Comprehensive

Teacher Recruitment Process

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> "The first step to ensure a high quality teacher is in every classroom is recruitment." (Dozier & Bertotti, 2000).

Introduction

Recruitment is a process by which a district/school ensures that it has the largest and strongest pool of qualified applicants for a position. Recruitment, as part of a human capital strategy that matches the needs of a public district/school, often means approaching teacher recruitment and selection differently (Gross & DeArmond, 2011). Rather than waiting to see who applies for a posted position, they constantly seek candidates through formal and informal activities. Often, the most effective districts/schools take an ongoing and more proactive approach to teacher recruitment throughout the school year (Gross & DeArmond, 2011).

According to the Delaware Department of Education (2012), the key components of a human capital strategy addressing teacher recruitment include:

☑ Prioritizing the recruitment of educators;

☑ Projecting hiring needs through vacancy/attrition data;

☑ Delivering clear and early messages;

☑ Building talent pipelines/partnerships at the local and state levels; and

☑ Positioning school/district leaders to make key hiring decisions

This section of the guide provides an overview of a comprehensive approach to the recruitment of staff, particularly teachers.

Guiding Questions for a Comprehensive Recruitment Process

1. When and how do districts/schools prepare to find the best teacher applicants?

2. What are the most effective recruitment methods and activities?

The figure below presents a graphic representation of the key aspects of a comprehensive recruitment process that will answer each of the guiding questions.

Overview of a Comprehensive Recruitment Process
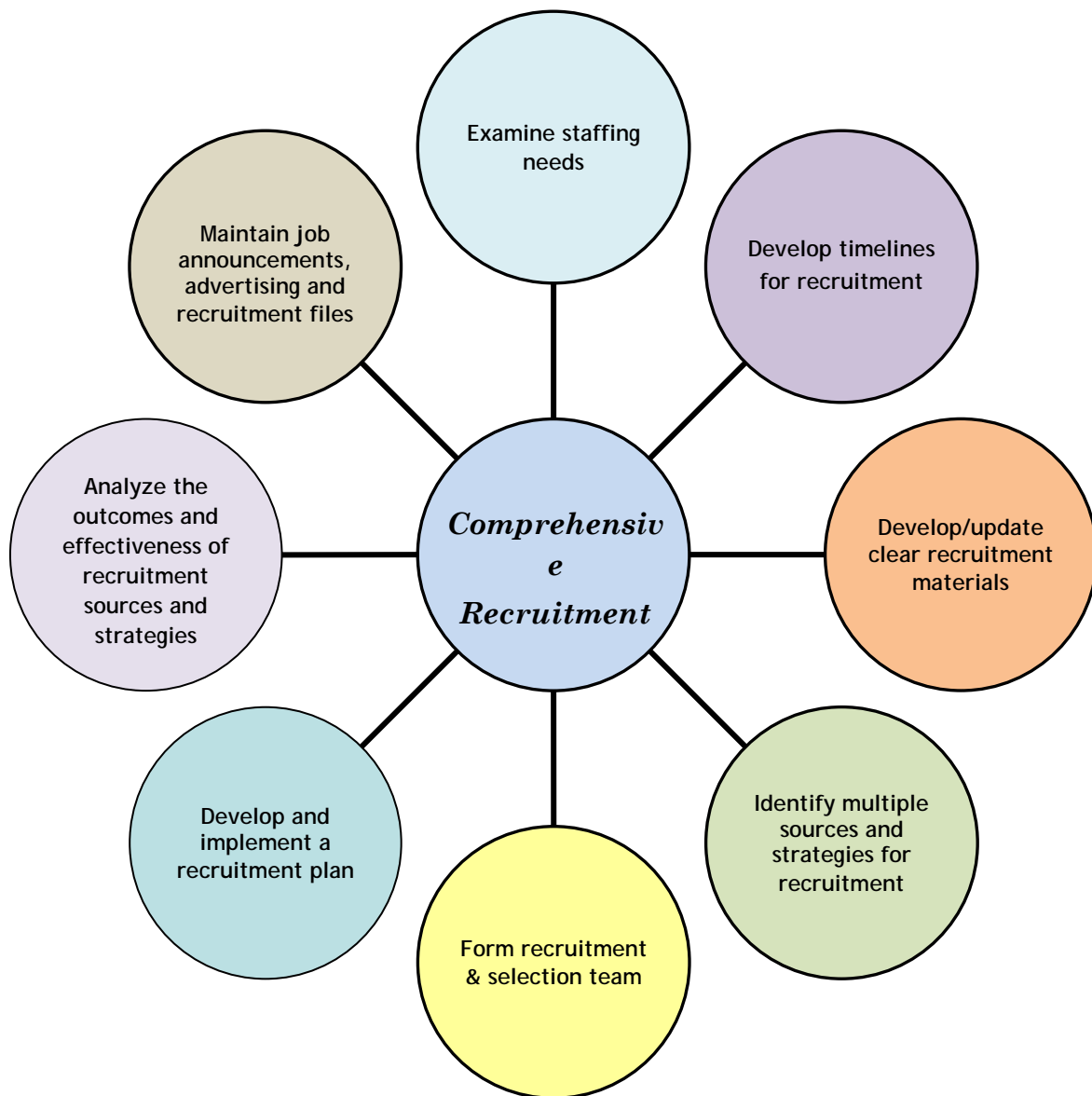
When and how do districts/schools prepare to find the best teacher applicants?

