
Do Now



REFLECT

What are the biggest recruitment and selection challenges your district is facing this year?

What is one thing you'd like to know how to do better around recruitment and selection?

Building Strong Instructional Teams: Recruitment & Hiring

Connecticut State Department of Education
Alliance District Convening | January 16, 2014

Session Objectives



Understand the importance of effective teacher recruitment and selection.



Discuss data-driven recruitment, hiring process, and selection best practices.



Access resources to improve recruitment practices and accelerate the hiring timeline.

Agenda



The Context: Why Smart Hiring is so Important

Best Practices: Outlining an Aggressive Recruitment Campaign

Best Practices: Setting up an Effective Hiring Process

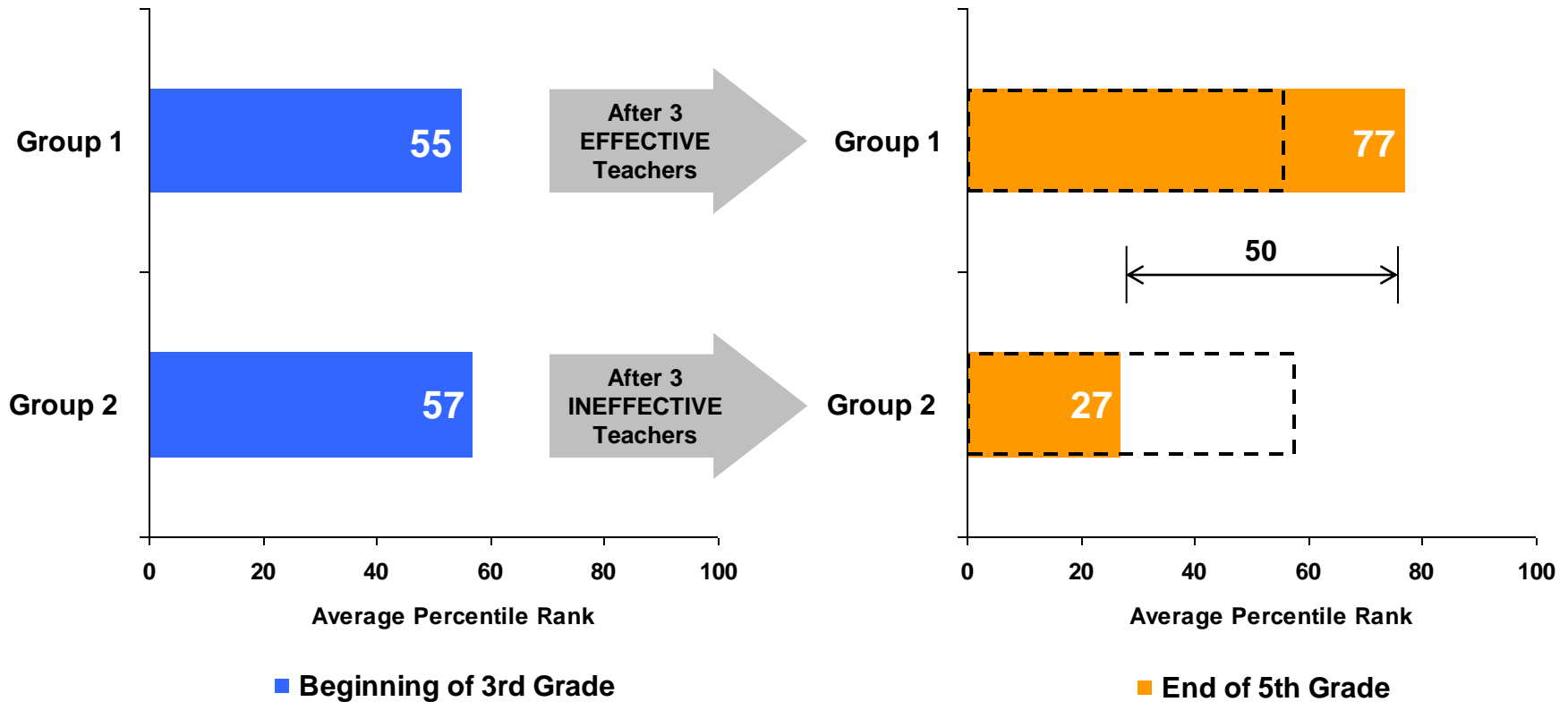
Best Practices: Developing a Selection Model

Reflection & Action Planning

Research has shown that effective teachers are critically important to student learning.

Dallas students who start 3rd grade at about the same level of math achievement...

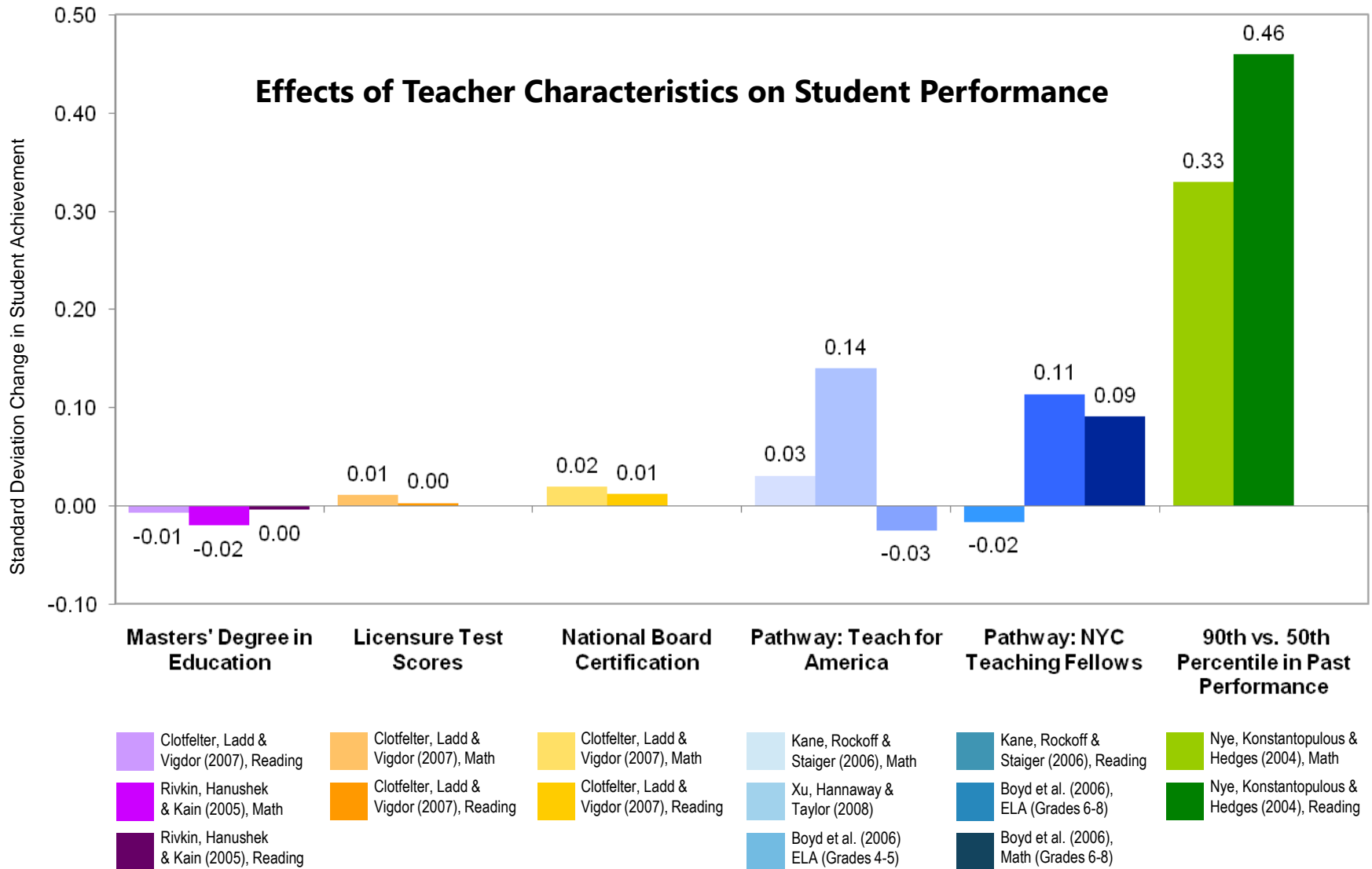
...may finish 5th grade math at dramatically different levels **depending on the quality of their teachers.**



