 3-year retention rate challenges:

- Roosevelt Elementary School, 47.14%
- Blankenburg School, 47.79%
- Cooke School, 48.07%
- Strawberry Mansion High School, 49.51%
- Roberto Clemente Middle School, 51.89%

# Recruitment, Hiring & Retention Challenges: School Support Staff



## Legally Mandated Application Procedures

- 1) Exams
  - a) Written exam  
*PDE requirement to pass a rigorous highly-qualified exam for some support positions, oral exam, practical assessment of skills*
  - b) Oral exam
  - c) Practical assessment of skills
- 2) Background checks/clearances
  - a) Criminal history FBI background check
  - b) Child abuse clearances
- 3) Health checks:
  - a) Physical exam
  - b) TB testing
  - c) Drug testing
  - d) TB testing reading
- 4) Completion of processing paperwork

# Strategic Approach to Recruitment & Hiring School Support Staff



	<p><b>Positioning, training and supporting principals as talent managers</b></p>	<ul style="list-style-type: none"> <li>• Frequent communication with candidates who have been referred by principals to shepherd them through selection process</li> </ul>
	<p><b>Hiring early in the hiring season and hiring from multiple certification pathways</b></p>	<ul style="list-style-type: none"> <li>• School community neighborhood job fairs</li> </ul>
	<p><b>Cultivating highest-potential candidates</b></p>	<ul style="list-style-type: none"> <li>• Implement robust and targeted marketing campaign</li> <li>• Weekly information sessions for General Cleaners, Student Climate Staff, Supportive Services Assistants and Special Education Assistants</li> <li>• Supporting candidates to find positions that best fit their skills and interests and minimize movement to other school support staff positions</li> </ul>
	<p><b>Increasing data quality</b></p>	<ul style="list-style-type: none"> <li>• New data systems that provide more accurate, real-time data about open positions</li> </ul>
	<p><b>Improving candidate experience</b></p>	<ul style="list-style-type: none"> <li>• Reduced barriers to entry by covering the cost of clearances and background checks for employees who earn less than \$40,000/year</li> <li>• Revisions to number of times a candidate/new hire must come to 440 for selection and processing purposes</li> </ul>

# Strategic Approach to School Support Staff Retention



- Hire candidates who live in the neighborhood
- Improve onboarding process
- Policy that school support staff members must remain in their hired-for position for at least the first 90 days in the position



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# **Charter Schools Office Update**

## **2018-19**

# **New Charter Applications**

**February 21, 2019**

# Timeline

Event	Date
Application Released	September 17, 2018
Letters of Intent Due	October 15, 2018
Applications Due	November 15, 2018
Public Hearings (Round 1)	December 17, 2018
Public Hearings (Round 2)	January 22-23, 2019
Board Action	February 28, 2019

# Applications Received

Proposed School Name	Grades at Scale
Frederick Douglass Charter High School	9-12
Joan Myers Brown Academy: A String Theory Charter School	K-8
Taony Academy Charter School at St. Vincent's	K-8

# What we look for

**Academic:** Comprehensive curriculum materials for all grades and subjects to be taught Year 1.

**Organizational Capacity:** A founding coalition that includes appropriate expertise required to open and operate a charter school in Pennsylvania. Proposed policies that are aligned with applicable local, State, and Federal regulation. If partnering with a CMO, a management agreement that ensures the school receives appropriate support while maintaining autonomy.

**Community Engagement:** Meaningful engagement with the local community, demonstrated support from local community, and intent to enroll forms signed by parents/guardians indicating they would enroll their children in the school upon its opening.

**Finance:** A credible and viable budget that ensures stability by making appropriate investment in resources and staffing.

**Facilities:** A facility that would be leased or purchased and would be prepared to be an appropriate and safe learning environment in time for the proposed school opening date.

**Existing Operator (when applicable):** Applicant has a clear track record of academic success, organizational compliance, independent board governance, and financial viability.