The districts/schools that find the best teacher applicants engage in the following major activities: examination of the current status of staffing needs and recruitment efforts; development of timelines for recruitment and hiring; the update/development of a variety of clear recruitment materials; the identification of multiple sources and strategies for recruitment; and the development of a comprehensive recruitment plan. Each of these will be briefly described.

Examine staffing needs	Develop recruitment timelines	Develop/ update clear recruitment materials	Identify multiple recruitment sources/ strategies	Establish recruitment & selection team	Develop & implement recruitment plan	Analyze effectiveness of recruitment	Maintain announcements, advertising & files

Examine Current Status of Staffing Needs and Recruitment Efforts

Prior to developing a comprehensive recruitment approach, a district/school may want to examine the current status of staffing needs and recruitment efforts. For example, here is a set of potential questions to use:

- Qualifications and Experience
  - What percentages of teachers are teaching outside their certification area?
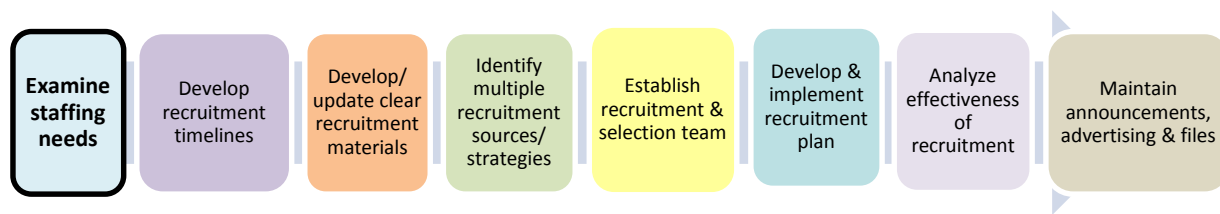 - What percentages of teachers are on provisional/emergency licenses?
  - What is the number of teachers with a master's degree in a content area?
  - What are the percentages of non-traditional teachers (e.g., long-term substitutes, visiting teachers)?
  - What percentages of teachers are in their first year of teaching?
  - What percentages of teachers received evaluations of ineffective or are on probation?

- Current and/or Anticipated Shortages
  - What percentages of teachers leave during the academic year?
  - When do teachers leave in their career? What percentages of teachers leave in the first three years of employment?
  - Have you considered all retirements, resignations, non-renewals, and/or teachers on waivers?
  - Does your district/school anticipate any changes in student enrollment? If yes, what are the implications for staffing?

- Equity Gaps*
    - How many high-needs schools have inexperienced teachers (less than 3 years of teaching experience)? Which high-needs schools have more inexperienced teachers?
    - Which high-needs schools have higher rates of teacher turnover?
    - What percentages of teachers leave by race/ethnicity? By student race/ethnicity?
    - What are the percentages of teachers with ineffective evaluation ratings in high-needs schools?

- Previous Recruitment Efforts
    - What is the total number of applicants per teaching vacancy that the district/school received in the past 2 years?
    - How diverse were your recruitment efforts?
    - What was the number of recruitment dollars spent per teaching vacancy?
    - How effective were these efforts in the district/school reaching their recruitment goals?
    - What are the major sources of hires?

*Equity gaps are defined as the difference between the rate at which certain groups of students (e.g., minority or high-poverty) are taught by excellent teachers and leaders and the rate at which their peers are taught by such teachers and leaders.

Sources for Questions: Center for Public Education (2008), Center on Great Teachers and Leaders (2015), and Delaware Department of Education (2015).