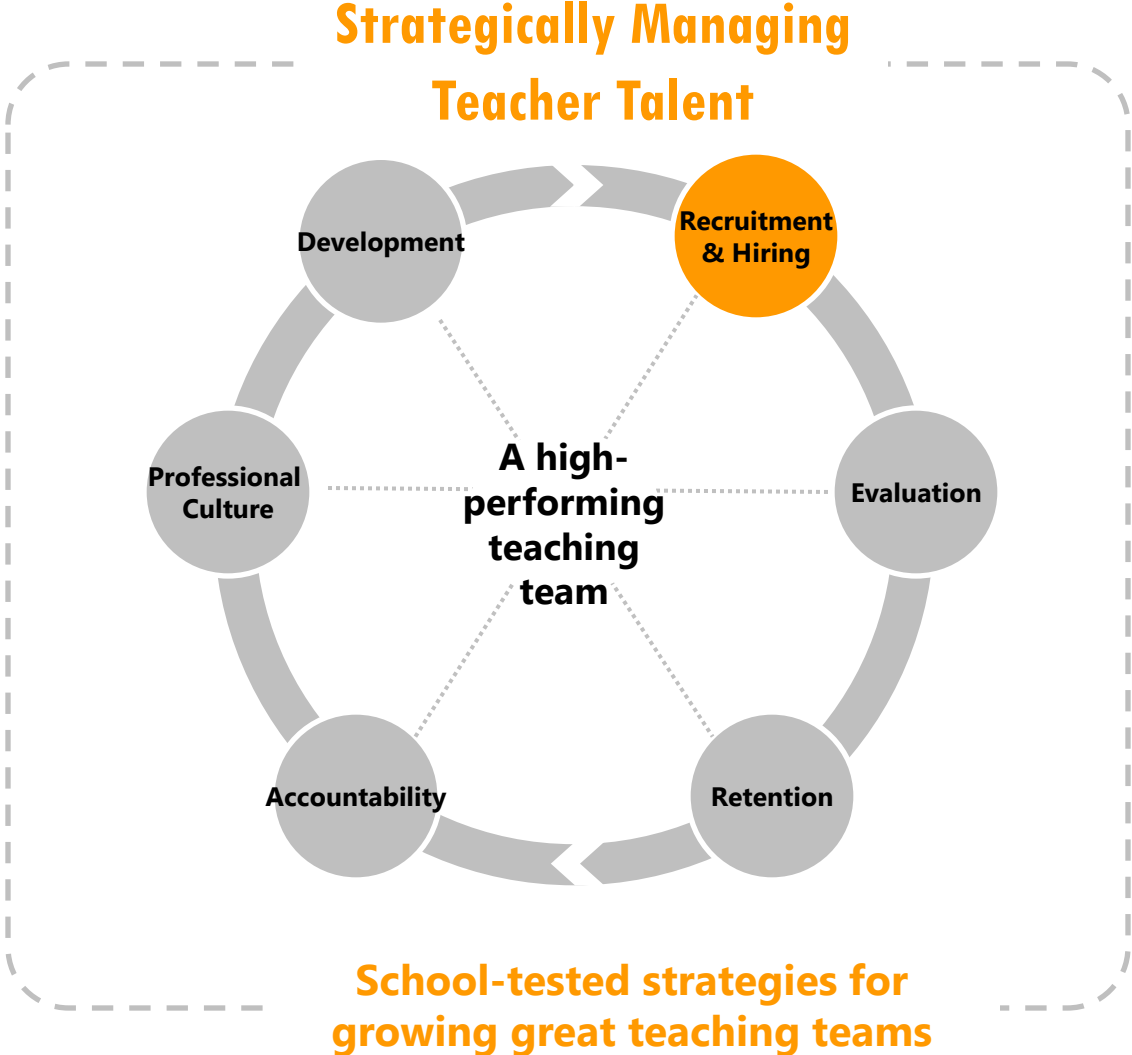
Original analysis by the Education Trust.

Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997.

And research has also shown time and time again that past performance is by far the best indicator of future effectiveness.



The first step is hiring and retaining excellent teachers. In order to do that, you'll need to start by building out a compelling recruitment campaign and a rigorous selection model.



TNTP research has shown that schools with strong instructional cultures use a rigorous hiring and orientation process to set teacher expectations.



50+ SURVEY QUESTIONS
on school instructional
culture

11,000 teachers
surveyed to date

300 schools
applying the results to
develop and retain great
teachers

“MY INTERVIEW PROCESS WAS RIGOROUS.”

TEACHERS AT SCHOOLS WITH
STRONG CULTURES

71%



TEACHERS AT SCHOOLS WITH
WEAK CULTURES

47%



“THE HIRING AND ORIENTATION PROCESS SET ACCURATE EXPECTATIONS.”

TEACHERS AT SCHOOLS WITH
STRONG CULTURES

76%



TEACHERS AT SCHOOLS WITH
WEAK CULTURES

43%



In seven steps, your district can institute a process to ensure that you are able to recruit, select and hire excellent teachers.

- | | | |
|----------|---|--|
| 1 | Define the ideal teacher | Align this description to your school's vision, culture and performance expectations based on what type of teacher has been successful in your school. |
| 2 | Build a recruitment pipeline | Engage in a variety of traditional and non-traditional recruitment strategies and then prioritize based on where you find your most effective teachers. |
| 3 | Invest in hiring throughout the year | Cultivate candidates early and hire by the spring to bring in the strongest candidates. |
| 4 | Establish a hiring process | Specify what the process steps are, who is responsible and what you are looking for. |
| 5 | Use the hiring process to set expectations | Communicate what is exciting and challenging about working at your school so that candidates are prepared for the school's culture and unsuitable candidates self-select out of the process. |
| 6 | Assign dedicated staff to hiring | Centralize hiring tasks to keep a focus on selection while allowing school leaders and teachers to engage strategically. |
| 7 | Learn from experience | Use data to track success of your recruitment strategies and revisit the process annually to improve. |

Agenda

The Context: Why Smart Hiring is so Important



Best Practices: Outlining an Aggressive Recruitment Campaign

Best Practices: Setting up and Effective Hiring Process

Best Practices: Developing a Selection Model

Reflection

Carefully designing and implementing a selection process will help you to avoid common pitfalls.

← Common Hiring Pitfalls →

Late Hiring

Waiting until the end of the school year or summer to recruit and hire limits a school's ability to compete for top candidates, including the strongest teachers and those who teach high need subject areas.

Lack of Rigor

Not consistently implementing multiple steps in the selection process can lead to poor assessment of a candidate's "fit" and skill and result in candidates lacking a clear understanding of what is expected of teachers at the school.

Limited Data

Failing to track application and hiring data, or not differentiating information for important subgroups of teachers – whether high performing, high need subject areas, or diverse candidates - hinders efforts to revise the process from year to year.