# Frederick Douglass Charter High School

**Applicant:** Frederick Douglass Founding Coalition

**Location:** 700 N. Broad Street, 19130

**Model:** Trauma-Sensitive, Early College, Entrepreneurship

**Targeted Community:** Inconsistent identification

**Existing Schools:** None

**Mission:** “The Frederick Douglass Charter High School will strive to build a community of learners who are engaged through challenging academics and the resources of our city, and to prepare them to become active citizens who care about each other and are responsible stewards of our planet.”

Operating Year	Year 1 19-20	Year 2 20-21	Year 3 21-22	Year 4 22-23	Year 5 23-24	Scale 20-21
Grade Span	9-10	9-12	9-12	9-12	9-12	9-12
Enrollment	250	500	500	500	500	500

# FDCHS – High Level Findings

**Academic:** Application lacked a clear academic plan that would drive results. The proposed charter school would be “trauma-informed” but first line of student support would be provided via a text messaging service managed by an external partner.

**Organizational Capacity:** High potential for Conflict of Interest issues due to the Founding Coalition’s relationship to People for People CS and/or its related entities.

**Community Engagement:** Applicant inconsistently described its target community and provided Intent to Enroll forms for only 47 of 250 year 1 seats.

**Finance:** Deficiencies and inconsistencies within the narrative and budget raise concerns around short and long term financial viability.

**Facilities:** Applicant did not demonstrate the sufficiency of the proposed facilities.

**Existing Operator:** Despite multiple individuals on the founding coalition associated with People for People CS and its related entities, the school does not identify itself as an existing operator.

# People for People Charter School: Existing School Performance

School	Most Recent Renewal Year (Charter Agreement Status)	Academic Success	Organizational Compliance	Financial Health & Viability
People for People Charter School	2014-15 (Signed Renewal Charter)	K8: Approaches Standard  HS: No rating (served just 9 <sup>th</sup> grade)	Meets Standard	Does Not Meet Standard

# Joan Myers Brown Academy: A String Theory Charter School

**Applicant:** String Theory Schools

**Location:** 3905 Ford Road, 19131

**Model:** Design Thinking Through Creative Arts/Sciences

**Target Community:** Catchment 19131, 19139, 19151 (Overbrook, West Philadelphia, Wynnefield)

**Existing Schools Operated by Applicant:**

- Philadelphia Performing Arts CS (K-12)
- Philadelphia CS for Arts & Sciences at H.R. Edmunds (K-8, Renaissance)

**Mission:** “To educate each student according to growth and development so that learning and growth are united; To integrate the developing mind and body of the student with academics and the performing arts and sciences; To ensure each student’s excellence in core and academic skills; To awaken and preserve the spirit of our students through the visual and digital arts, vocal arts, instrumental music, creative writing, dance, foreign language, innovations in the field of science, all intertwined with technology, and; To nourish this spirit and curiosity so that students continue to flourish long after the end of formal training.”

Operating Year	Year 1 19-20	Year 2 20-21	Year 3 21-22	Year 4 22-23	Year 5 23-24	Scale 22-23
Grade Span	K-5	K-6	K-7	K-8	K-8	K-8
Enrollment	600	700	800	900	900	900

# JMBA – High Level Findings

**Academic:** The application lacks comprehensive curriculum materials for all grades and subjects to be taught Year 1.

**Organizational Capacity:** There are concerns that the proposed charter school would have inequitable contractual conditions, fees, services, and practices relative to existing schools managed by the CMO.

**Community Engagement:** The Applicant has engaged community partners and leaders but did not provide any Intent to Enroll forms from families.

**Finance:** Deficiencies and inconsistencies within the application raise questions around the viability of the proposed Charter School, particularly related to salaries, authority, staffing needs, and health insurance costs.