Based on a summary of data and outcomes from questions listed above, the next step is to identify priorities and develop a timeline for recruitment and selection.
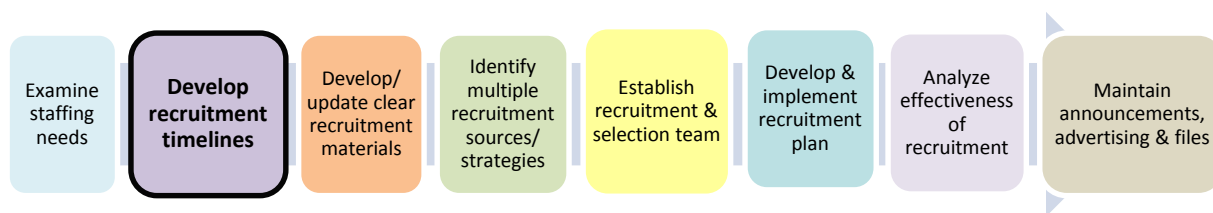
Develop Timelines for Recruitment and Selection

The most effective districts/schools realize that recruitment and selection is a year-round job that requires creativity and entrepreneurship to make sure that the best candidates are hired (Gross & DeArmond, 2011). For example, Rocketship Education identifies candidates the year before it plans to hire by July/August and offers letters by March/April (TNTP, 2012). Achievement First hires on a rolling basis so that 75% of hiring is completed by June (TNTP, 2012).

Waiting to the end of the school year or summer to recruit and select teachers limits a district/school's ability to compete for top candidates (TNTP, 2012). Districts/schools need to hire by May 1st at the latest to be competitive for the best candidates.

Provide Notification Incentives to Teachers who Intend to Retire. To promote early hiring, districts and schools institute policies that provide incentives to teachers who intend to retire or resign at the end of the school year by informing the district/school of their intent to retire ((Robertson-Kraft & Hejlek, 2016). For example, the 2015 Delaware Talent Practices Report identified that five districts reported offering bonuses to teachers who notify the district of their intent to retire (Robertson-Kraft & Hejlek, 2016). All five had retirement notifications between December 31st and March 1st.

To improve the recruitment of teachers, it is recommended that districts/schools:

☑ Plan ahead by projecting hiring needs/developing a staffing plan for the next school year;

☑ Post general job announcements for anticipated and known vacancies early in the school year;

☑ Define the ideal teacher and competencies needed and develop/update recruitment materials early in the school year;

☑ Identify key talent pipeline sources and strategies for distribution of district/school materials;

☑ Develop and implement a comprehensive recruitment plan for the next year;

☑ Analyze the outcomes and effectiveness of recruitment sources and strategies; and

☑ Maintain job announcements, advertising, and recruitment files.

Example of Providence Rhode Island's Transfer, Assignment, and Hiring 2015-16 Timelines

Phase I: Pre Planning	
November 12	The Teaching and Learning Division will determine the programmatic expectations for scheduling needs (MS & HS)
November 12	The Teaching and Learning Division will update the Program of Studies (MS & HS)
November 12	Special Ed and ELL program structures will be determined (MS & HS)
November 13	Principals will receive a draft of the MS & HS Scheduling Guidelines and HS Program of Studies
November 24	Schools will determine their schedule structure (MS & HS)
November 24	Schools to vote on proposed schedule, if necessary (MS & HS)
December 4	Executive Directors will create grade structures (ES); Set school capacities (MS & HS)
December 4	School Counselors will begin scheduling current students in Skyward to create course tallies (MS & HS)
December 4	Principals will receive Grade Structures (ES)
December 4	Principals will receive final Scheduling Guidelines, staffing forms and capacities (MS & HS)

December 17	Principals will send staffing sheets to Executive Directors for review (MS & HS)
February 16-19	Executive Directors will meet with HR and Principals to determine staffing (MS & HS)
February 22-26	Executive Directors will meet with HR and Principals to determine staffing (ES)
February 1	Superintendent & the Finance Department will review staffing adds and cuts
February 1	ES Principals begin scheduling current students in Skyward
February 8	Executive Directors will readjust staffing needs, if necessary
February 17	Layoff notifications, if necessary
February 22	Layoff recommendations presented to School Board, if necessary

Phase II: Identification of Vacancies, Displaced Teachers and Interview Committees	
January 11-15	Mutual Consent Process for eligible positions
January 12-26	Identify Interview Committee Members
January 12-20	Dept. Teacher Leader Opt-out
January 25	Preference sheets distributed.
January 29	Preference sheets due.
March 3	Completion of staffing/Displaced teachers notified
March 1-4	Interview Committee Training

Phase III: Tenured/Probationary Teacher Mutual Consent Hiring	
March 10 go live date	Vacancies posted after clearing Recall Layoff list, candidates begin application process and teams begin application screening process
March 16	Application deadline.

|	
March 17	Most senior applicant identified
March 22	Deadline for extending interview invitations.
March 24	Deadline for scheduling interview.
March 31 & April 2 **First Hiring Fair**	
April 2	Offers/Acceptance process begins at the conclusion of the last interview
April 8	Deadline for extending offers
48 hours from date of offer/April 15	Deadline for accepting offers
May 2	Round II of postings
May 8	Application deadline.
May 9	Most senior applicant identified.
May 11	Deadline for extending interview invitation.
May 13	Deadline for scheduling interviews.
May 19 & 21	Second Hiring Fair
May 21	Offers/Acceptance process begins at the conclusion of the last interview.
May 26	Deadline for extending offers.
48 hours from date of offer/May 28	Deadline for accepted offers.