Step 1: Create an “Ideal Teacher” definition that aligns with your mission and drives recruitment messages, selection rubrics, and evaluation expectations.

- Chicago Public Schools’ OSI publicizes its “Seven Non-Negotiables” it expects teachers in its schools to possess and uphold.
- Candidates are encouraged to reflect on their comfort level with these traits before applying.

Chicago Public Schools

1. A commitment to OSI values and a belief that our students can BEAT THE ODDS
2. A comfort level with TRANSPARENT & PUBLIC SHARING OF DATA
3. Priority focus is increasing student skills as measured by EPAS test scores
4. Full implementation of the WELL MANAGED SCHOOLS MODEL and active participation as an ADVISOR
5. Willingness to support the BLOCK SCHEDULE
6. Authentic commitment to pre-planned and strategic PROFESSIONAL LEARNING both individually and in groups
7. A commitment to personally doing your part to ensure HEALTHY & HONEST COLLABORATION AMONG ADULTS

- YES Prep’s description connects to their overall mission statement and core values.
- Description drives selection rubrics and aligns with evaluation expectations.

YES Prep

It is our belief that teachers are the single greatest factor in the achievement of low-income students and we are currently searching for our country’s strongest classroom leaders to help us create a new educational status quo in Houston. Our teachers are from a diverse set of professional and academics backgrounds, but believe deeply that education is the means to creating a better future for our country.

Step 2: Build a Recruitment Pipeline. Setting up an effective recruitment starts with outlining your ideal candidate, then laying out a data-driven recruitment campaign to help you recruit candidates that meet those traits.



Conduct audit of district recruitment resources.



Determine budget for an advertising campaign.



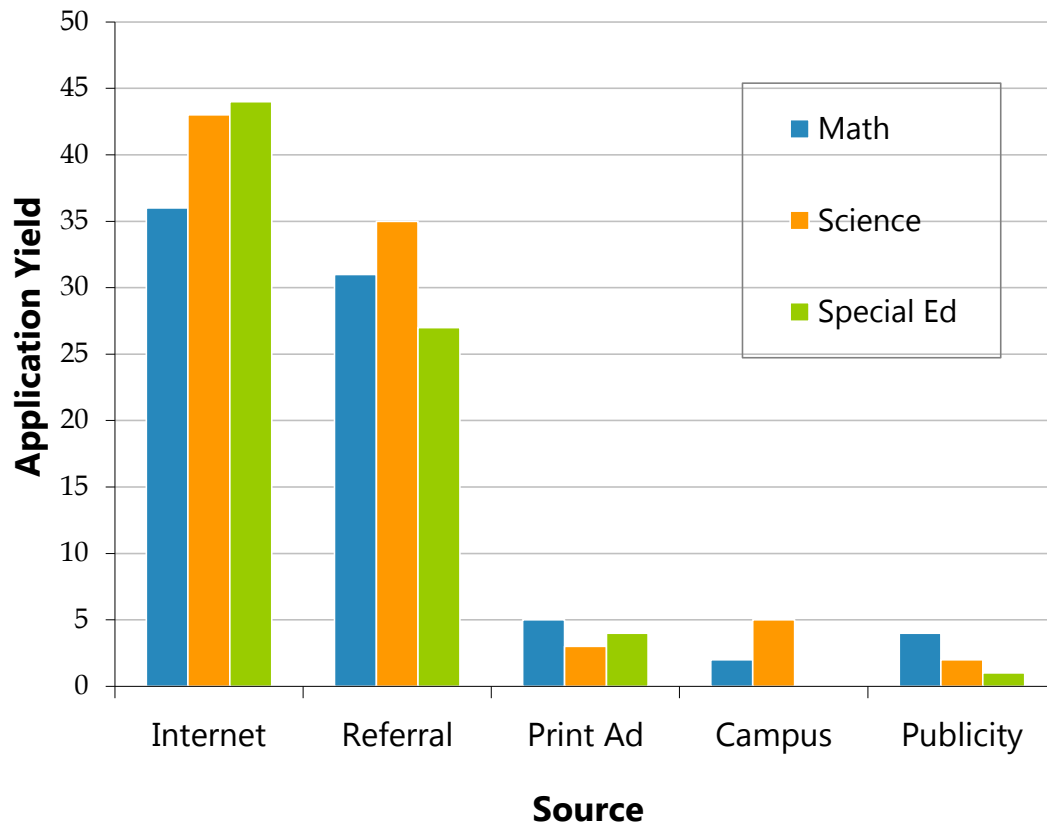
Establish vacancy needs to establish recruitment goals and create internal tracking methods.



Develop a recruitment plan.

Create a tracking system that allows you to manage data by subject area and recruitment source.

Sample: Tracking Sources of High-Need Applicants



- Make sure you optimize your time and investment.

- Don't continue to employ a strategy unless you see it getting the results you want.

- One size does not fill all. What works in one district might not work in another.

**Think about your conversion rates by subject area:
how many applicants will you need to yield one new hire?**

Utilize a toolbox of recruitment strategies to attract candidates as part of your recruitment plan.



Internet



Paid Advertisements



Mail/E-Mail Campaigns



Career Fairs



Outreach/Grassroots



Referrals



Signs/Flyers



Ed Schools/On Campus

Once you've recruited a candidate through your initial recruitment strategies, cultivation will help you ensure that that candidate remains interested – before and after you send an offer letter.



What is “cultivation?”

Whom do you target?



Compile a list to guide cultivation. Experience shows that strategic, prioritized cultivation of interested contacts helps to increase the number of them who remain in the process and begin teaching.

Establish a plan. Our research has shown that it is often the highest-quality candidates who respond to continual, active encouragement to remain in the process without a firm commitment or placement offer.

Let's talk about it!

DISCUSSION

How often do you assess progress towards recruitment goals?

How do you know if a recruitment source is working or worth the money?

How do you recruit for really hard-to-fill vacancies (vocational education, 1/2 time positions, one-off licenses, etc.)?

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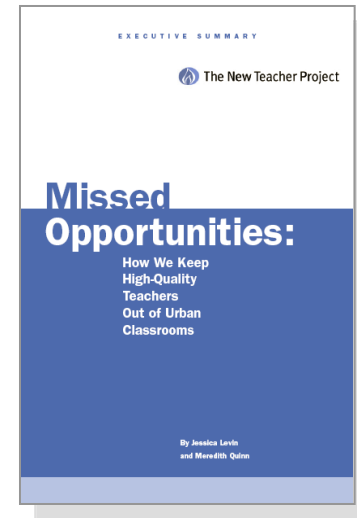
Best Practices: Developing a Selection Model

Reflection

TNTP's first national report, *Missed Opportunities*, showed that districts must hire early in order to obtain the highest-quality teachers.