**Facilities:** Applicant did not demonstrate building readiness for occupancy in the 2019-20 school year.

## **Existing Operator:**

- Existing schools have not consistently outperformed both District and Similar Schools across all measured domains.
- PPACS is operating under a signed charter agreement and is currently undergoing its renewal evaluation.
- Arts & Sciences (H. R. Edmunds) was recommended for renewal in 2017, but has not signed a renewal charter agreement.

# String Theory Charter Schools: Existing School Performance

School	Most Recent Renewal Year (Charter Agreement Status)	Academic Success	Organizational Compliance	Financial Health & Viability
Philadelphia Performing Arts: A String Theory Charter School	2018-19 (Signed Renewal Charter)	K8: Approaches Standard HS: Does Not Meet Standard	Approaches Standard	Meets Standard
The Philadelphia Charter School for Arts and Sciences (Renaissance)	2016-17 (Unsigned Renewal Charter)	K8: Does Not Meet Standard	Meets Standard	Meets Standard

# Tacony Academy Charter School at St. Vincent's

**Applicant:** American Paradigm Schools

**Location:** 7201 Milnor Street, 19136

**Model:** Tacony Academy Charter School Model

**Targeted Community:** 19111, 19115, 19120, 19124, 19135, 19136, 19149, 19152 (Bustleton, Frankford, Lawndale, Rhawnhurst, Somerton, Tacony)

## Existing Schools Operated by Applicant

- First Philadelphia Preparatory CS (K-12)
- Tacony Academy CS (K-12)
- Memphis Street Academy CS at J.P. Jones (5-8, Renaissance)
- Lindley Academy CS at Birney (K-8, Renaissance)

**Mission:** "TACS@SV's mission is to enhance, support, and promote creative and critical thinking, as well as the problem-solving skills of school-age learners in the creation of original inventions as amazing solutions to puzzling problems, while also helping them to master Pennsylvania and national standards."

Operating Year	Year 1 19-20	Year 2 20-21	Year 3 21-22	Year 4 22-23	Year 5 23-24	Scale 24-25
Grade Span	K-3	K-4	K-5	K-6	K-7	K-8
Enrollment	400	500	600	700	800	900

# TACS@SV – High Level Findings

**Academic:** The application did not include curriculum materials for Art, Music, Gym, Library, or Spanish— courses proposed to be taught in Year 1 of the charter term. Applicant failed to comprehensively demonstrate how the school model will be successful in improving academic achievement for the targeted student population.

**Organizational Capacity:** While APS operates charter schools, the proposed management agreement includes terms that give the CMO a disproportionate amount of control over governance, staffing, professional development, and operational plans.

**Community Engagement:** Applicant demonstrated a capacity to integrate itself into the community and meaningful partnerships and connections have already been established within targeted communities.

**Finance:** Deficiencies and inconsistencies within the application raise questions around the viability of the proposed Charter School, particularly related to staffing, fees, and fringe benefits, financial staff roles, authority, and policies.

**Facilities:** There are significant concerns related to the Applicant’s ability to acquire the facility and ensure it is appropriate for occupancy as a public charter school for the 2019-20 School Year. The facility contains an active cemetery and is adjacent to a Superfund site.

