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| **Recruiting, Selecting and Retaining Teachers in Shortage Areas**  **PLANNING TEMPLATE** | |
| 1. **Record your 2-3 top shortage areas (add data points, if known, regarding applicants, turnover, etc.)** | |
| **Shortage area #1:**  **Shortage area #2:**  **Shortage area #3:** | |
| 1. **Enter human capital data you want to begin collecting and/or sharing that would enhance planning and decision-making regarding effective recruitment, selection and retention of shortage area teachers** | |
| Human capital data to collect and/or share:  With whom and how would you share? (Remember: data should convey information, tell a story, support decision-making): | |
| 1. **Note actions you can take to strengthen your recruitment and retention practices** | |
| Recruitment | Retention |
| 1. **How can you enhance how you are presenting and sharing the unique characteristics of your district - and the value of teaching in your district?** | |
| Enhancements to messages and forms of communication: | |
| 1. **Enter recruitment and retention differentiated strategies for each shortage area**   **(Consider how you form relationships before senior year/graduation; the role of recruitment ambassadors; where and how you recruit; your follow-up with candidates; your onboarding and mentoring; how you network and develop early career teachers, district leadership opportunities, and school-based retention practices such as “stay” interviews)** | |
| Shortage Area #1 | |
| Shortage Area #2 | |
| Shortage Area #3 | |
| 1. **Note below what your next steps will be to advance the ideas you have captured in this workbook, including who you plan to meet with to build support for this work** | |
| **Next Steps:** | |