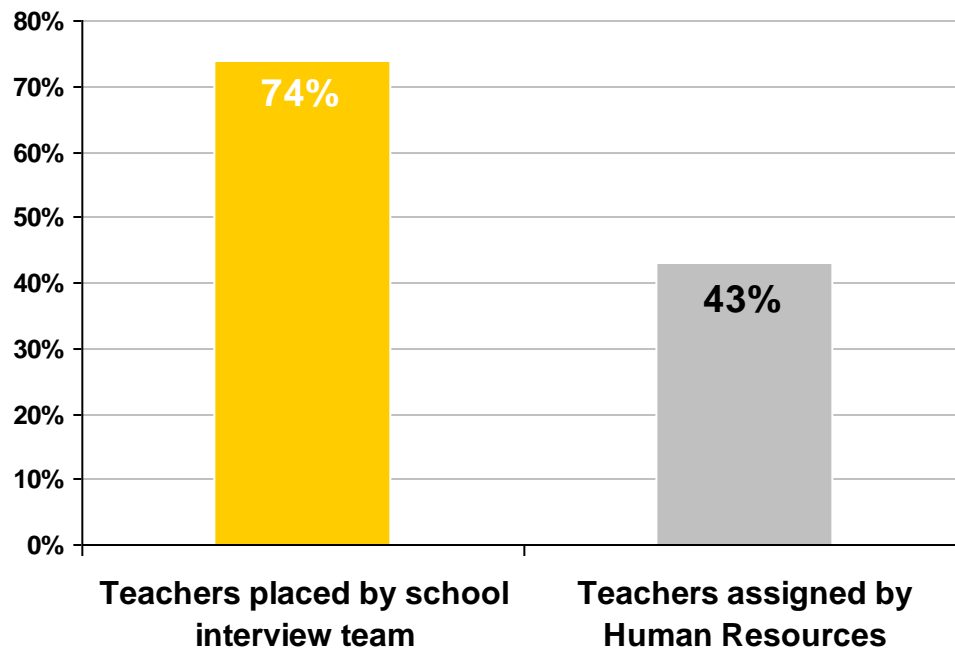
In 2003, TNTP published, *Missed Opportunities: How We Keep High-Quality Teachers Out of Urban Classrooms*. The report found that:

- With aggressive recruitment, urban districts can generate tremendous interest and build a robust pool of committed applicants.
- However, urban district hiring timelines cause massive applicant attrition, as much as 60% of their applicant pool.
- Due to these delays, districts lose the stronger candidates and are left hiring weaker candidates.



Early hiring timelines provide applicants and principals with sufficient time to ensure a strong fit with the school community and culture.

Teacher satisfaction with current school placement in District A



52%

of teachers assigned by HR say they may change placements again this year.

vs.

22%

of teachers who interviewed for their position say they may change placements again this year.

Step 3: Focus on teacher staffing year-round, not just in peak hiring season

Target Dates	Possible Activities
September	First school site visit: Gain insight into school culture, principal debrief of previous hiring season, observe new hires, feedback on how principal prefers to hire.
October	Teacher quality survey: Principals complete an online survey about the quality of the teachers new to their school.
	Focus groups: Survey and talk with new hires, identify ways to better market schools to attract new teachers.
November	Data reports: Write up surveys, focus groups and district data collection to establish hiring baseline and goals for spring hiring season.
January - May	Workshop Series: Set up trainings to build capacity at the school level to make effective teacher hiring decisions.
December – August (ongoing)	Candidate recruitment, screening, referrals, & school-based interviews
	Candidate cultivation and outreach: Tier and prioritize applicant pool, communicate with shortage area candidates, ensure hires complete paperwork and remain committed to school.

Set aggressive hiring goals so schools get access to top teacher talent and open fully staffed with the best instructional teams possible.

CATEGORY	GOAL	TARGET
Timeline Goals	<p>30% of vacancies identified by 4/15 filled by 5/13</p> <p>90% of vacancies identified by 5/14 filled by 6/15</p> <p>95% of vacancies identified by 6/16 filled by 7/15</p>	<p>30%</p> <p>90%</p> <p>95%</p>
100% Goals	100% of cumulative vacancies identified one week prior to the start of school (7/27) are staffed by the first day of school with students (8/10).	100%
100% Goals	100% of cumulative vacancies identified between the first day of school (8/10) will be staffed by the end of the first week of school (8/17).	100%
Restricted Choice	90% of all teacher hiring will occur with mutual consent of the principal and candidate	90%
Reduction of Late Vacancies	20-30% of total vacancies district-wide identified by the first day of school will be reported after June 1st.	20-30%

Step 4: Set up an effective, efficient hiring process.

Screening for basic things like necessary degree(s), certifications, and letters of reference.

Screening core selection competencies, such as Fit with District, Personal Responsibility, etc.

Selecting for teaching ability/direct classroom performance and fit with school culture.

Candidate applies to your district.

Applicant meets minimum requirements; moves forward.

Applicant doesn't meet minimum requirements and is rejected.

STOP

Candidate is pre-screened.

Applicant passes initial pre-screen; moves on to hiring pool.

Applicant does not meet pre-screen criteria and is rejected.

STOP

Candidate is referred to the school hiring pool.

Principals invite candidates to participate in school-based selection process.
(See Appendix slide 53)

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Best Practices: Developing a Selection Model

Reflection

Steps to effective selection



Determine your district's initial selection model.

- Prescreen vs. Phone Screen



Ensure school leaders are using an effective school-site selection model.

DISCUSSION

What are the pros and cons of using different selections screens?

How do you refine/improve your selection from year to year?

Like any assessment, an effective selection model should start with the end in mind.

What are you looking for?

What does it look like?

How are you going to see it?

How will you evaluate it?

Setting up a Selection Model

Identified criteria are called "**Competencies**" Example of one competency: Delivers Effective Lessons

Each competency has examples of specific behaviors called "**indicators.**" Examples of indicators for Delivers Effective Lessons:

- Teacher clearly communicates the lesson objective and connects to it at multiple points
- Teacher conveys accurate content at least 95 percent of the time, and all content necessary for students to achieve the lesson objective

Interview questions and **selection activities** are aligned with one or more competencies.

Candidates are **rated**. Example of a four-point rating scale: (1) exemplary, (2) somewhat strong, (3) somewhat weak and (4) poor or ineligible.

Examples of competencies to consider.

Type	Definition	Example	Notes
Direct Application	A skill that is directly applicable to the job.	Type 60 words-per-minute.	(+) Most reliable (-) Hard to assess in writing (-) Hard to assess through questioning
Transferrable Skill	A skill that can be transferred from another field or experience.	Organized	(-) Least valid (-) Hard to assess in writing (+) Easier to assess through questioning
Self-Management	An attitude, belief or mindset.	Outgoing person	(+) Most stable over time (-) Hard to assess directly (-) Least reliable

Selection Activities

Potential selection activities that you may consider using include:

Main Activities

- Phone interview/initial screen
- Sample lesson
- Personal interview
- Lesson feedback and re-teach

Supplemental Activities

- Written Exercise
- Lesson Plan Submission
- Student Data Exercise
- Open House



Check out the supplemental materials provided for exemplars and instructions on how to implement the activities listed.

Creating a comprehensive selection process.

An effective selection process should...

- ✓ Allow you to **gather all of the evidence you need** to evaluate a candidate and determine if you will offer the candidate a position.
- ✓ Provide **adequate opportunities for a candidate to demonstrate his/her skills** and evidence of each competency.
- ✓ Allow you to **view a candidate though multiple lenses**.
- ✓ **Offer the candidate an opportunity to learn about your district or school**, their potential colleagues, the student population, and expectations.
- ✓ **Invest** the candidate.
- ✓ **Be efficient** and **utilize other staff** members on your team.

Create a selection assessment to help you track what you learn.