## Existing Operator

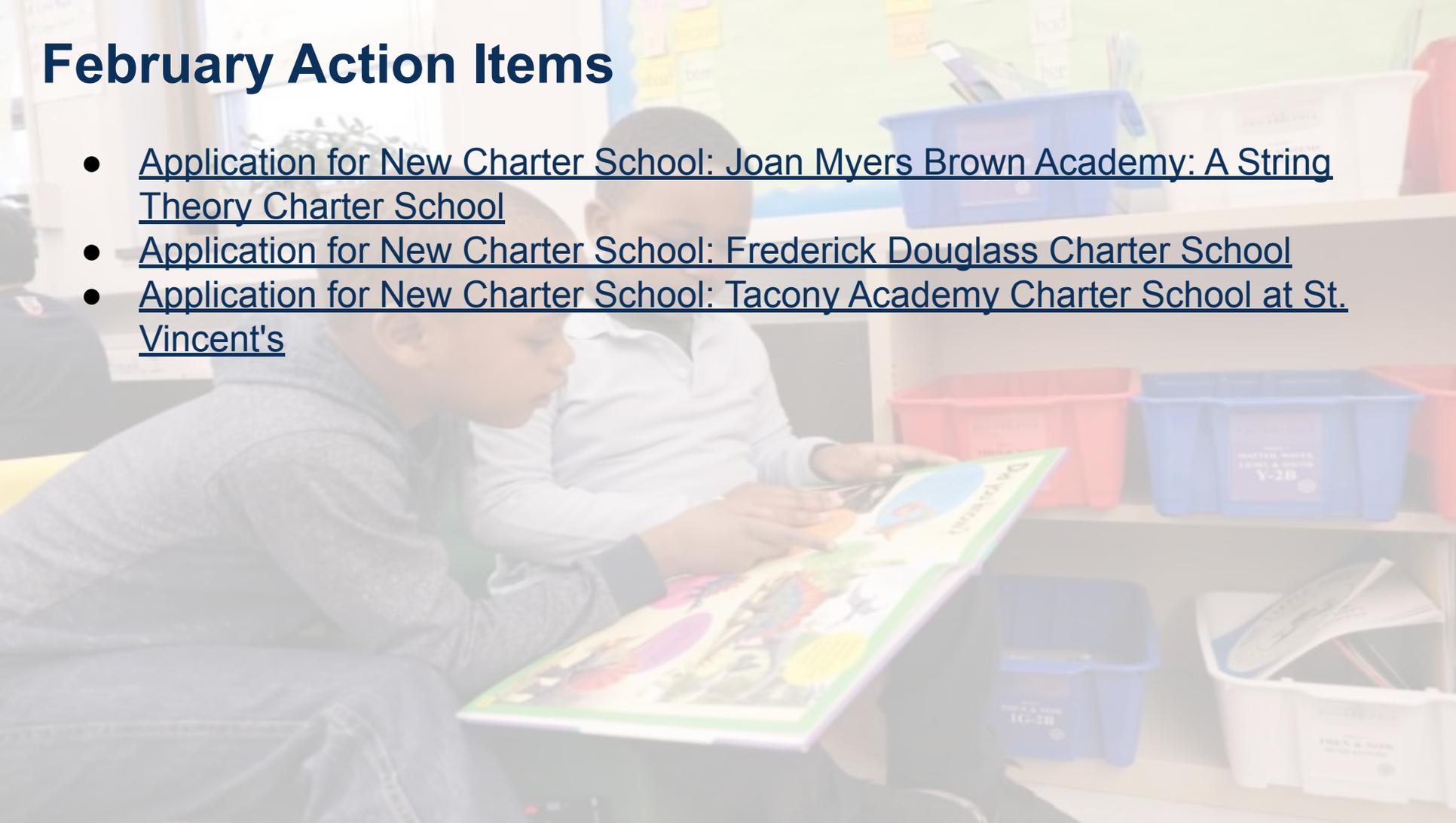
- The Applicant’s existing schools have had inconsistent academic performance.
- Three of four of the Applicant’s charter schools were recommended for renewal during the 2016-17 school year. Only Memphis Street has executed a renewal charter agreement; such charter agreement contains a surrender agreement.

# American Paradigm Schools: Existing School Performance

School	Most Recent Renewal Year (Charter Agreement Status)	Academic Success	Organizational Compliance	Financial Health & Viability
First Philadelphia Preparatory Charter School	2016-17 (Unsigned Renewal Charter)	K8: Approaches Standard HS: Approaches Standard	Approaches Standard	Meets Standard
Lindley Academy Charter School at Birney (Renaissance)	2016-17 (Unsigned Renewal Charter)	K8: Does Not Meet Standard	Approaches Standard	Does Not Meet Standard
Memphis Street Academy Charter School at J.P. Jones (Renaissance)	2016-17 (Signed Renewal Charter)	K8: Does Not Meet Standard	Approaches Standard	Meets Standard
Tacony Academy Charter School	2016-17 (Unsigned Renewal Charter)	K8: Approaches Standard HS: Does Not Meet Standard	Approaches Standard	Meets Standard

