




The Arizona Comprehensive System of Personnel Development (CSPD) Recruitment and Retention Workgroup is proud to create and share with you a practice profile for recruiting early childhood educators. A practice profile is designed to share with the user what core components should be expected in a certain practice and how that component would contribute to a positive outcome of the practice. The last three columns on the page describe what the expected practice is for that core component, developing practice is for the core component and unacceptable practices. Please use this as a checklist when discussing what practices programs could do to actively recruit early childhood educators.

Recruiting Early Childhood Professionals Practice Profile				
Core Component	Contribution to the Outcome	Expected Use in Practice 	Developmental Use in Practice	Unacceptable Use in Practice
Description of this component	Why this core component is important to achieving the outcome	Description of practitioner behavior	Description of practitioner behavior	Description of practitioner behavior
1. Advertise available job positions on multiple platforms	Advertising on multiple platforms allows multiple job seekers to be informed of the open positions. This allows you to have a bigger candidate pool to choose highly qualified candidates.	<ul style="list-style-type: none"> -Programs use social media platforms to let families and communities to know of available jobs -Programs use different job banks to post available job openings -Programs use internal job posting systems -Programs send an email to let families know of available job positions 	<ul style="list-style-type: none"> -Programs only post for positions on one social media platform -Programs post available job openings on one job bank website -Programs only use an internal job posting system 	<ul style="list-style-type: none"> -Programs only use an internal job posting system
2. Invite interested applicants to an interview prior to offering a position	Offering an interview allows the candidate and the program to make sure they agree on the culture of the center. This is will allow a program to see if the candidate fits with the culture and the candidate to see if they can fit with the program's beliefs and values. Interviews help the two parties involved get to know attitude and aptitude of each other.	<ul style="list-style-type: none"> -Programs conduct phone screenings before inviting candidates in for an interview -Programs conduct various interviews with different purposes (professional, working, panel) -Programs include a family member in the hiring process on a panel or interview group for potential candidates -Programs have at least 3 references of the individual that are professional and personal -Programs offer an opportunity for the candidate to ask questions of culture and values of the programs -During the interview process programs clearly communicate job expectations, work culture, and program values. 	<ul style="list-style-type: none"> -Programs invite a candidate for one interview that has one purpose (working, professional, panel) -Program does not include families in the hiring process -Program asks for references but may or may not reach out to the references -Programs only interview the candidate and do not encourage the candidate to interview the program as well -The job description is handed to the candidate, but no discussion of expectations and values is communicated. 	<ul style="list-style-type: none"> -Programs do not offer an interview but simply hire based on application responses and resume. -Programs do not discuss job description, expectations, culture and values with the candidate before extending a job offer

3. Attend recruiting educator job fairs	Attending job fairs allows a program to network with other education agencies and meet new candidates. Some job fairs even offer onsite interviews for programs and candidates. Job fairs allow your program to be exposed to more qualified candidates.	<ul style="list-style-type: none"> -Programs participate in multiple job fairs throughout the year -Programs have resources for attendees that might not be qualified for an open position, but are interested -Programs maintain an interest list of educators they meet at the job fair and keep in contact with them 	<ul style="list-style-type: none"> -Program participate in one job fair annually -Program gather an interest list of educators they meet at the job fair, but there is no follow up on the interest 	-Programs do not attend any job fairs
4. Provide opportunities for cross training	Encouraging staff to work together in various positions, allows staff to move between positions when positions open up. If a member of the current staff is interested in more responsibility and higher wages, offer the opportunity to learn that position so they can move into it when it becomes available in little or no time.	<ul style="list-style-type: none"> -Programs introduce staff to the hierarchy structure of leadership at the program -Programs offer mentoring roles and opportunities for apprenticeship -Programs are annually checking in with staff members to discuss what other roles in the program they might be interested in and if they would like to intern/substitute for some exposure to that role 	<ul style="list-style-type: none"> -Programs have a hierarchy of leadership structure and is only shared with staff at onboarding -Programs offer mentoring roles -Programs ask staff what other roles they might be interested in only when the staff member says they are feeling burned out and need a change 	<ul style="list-style-type: none"> -Programs do not discuss other roles in the program -Programs do offer opportunities to advance within the program -Programs do not talk with teachers when they are feeling burned out or need a change, they just let them resign
5. Offer growth opportunities within your program	Encouraging staff to continue their education allows them to grow within the positions available in the organization as well. Exposure to other opportunities within the program that might fit their interests and education/professional goals will prevent burn out, stagnation, demotivation, and negativity in the workspace. By encouraging staff to grow into their interest they will maintain enthusiasm and productivity.	<ul style="list-style-type: none"> -On an annual basis programs encourage staff to communicate what roles in the center they are interested in learning more about and growing into -Programs talk with staff about their goals, interests, and opportunities within the program that align to those goals and interests -Programs constantly assess if staff are in roles that are still a good fit for them 	<ul style="list-style-type: none"> -Program encourage staff to communicate what roles in the center they are interested in learning more about and growing into only when they are feeling burned out and need a change -Programs choose goals for staff based on what leadership feels is a good fit for staff without discussing with staff member -Programs wait until a staff member is resigning to make change 	<ul style="list-style-type: none"> -Programs do not make changes to staffing patterns ever -Programs do not assess staff interests, goals, and work place morale -Programs do not support staff in promotions or growth opportunities
6. Have good relationships and communication with your local community college or institute of higher education (IHE)	Having a good relationship with institutes of higher education allows your program more exposure to individuals that will be searching for an educator job soon. This could expose the program to a pool of potential candidates that will have higher education at the start of their career. This also could support current staff in continuing their education.	<ul style="list-style-type: none"> -Programs participate or create opportunities for graduates to present projects/resumes/research to surrounding programs -Programs allow students attending the colleges to get student teaching hours in the programs ECE classrooms with the proper licensing requirements met -Program participates or creates community events where college personnel are invited and participate in planning -Programs have updated applications and courses offered at local IHE for staff interested in continuing education and talk about them regularly with their staff 	<ul style="list-style-type: none"> -Programs allow a few students attending the college to get student teaching ours in the programs ECE classrooms -Program participates in community events where the college personnel may or may not invited and college personnel are not included in the planning -Programs have a flyer for local IHE but do not talk about it often with staff nor encourage conversation about continuing education 	-Programs do not work with local institute of higher education (IHE) in any capacity
7. Have good relationships and communication with your local school district Career and Technical Education leaders and participate in Educator's	Having a good relationship with local Career and Technical Education (CTE) programs and Educator's Rising Programs allows students to begin their student teaching sooner. This helps students at a younger age decide if the teaching	<ul style="list-style-type: none"> -All program personnel are given the opportunity to volunteer to mentor Educator's Rising students -All program personnel are given the opportunity to volunteer to judge at different CTE and Educator's Rising events -Program allows CTE ECE students and ECE 	<ul style="list-style-type: none"> -Program leadership only is allowed to volunteer to judge at different CTE and Educator's Rising events -Programs allow very few CTE ECE students or Educator's Rising students to gain minimal experience in a few 	-Programs do not work with local CTE programs or Educator's Rising programs

Rising	profession is a good fit for them and expose them to more experience before becoming a certified educator.	Educator's Rising students to gain experience in all ECE classrooms with the proper licensing requirements met	ECE classrooms with the proper licensing requirements	
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