Application Materials		Teaching Sample	Writing Sample	Selector: Discussion Group	Candidate Name: Personal Interview	
CRITICAL THINKING (CT): Analyzes situations thoroughly and generates effective strategies						
<input type="checkbox"/> Follows directions	<input type="checkbox"/> Follows directions	<input type="checkbox"/> Follows directions	<input type="checkbox"/> Generates relevant solutions	<input type="checkbox"/> Answers questions		E
<input type="checkbox"/> Generates relevant solutions	<input type="checkbox"/> Teaches material with logical strategies	<input type="checkbox"/> Generates relevant solutions	<input type="checkbox"/> Supports ideas	<input type="checkbox"/> Generates relevant solutions		E-
<input type="checkbox"/> Supports ideas	<input type="checkbox"/> Demonstrates advanced org/prep	<input type="checkbox"/> Supports ideas	<input type="checkbox"/> Analyzes information effectively	<input type="checkbox"/> Supports ideas		FA+
<input type="checkbox"/> Analyzes information effectively	<input type="checkbox"/> Content reasonable for time limit	<input type="checkbox"/> Analyzes information effectively	<input type="checkbox"/>	<input type="checkbox"/> Analyzes information effectively		FA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		FA-
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		NFA+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		NFA
CT notes:						
ACHIEVEMENT (ACH): sets and meets ambitious, measurable goals						
<input type="checkbox"/> Sets measurable goals	<input type="checkbox"/> States objective	<input type="checkbox"/> Sets measurable goals	<input type="checkbox"/> Sets measurable goals	<input type="checkbox"/> Sets measurable goals		E
<input type="checkbox"/> Meets goals	<input type="checkbox"/>	<input type="checkbox"/> Defines success as meeting goals	<input type="checkbox"/> Defines success as meeting goals	<input type="checkbox"/> Meets goals		E-
<input type="checkbox"/> Defines success as meeting goals	<input type="checkbox"/>	<input type="checkbox"/> Monitors progress towards goals	<input type="checkbox"/> Monitors progress towards goals	<input type="checkbox"/> Defines success as meeting goals		FA+
<input type="checkbox"/> Monitors progress towards goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Monitors progress towards goals		FA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		FA-
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		NFA+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		NFA
ACH notes:						
PERSONAL RESPONSIBILITY (PR): Assumes accountability for reaching outcomes despite obstacles						
<input type="checkbox"/> Accepts accountability for own/students success/failure	<input type="checkbox"/> Assesses student learning	<input type="checkbox"/> Accepts accountability for own/students success/failure	<input type="checkbox"/> Accepts accountability for own/students success/failure	<input type="checkbox"/> Accepts accountability for own/students success/failure		E
<input type="checkbox"/> Focuses on controllable factors	<input type="checkbox"/> Maintains flexibility	<input type="checkbox"/> Focuses on controllable factors	<input type="checkbox"/> Focuses on controllable factors	<input type="checkbox"/> Focuses on controllable factors		E-
<input type="checkbox"/> Demonstrates perseverance or determination	<input type="checkbox"/>	<input type="checkbox"/> Willing to increase effort	<input type="checkbox"/> Willing to increase effort	<input type="checkbox"/> Demonstrates perseverance or determination		FA+
<input type="checkbox"/> Willing to increase effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Willing to increase effort		FA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		FA-
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		NFA+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		NFA
PR notes:						
Commitment (CMT): Maintains high expectations for all students and is committed to raising academic achievement in high-need schools						
<input type="checkbox"/> Conveys high academic expectations for all students	<input type="checkbox"/>	<input type="checkbox"/> Conveys high academic expectations for all students	<input type="checkbox"/> Conveys high academic expectations for all students	<input type="checkbox"/> Conveys high academic expectations for all students		E
<input type="checkbox"/> Understands potential challenges in high-need schools	<input type="checkbox"/>	<input type="checkbox"/> Understands potential challenges in high-need schools	<input type="checkbox"/> Understands potential challenges in high-need schools	<input type="checkbox"/> Understands potential challenges in high-need schools		E-
<input type="checkbox"/> Desires to teach specifically in a high-need school	<input type="checkbox"/>	<input type="checkbox"/> Makes connections to experience with high-need communities/youth	<input type="checkbox"/> Makes connections to experience with high-need communities/youth	<input type="checkbox"/> Desires to teach specifically in a high-need school		FA+
<input type="checkbox"/> Makes connections to experience with high-need communities/youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Makes connections to experience with high-need communities/youth		FA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		FA-
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		NFA+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		NFA
CMT notes:						

E: Exemplary FA: Fully Acceptable +: some positive evidence -: some negative evidence NFA: Not Fully Acceptable /: No Evidence

When selecting activities, prioritize those which provide evidence that is most predictive of a teacher's future success.

- **Past performance is more predictive than other proxies like GPA or advanced degrees**

How: Ask experienced teachers to provide evidence of past student achievement (if available); ask specific questions about how the candidate has set and tracked measurable goals (or had they would do so if new to teaching)
- **Evaluate the candidate's performance in front of students**

How: Set-up a demo lesson after school, and give candidate clear instructions on how to prepare in advance; simulate setting if no students are available
- **Gauge candidate's ability to implement feedback quickly**

How: Provide candidates 1-2 specific next steps on how to improve the lesson, and then ask them to reteach that same lesson for 5-10 minutes (same day)
- **Share your expectations and details on school culture; make connections through your questions and interview activities**

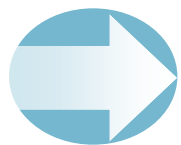
How: Share a mutual expectations document; use specific school-based challenges as the basis for a scenario question

It is also important to be strategic when developing your interview questions.

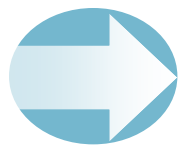
Strong questions should...

- Provide evidence for one or more of the competencies you've chosen for your selection model
- Encourage the candidate to discuss specific examples in all of their answers
- Be connected to specific, observable indicators that you previously identified for each of your competencies
- Allow you to illicit evidence from candidates of all skill levels and backgrounds

Questions that ask candidates to provide a step by step solution to a difficult scenario are particularly effective.



They allow you to evaluate a candidate's ability to handle challenges unique to your district/school.



They require the candidate to think beyond a scripted response.



They give candidates a realistic picture of the culture and challenges they will face.



They can be tailored to ask about the exact strengths you are looking for based on your selection model.

Identify a realistic situation that has happened (or could happen) to a teacher who is new to your district.

Consider using:

- A common complaint or struggle of new teachers
- Specific classroom management challenges (i.e. calling out, fights, etc.)
- Building or site-specific challenges (sharing a building with another school, multiple entrances/exits, distance between classrooms and main office)
- Peer/parent interaction situations

Take 2 minutes and write a specific challenge faced by teachers at your school that might make good scenario questions.

Using one of the challenges you identified, create a scenario and identify the characteristics of a good response

Scenario #1 _____

Be sure to include:

- A set-up
- Complex or multiple problems
- A clear question at the end

An excellent answer that addresses my competencies would include:

-
-

Agenda

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Best Practices: Developing a Selection Model



Reflection & Action Planning

Reflection Questions: How far are you from where you want to be?

Component	Reflection Questions
Recruitment	<ul style="list-style-type: none">• Are you adequately projecting vacancies?• Do you identify vacancies early?• Do you have candidates at the ready to fill mid-year vacancies?• Do you plan strategic recruitment for hard-to-staff subject areas/placements?• Do you know what your district's top recruitment sources are?
Hiring Process	<ul style="list-style-type: none">• Do you have a clearly established hiring process that both your HR team and principals follow?• Does your HR prescreen process set the right "bar" for school referrals?• Do you train and support principals on practices of effective hiring?
Selection	<ul style="list-style-type: none">• Do you assess competencies that reflect your "ideal" candidate?• Do you rate consistently on those competencies, using a variety of selection activities?• Are you discerning when offering positions to candidates, ensuring they meet your criteria?

TEACHER TALENT TOOLBOX



EXPLORE FEATURES ▶

ABOUT TNTP

WHAT WE DO

IDEAS & INNOVATIONS

BLOG

Explore Features

Evaluation

Fishman Prize

Teacher Talent
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Appendices

Selection Resources

Use your final interview to introduce your performance and culture expectations.