# February Action Items

- Application for New Charter School: Joan Myers Brown Academy: A String Theory Charter School
- Application for New Charter School: Frederick Douglass Charter School
- Application for New Charter School: Tacony Academy Charter School at St. Vincent's



# February Action Items - continued

- Contract with Child and Family Resiliency Project - Trauma Informed Professional Development
- Contract with Temple University - Conflict Resolution Education
- Contract with Nulinx International Inc. - Data Management System for Early Childhood Education
- Contract with WestEd Professional Development for EL Instruction
- Adoption of Amended Academic Calendars SY 18-19 and SY 19-20
- Adoption of Academic Calendar SY 20-21
- Ratification of Contract with EthoSource, LLC - Kensington Health Sciences Academy
- Ratification of Agreement- Lakeside Youth Services
- Contract with Philadelphia Outward Bound School



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A young girl with braided hair, wearing safety goggles and a light blue floral shirt, is focused on pouring a yellow liquid from a beaker into another beaker in a laboratory setting. In the background, a chalkboard displays the chemical formula  $H_2O$  and a diagram of a beaker with an arrow pointing down. To the left, a microscope is visible on a stand. The scene is brightly lit, creating a warm and educational atmosphere.

## Appendix

# Our commitment to our schools

- Recruiting a high-quality, diverse workforce in a shrinking candidate pool
- Hiring people who are committed to Philadelphia students
- Prioritizing “fit” between teacher candidates and schools by having candidates visit and interview at school sites



# Annual Hiring Needs

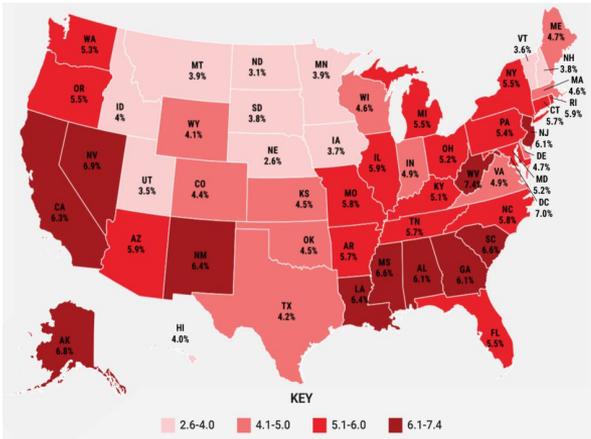


Of a total workforce of 18,000 employees, we hire 2,700 individuals every year and promote 800 within the District. Approximate numbers of new hires:

- 50 principals/assistant principals
- 1,150 teachers
- 1,350 support staff members
- 150 central office positions

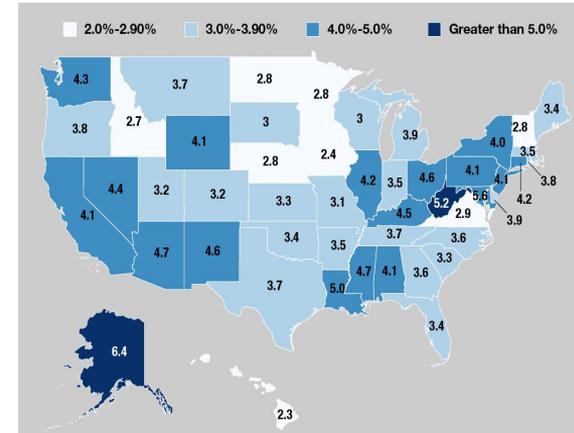
# Recruitment, Hiring & Retention Challenges: Low Unemployment Rates

June 2015 Unemployment Rates



Source: U.S. Department of Labor

October 2018 Unemployment Rates



Source: U.S. Department of Labor

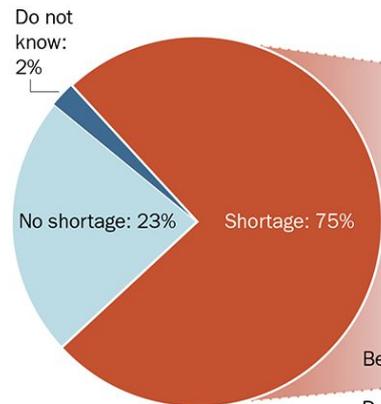
When unemployment rates are low, people who work in public education historically leave their positions at higher rates, especially people who teach in S.T.E.A.M. (science, technology, engineering, arts and mathematics) fields.

# National Teacher Shortage: Facts & Figures

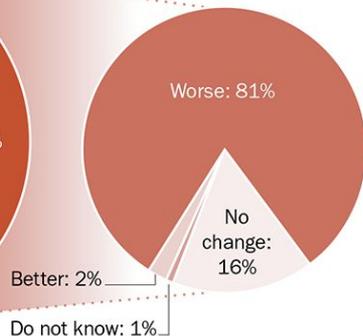
**Figure 1**

## Teacher Shortages Are Getting Worse

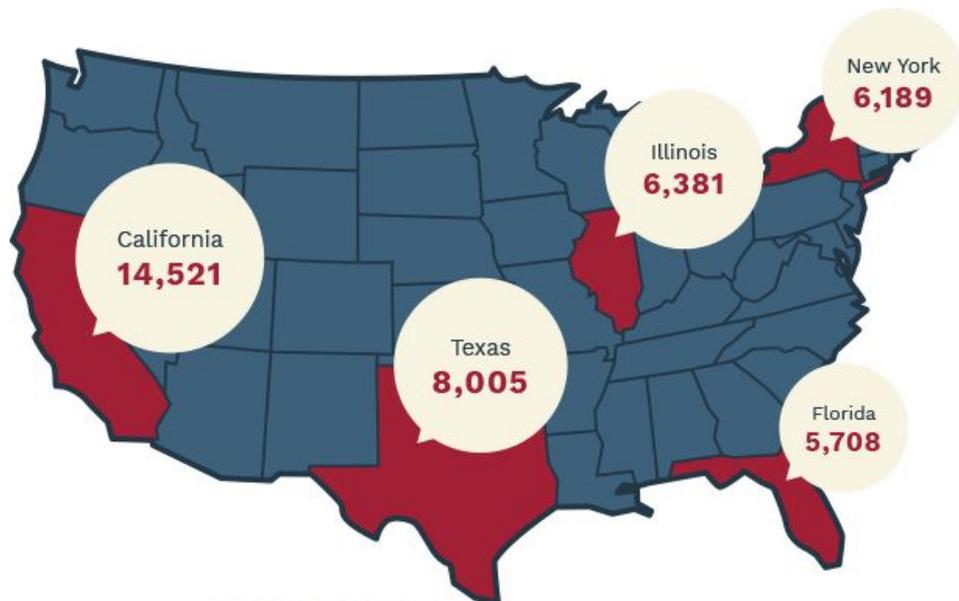
Percent of Districts Reporting Shortages



Percent of Districts with Shortages Reporting Change in Shortages



## TOP STATES IMPACTED BY TEACHER SHORTAGES



**116,000** Open Teaching Jobs In America

# Fill Rate Comparison for SY 2016-2017, 2017-2018 and 2018-2019

Role	SY 2016-2017	SY 2017-2018	SY 2018-2019
Assistant Superintendent	77%	92%	100% 
Principal	96%	100%	100% 
Assistant Principal	85%	100%	100% 
Teacher	96%	96%	98.2% 
Nurse	68%	85%	100% 
Counselor	96%	100%	100% 
General Cleaners	91%	95%	91% 
Secretaries	97%	100%	96% 