Consider using a Mutual Expectations document to inform new hires about how you plan to manage performance in your building. This document represents an agreement you will both sign and is an opportunity for you to engage in an active discussion about the school culture and your approach to performance management:

- School Mission
- Principal Vision
- The role of observation, feedback, and development
- Focus on teacher effectiveness
- Additional professional expectations
- Staff support

This type of conversation can help ensure your new hire fully understands your expectations and makes an informed decision to accept your offer.

Personal Interview: Allows you to gather evidence of your competencies through questioning.

Phone Interview

- Use a phone interview when the candidate is unable to visit the school in person or as an initial screen
- The interview should last 25-30 minutes
- Utilize your full selection model
- Schedule time before and after the call to review a candidate's resume and to review your notes
- Incorporate information about the school into the questions
- Allow time at the end for candidates to ask questions about the school and community
- Consider connecting out-of-state candidates with a teacher to talk with them about life outside of school

Job Fair

- Follow resume screening guidelines
- Ensure everyone who is working with you has a copy of your selection model
- Interviews may serve as an initial screen to select candidates for follow-up interviews
- You may only have 10-15 minutes – what three questions will you ask all candidates?

School Site

- Allows candidates the opportunity to see the school site and meet teachers who may be in the building
- Establish a timeline to follow up with the candidates to ensure that you hear a response in a timely manner

Writing Sample: A writing sample allows you to see additional evidence of verbal ability and problem solving skills.

Logistics

- Have candidate respond to a brief scenario in writing
- Give candidates 20-30 minutes to respond
- Evaluate both the content and grammar of the candidate's response.

When to use

- If you have concerns about a candidate's verbal ability or fluency.
- If a candidate is teaching English or writing, where writing skills are especially important

Indicators

- Conveys ideas and information clearly
- Addresses all issues raised in prompt
- Focuses on student achievement/success in suggested strategies
- Writes in complete sentences and employs correct syntax, spelling, and grammar
- Conveys willingness to try multiple strategies or something new
- Recognizes an individual teacher's capacity to ensure student success
- Describes students and parents respectfully and non-judgmentally

Writing Samples: Simple to prepare

Advanced Preparation

- Create a set writing prompt (see example on the right), and define what the key characteristics of a good response are.
- Inform the candidate about the requirement in advance.

Day of Interview

- Give the candidate a quiet place to complete the writing sample and a “5 minutes left” reminder.
- Evaluate both their response to the question and their basic writing skills
- Ask the candidate to expand upon their response during the interview

Sample Prompts

Questions that ask for multiple strategies to a problem make good writing samples.

Your first month in the classroom has proven to be extremely challenging. Your initial efforts at using the school’s behavior management system in your class have failed. Students are inattentive during instruction and many don’t participate during group activities. You haven’t yet been able to effectively use stations in your class. Your principal has observed several times and provided feedback on delivering clear and consistent instructions and addressing misbehavior.

**Share your goals for the coming weeks.
Provide clear, concrete strategies for each**

Sample Lesson: A big investment for a big payoff

Logistics

- Ask the candidate to prepare a brief lesson (10-20 minutes) on a specific topic/subject
- Choose an “average” class for the candidate to teach
- Evaluate the content, delivery and management of the lesson

When to use

- Before your personal interview so you can give feedback
- Whenever you have capacity and a strong finalist
- When it doesn't interrupt essential instruction

Indicators

- A majority of students demonstrated they met the stated objective
- Candidate identifies multiple ways s/he could improve the lesson afterwards
- Most students were engaged throughout the lesson
- Candidate checked for student understanding consistently and modified instruction accordingly
- Candidate incorporated different learning strategies to meet the needs of all students

Sample Lesson: Allows you to evaluate candidates' planning, delivery and response to feedback.

Advanced Preparation

- Create a set of guidelines for the candidate (see example on the right), and define the characteristics of a good lesson (see lesson review sheet in appendix)
- Email the candidate with the guidelines (asking them to confirm receipt) at least 3 days before the interview.
- If the candidate is presenting to students, prepare the class' teacher for the sample lesson

Sample Prompt

Example:

Please prepare a 15 minute mini-lesson on naming vegetables in Spanish for our 7th grade class.

You will have access to a white board. You'll need to prepare any additional materials in advance.

Day of Interview

- Collect their lesson plan to assess preparation for the lesson as well as their delivery
- Ask candidate to discuss how they think they did and what they would change if they could
- Give at least one piece of critical feedback to see how the candidate responds

Student Data Exercise: Evaluate candidate's ability to interpret data and use takeaways to inform instruction.

Advanced Preparation

- Create sample data set using achievement data from one class
- Inform the candidate about the requirement in advance

Logistics

- Have candidate share what conclusions they draw from the information and how they would use it to drive
- Give candidates 30 minutes
- Evaluate the candidates' approach and written communication skills

Exercise Evaluation

- Addresses all parts of the exercise
- Identifies patterns/trends and potential causes
- Tailors approach to meet diverse set of student needs
- Writes in complete sentences
- Provides multiple strategies
- Describes plan for evaluating the success of proposed approach
- Sets clear benchmarks/goals for student performance

Classroom Observation

Logistics

- Visit the teacher at his/her school and observe a class period
- Ask the candidate to identify an “average” class for you to observe
- Ask the candidate to provide a seating chart, lesson plan and general information about the class
- Evaluate the content, delivery and management of the lesson

When to use

- If the candidate teaches locally
- If you have concerns about a candidate’s teaching ability
- If you are concerned about a candidate’s interaction with students
- If a candidate is teaching a particularly high-stakes subject area

Evaluating a Classroom Lesson

- Debrief the lesson. Was the candidate able to identify what worked and what didn’t and offer suggestions for improvement?
- Did the students master the learning objective? How many? How do you know?
- Was there evidence of consistent classroom techniques in place?
- How did the candidate interact with students? Were they in command and engaging?
- Did the candidate show evidence of good questioning techniques?
- Did the candidate attempt to incorporate different learning strategies or meet the needs of varied learners?

Open House: Introduces candidates to your school

Why Have an Open House?

- It makes your school stand out
- It gives candidates an informed view of your facilities and staff
- It gives candidates more time to talk with members of your staff in a social setting
- It gives you a chance to organize student events or demonstrations
- It saves time by allowing you to evaluate multiple candidates at once

Advanced Preparation

- Identify a staff member available to give a 30 minute tour
- Discuss which teachers, students and facilities you want to highlight
- Try not to conduct the tour yourself so that the candidate feels more open to talk throughout the tour
- Have them observe your best teachers or ones that with whom they have something in common

Day of Visit

- Remind the tour leader of the candidate schedule for that day
- Ensure teachers know that will have their classrooms visited
- Have the candidate take the tour prior to the interview so that you can ask about their experience
- Check-in with the tour leader to see what their opinion of the candidate was

Plan to differentiate your questions for teachers with varying levels of experience while assessing the same competencies.

Experienced Teachers

- Ask for specific examples of teaching experiences, struggles and successes
- Use specific classes and students
- Ask about successful classroom management strategies they have used
- Ask about feedback they have received in the past
- Ask about their work/interactions with their colleagues

Traditionally Prepared New Teachers

- Ask for teaching success that they have observed and why they think it was successful
- Ask about specific classroom management strategies they are planning to use and why they plan to use that strategy
- Ask for examples from their student teaching experiences, but understand that not all student teaching experiences are the same

For teachers who do not yet have classroom teaching experience, utilize scenario questions.

Teachers in Alternative Route Programs (e.g. Fellows, TFA)

- Ask questions about their content knowledge and how they would share that with their students
- Ask scenario based questions, especially about classroom management
- Ask questions that get at their general approach to students, parents and colleagues
- Ask about their experiences with children outside of the classroom
- Ask what training they will receive; keep in mind that most of these candidates will learn instructional strategies during summer training
- Assess their ability to quickly implement bite-size feedback you provide throughout the interview process

Sample School-Based Hiring Process – Efficiency and teamwork are critical.

Activity	Time	Day	Who?
Candidate referred		1	Online Application
Referral reviewed	10 min	2	AP
Resume review	15 min	2	AP
Candidate contacted for phone interview		2	Admin Asst.
Phone interview conducted	30 min	4	AP
Phone interview evaluated	20 min	4	AP
Candidate contacted for school site interview or is rejected		4	Admin Asst.
Candidate completes writing sample	25 min	7	
Writing sample evaluated	10 min	7	Inst. Facilitator
Candidate takes school tour	30 min	7	Inst. Facilitator
School-site interview is conducted	45 min	7	Principal, Dept. Chair, Inst. Facilitator
Interview is evaluated	20 min	7	Principal, Dept. Chair, Inst. Facilitator
Candidate is rejected or offered position		8	Principal

Recruitment and Hiring Resources

Target marketing strategies to help establish an effective recruitment pipeline.

Effectiveness of recruitment sources varies by market and by school:

Memphis City Schools

- Uses a nationwide search strategy and targets professional associations to find teachers for STEM positions.

Citizens Academy

- Finds best candidates from advertising in the local paper, word of mouth and targeting Teach For America (TFA) teachers and alumni.

Peak to Peak

- Maintains an open door policy to invite in visitors, including education students, in order to cultivate potential candidates early on and establish a good reputation in the community.

Consider:

- Internet sites
- Referrals, potentially with a bonus
- Emails/Letters
- College Campus Recruitment and Alumni Listservs
- Career Fairs
- Publicity
- Radio/TV Ads
- Flyers/Brochures/Postcards
- Community Organization Outreach
- Print Ads
- Billboards
- Transit Ads



Tracking the source of all candidates as they enter the recruitment pipeline allows schools to review that data at the end of the hiring season and revise the process.

Develop a strategic recruitment campaign that centers on the school's mission.

53%

The number one factor that teachers report attracted them to their school was the **"philosophy/mission,"** with 53 percent of responses.

Urban Prep Academies

Aligns advertisements with mission:

- "The mission of Urban Prep is to provide a comprehensive, high-quality college preparatory education to young men that results in our graduates succeeding in college."

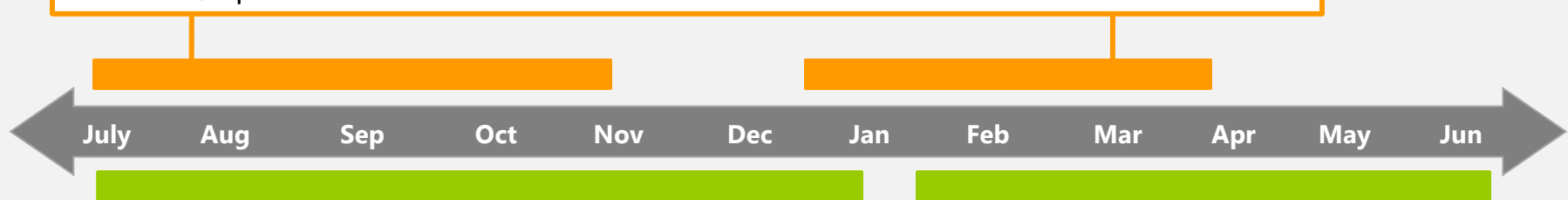


Research shows that only 1 in 40 African American boys will complete college.
At Urban Prep, we believe all of our graduates will.

Invest in hiring throughout the year to compete for the strongest candidates.

Example 1: Cultivate candidates early – Rocketship Education

- July/August – identify and meet with candidates
- September to November – meet with candidates, host on site, build relationships
- January/February – interview days/selection
- March/April – offer letters



Example 2: Complete hiring by the summer – DSST Public Schools

- October – start recruitment and hiring season
- February to April – best candidates are hired
- May – finish all hiring

Example 3: Hire on a rolling basis - Achievement First

- July/August – build pipeline of candidates
- September/October - identify and cultivate potential candidates
- November to January – begin resume review and initial phone interviews
- February to June – confirm school vacancies, complete selection process
- June – complete 75% of hiring

Implement a disciplined hiring process to ensure consistency and thoroughness in selection.

Initial Screen	Fit	Ability
<ul style="list-style-type: none">• Resume Review• Phone Screen	<ul style="list-style-type: none">• Interview• School Tour• References	<ul style="list-style-type: none">• Sample Lesson• Writing Sample• Portfolio

Brownsburg CSC

Brownsburg uses a “speed-dating” interview format for an initial assessment of candidates before inviting selected candidates back for a longer interview.

Citizens Academy

Citizens Academy Charter School relies on multiple people – such as teachers in the same subject area as the candidate, instructional coach and administrators – giving input into the interview and sample lesson selection activities before making an offer.

Brighter Choice for Girls

Brighter Choice for Girls asks candidates to teach a sample lesson and interviews students after the lesson to see what they think.

This process specifies each step, what competencies are being assessed and what tools are used in the process.

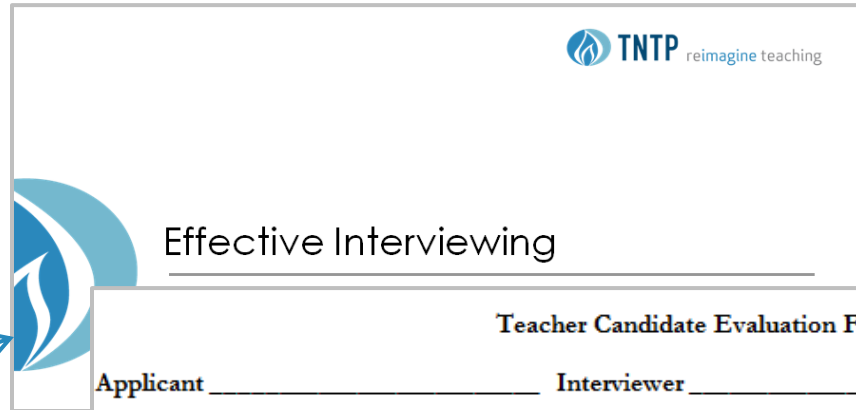
Achievement First

	Outreach	Application Resume	Phone Interview	Finalist Interview	Reference Check
Competencies Measured	<ul style="list-style-type: none"> Mindsets Strength of Character 	<ul style="list-style-type: none"> Breakthrough Student Achievement Classroom Culture Mindsets Personal Effectiveness 	<ul style="list-style-type: none"> Breakthrough Student Achievement Strength of Character Mindsets Personal Effectiveness Data Driven Instruction Classroom Culture 	<ul style="list-style-type: none"> Effective & Strategic lesson planning Effective Core Instruction Academic Rigor Classroom Culture Intervention and Differentiation 	<ul style="list-style-type: none"> Classroom Culture Mindsets Strength of Character Personal Effectiveness
Activities	<ul style="list-style-type: none"> Webinars PD Open House Cultivation conversations 	<ul style="list-style-type: none"> Written Application Essay Questions Resume 	<ul style="list-style-type: none"> Phone Interview 	<ul style="list-style-type: none"> School Tour Demo Lesson Principal/Recruiter Interview 	<ul style="list-style-type: none"> Reference Check
Tools	<ul style="list-style-type: none"> Best Practices Documents 	<ul style="list-style-type: none"> Written Application 	<ul style="list-style-type: none"> Phone Interview Template Effective Follow Up Questions 	<ul style="list-style-type: none"> Demo Lesson Debrief Template Interview Questions Candidate Summary Sheet 	<ul style="list-style-type: none"> Reference Check Questions