# Recruitment, Hiring & Retention Challenges: School Leaders

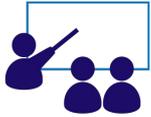
## Leadership Pathways Vision

All SDP educators are prepared, at each stage of their career, to **transition to the next level or excel in their current roles**

## Leadership Pathways Mission

SDP will **develop a robust leadership pipeline** that equips aspiring leaders with the knowledge, mindsets, and skills they need to be high-quality leaders at all levels of the district

# Recruitment, Hiring & Retention Challenges: School Leaders



**Instructional Leadership**



**Community & Culture**



**Personal Leadership**



**Vision & Goals**



**Talent Management &  
Development**



**Organizational &  
Operational Management**

# Strategic Approach to Recruitment, Hiring and Retention



Hiring early in the hiring season and hiring from multiple certification pathways



Increasing data quality



Positioning, training and supporting principals as talent managers



Cultivating highest-potential candidates



Improving candidate experience

# What are Emergency Permits and How Does SDP Use Them?

## What is an emergency permit?

An emergency permit is a temporary certification issued by The School District of Philadelphia in compliance with the Pennsylvania Department of Education and is valid for one (1) school year only. In order for SDP to provide an individual with an emergency permit, s/he must be enrolled in a requisite number of credits of coursework. After one school year, the candidate must be eligible for conversion to an Intern or Level I certificate or re-issuance of an emergency permit; otherwise, s/he will be terminated. Failure to complete at least 9 credits of coursework will result in an individual being ineligible for an emergency permit.

## SDP offers emergency permits to candidates in the following specific cases:

- Candidates who are certified in another state and who are waiting for approval from the Pennsylvania Department of Education for his/her out-of-state certification to transfer to PA
- Candidates who already possess one or more certification(s) and need to add one or more additional certification(s) to be eligible for a position. Candidates must agree to obtain the required certification within a two-year period.
- Necessity to fill all vacancies with quality teachers by the first day of school based on vacancy projections from the previous school year and data about the quality of the applicant pool being stronger earlier in the hiring season

# Key Partnerships



**Student teachers:** Bryn Mawr College, Cabrini College, Cairn University, Chestnut Hill College, Cheyney University, Delaware State University, Delaware Valley University, Drexel University, East Stroudsburg University, Eastern University, Grand Canyon University, Gwynedd Mercy University, Holy Family University, IUP (Indiana University of Pennsylvania), Kutztown University, LaSalle University, Lincoln University, Mansfield University, Moore College, Neumann College, Penn State University, Rosemont College, St. Joseph's University, Swarthmore College, Temple University, The College of New Jersey, The Philadelphia Center/Hanover College, University of the Arts, University of Phoenix, University of Pennsylvania, Ursinus College, Villanova University, West Chester University, Westminster Choir College of Rider University, Western Governors University, Rowan University, Rider University, Rutgers University, University of Delaware

**Recruitment:** Black Male Educators, HBCUs and HSIs

**Application system:** PowerSchool (SearchSoft)

**Substitute teachers and administrators:** Kelly Educational Staffing, Aesop/Frontline Education and Foundations

**Teacher Residency program:** Drexel University, New York University, Relay Graduate School of Education, Temple University and University of Pennsylvania

**Alternative certification program:** Teach For America

**Recruitment campaign marketing:** Magnum Integrated Marketing

**Professional development and coaching for Assistant Superintendents:** New Leaders and The Leadership Collaborative

# Support the Recruiting Effort!



- Include the text and image above in your email signature
- Refer a candidate for any position by completing a referral form at: <http://bit.ly/SDPReferral>
- Participate in recruitment events. Recruitment events calendar here: <https://jobs.philasd.org/hiring-events/>
- Share advertising materials with your networks on social media. Re-tweet/re-post from SDP's Twitter, Instagram and Facebook pages!