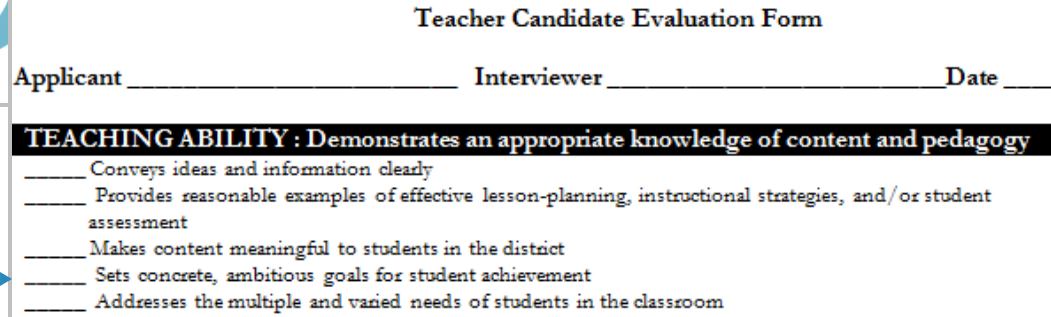
TNTP developed trainings and supplemental resources for principals as part of its effective staffing series.

These tools and more are available for download from the Toolbox:

- Effective staffing training presentations
- Sample candidate evaluation forms
- School marketing templates



The header of the 'Effective Interviewing' form features the TNTP logo (a blue flame icon) and the text 'TNTP reimagine teaching' in the top right corner. Below the logo is a large blue flame graphic. The title 'Effective Interviewing' is centered in a large, black, sans-serif font. At the bottom of the header, there are fields for 'Applicant _____', 'Interviewer _____', and 'Date _____'.



The 'Teacher Candidate Evaluation Form' has a black header with the title 'Teacher Candidate Evaluation Form' in white. Below the header, there are fields for 'Applicant _____', 'Interviewer _____', and 'Date _____'. A prominent black bar contains the text 'TEACHING ABILITY : Demonstrates an appropriate knowledge of content and pedagogy' in white. Below this bar are five evaluation criteria, each preceded by a horizontal line: 'Conveys ideas and information clearly', 'Provides reasonable examples of effective lesson-planning, instructional strategies, and/or student assessment', 'Makes content meaningful to students in the district', 'Sets concrete, ambitious goals for student achievement', and 'Addresses the multiple and varied needs of students in the classroom'.



The 'School Name' marketing template features a dark blue header with the title 'School Name' in a large, white, serif font. Below the header is a dark blue box containing a 'Photo/graphic:' section with two options: '-Your school exterior' and '-Photo of students and/or teachers'. To the right of the photo section is a 'School motto or slogan' field with a horizontal line. Below the photo section is a 'Message from the Principal' section with two bullet points: '- Highlight yourself as a leader' and '- Include a short message or quote'. Below the message section is a 'General information:' section. To the right of the dark blue box is a light blue box with 'Introductory text:' and a paragraph: 'Block of text about the school—should be motivating and positive, highlighting any overarching themes or goals that are original to the school.' Below this box is a 'Quote from a teacher about' section. The text 'to focus on the' is visible to the right of the introductory text box. The TNTP logo and 'reimagine teaching' are in the bottom right corner.

Use the hiring process to set expectations about the school's culture.



“We have a rigorous selection process, and we talk about feedback a lot during the process. After the candidate’s sample lesson, they get feedback on it. Then the candidate observes another class, and we ask what they thought of the lesson and how they would compare the two. **At every level, we want to simulate what it looks like to work here.**”

-Human Capital Manager, West Denver Prep

“We always give feedback on a candidate’s sample lesson to see how they take it. **It’s a culture fit indicator** if they’re open to it and excited to try something new.”

-Executive Principal, Peak to Peak

Communicate school expectations during the hiring process through documents, modeling and conversations with current staff.

Key messages	Ways to convey in hiring process
"Our core values are..."	Customize your job description language and marketing materials to incorporate your school's core values.
"We value teachers' time."	Value the candidates' time by cultivating them early and getting back to them quickly.
"Our teachers' jobs are demanding."	Conduct a demanding interview and selection process.
"We require staff to be open to feedback."	Deliver feedback as part of the interview process and see how candidate reacts and incorporates it.
"We use student data to drive instruction."	Have the candidate review a sample student data report as part of the interview.
"We value teachers' input in leadership decisions."	Include current teachers in the interview process.
"We integrate parents into our school."	Schedule a conversation with parents as part of the teacher interview process.
"Our staff work long hours," and other cultural expectations.	Connect the candidate with a current teacher outside of the interview process to discuss the realities of the position.

Districts, networks and schools use different approaches to centralize hiring based on their size and needs.

DeSoto Parish

District with 13 schools

Centralized Human Resources (HR) strategically supports school-based hiring

- Each school has an interview committee comprised of mostly school-based staff in addition to a district representative.
- Applicants approved by the interview committee must go through a final interview with the Superintendent and Director of HR.

Chicago Public Schools

Urban district with 600+ schools

High needs schools have a separate hiring process

- Office of School Improvement (OSI) conducts hiring for turnaround schools.
- OSI Human Capital team conducts hiring sessions during the spring and sets milestones for the number of hires by date and position.

Peak to Peak

Independent charter school

School staff members coordinate hiring

- Training on the full hiring process is part of induction for every staff member to prepare everyone to participate in hiring.
- Three staff members have hiring as a formal part of their jobs.

Centralize hiring activities to allow school leaders and teachers to engage more strategically.

Hiring Process	Principal	Other Admin	HR Director/ Department	Teachers	Parents	Students
Recruit and cultivate candidates			X			
Collect applications			X			
Resume screen			X			
Phone screen			X			
Interview	X	X	X		X	X
Review of writing sample			X			
Observation of sample lesson	X	X	X	X		X
School tour		X	X	X		
Check references			X			
Final job offer/decision	X	X	X			



HR Director drives most aspects of the hiring process so Principal and other staff can be involved in selective aspects.

Track data throughout the hiring process to enable schools to learn from experience.



Data collection:

- Where did candidates first hear of your school?
- Where did they get their information about your school (website, brochure, etc)?
- What source did each candidate come from (not just new hires)?
- Demographics that you want to consider in hiring, such as certain subject areas, years of experience, or diversity.
- How many candidates advance to each round of the hiring process?

Factors to consider:

- How do these data points differ for your most effective teachers?
- How much time and money did each source of candidates cost?
- Are there sources where you get higher quality candidates, even if you recruit fewer in total?

Use data to drive strategic improvement of the hiring process.

Citizens Academy

- The HR Director tracks the source of every new teacher and uses this information to revise recruitment strategies for the following year:

Method	# of hires	# of great hires	Cost	Analysis	Try Again?
Word of mouth	3	2	0	Best results, best candidates, pursue all angles!	Yes
Plain Dealer (local newspaper)	4	2	700+	Best local resource, hit or miss, receive hundreds of resumes for a small number of good candidates	Yes
ODE Website	0	0	0	It's free, keep using it	Yes
Teacher – Teachers	0	0	\$750/ year	We have paid through April, keep using until then	Yes
HBCU Connect Site	0	0	~\$250/ post	Expensive, not education focused enough	No
Idealist.org	0	0	~\$60/ post	Not commonly used in Midwest, not effective	No

- Track all methods
- Differentiate by teacher quality
- Track cost
- Use data to revise process in the future