Phase IV: Displaced Teacher Assignment	
June 3	Reassignment of remaining displaced teachers to former school, if position becomes available.
June 6	Displaced Teacher Assignment Process begins
June 14 (MS HS) June 15 Elementary & Special Groups)	Displaced Teacher Assignment Meeting
Phase V: Criterion-Based Hiring	
June 17	Identify vacancies after clearing Recall Layoff list.
June 17-July 17	Criterion-Based Hiring (school level)
July 18	Teacher Placement by Human Resources

Source: Providence Schools and Providence Teachers Union (2015).

The next step is the development or updating of recruitment materials that reflect the district/school and highlight the backgrounds and experiences needed for anticipated openings.

Please refer to Appendix A for Suggested Teacher Recruitment and Selection Timelines and Recruitment Calendar Template.
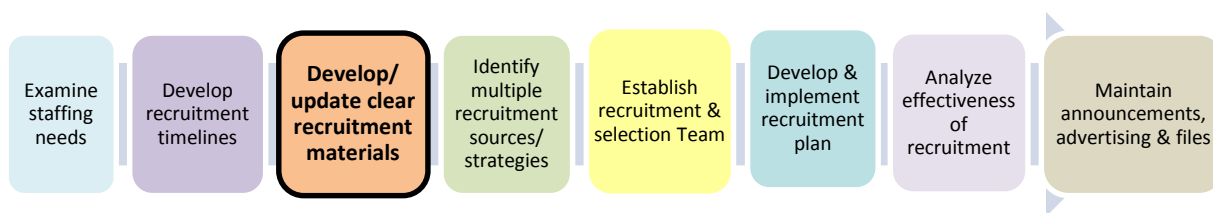
Develop/Update Clear Recruitment Materials

A key aspect of a comprehensive recruitment process is for a district/school to have a variety of updated clear recruitment materials available for distribution to potential applicants through a variety of sources and strategies. Potential recruitment materials include the following:

☑ Job announcement postings;

☑ Specific recruitment messages;

☑ Recruitment brochures;

☑ Recruitment district/school profile; and

☑ Recruitment webpage with application information and email address.

Each of these will be described with examples provided in the appendices.

> Please refer to Appendix B for examples of district and charter school recruitment messages and materials.

Recruitment materials need not only describe the position(s) available, but often highlight why, potential candidates should consider working in a district/school. For example, TNTP (2012) found that the number one factor that teachers reported attracted them to their school was the philosophy/mission of the school.
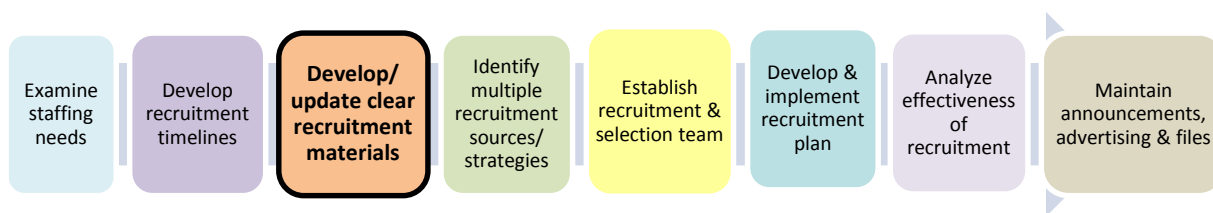
Create an Ideal Candidate Profile for Screening and Selection

Before beginning any recruiting activities, it is recommended that a district/school develop a definition of the ideal candidate that is aligned to the district/school's vision, culture, and performance expectations (TNTP, 2012). The description should also align with evaluation expectations.

This profile may be used during recruitment activities by encouraging applicants to reflect on their comfort level with these competencies before applying. In addition, it should be used during the screening and selection process.

Several examples of statements on ideal candidates are included.

The Peak to Peak Charter School's statement includes:

> "The ideal teaching candidate is a student-centered, life-long learner who is philosophically aligned with the mission and the vision of the school, and eager to take advantage of the many opportunities provided for both students and staff."

For Chicago Public Schools, the seven non-negotiables that teachers must possess are:

☑ A commitment to the Office of School Improvement values and a belief that our students can beat the odds;

☑ A comfort level with transparent and public sharing of data;

☑ Priority focus on increasing student skills as measured by test scores;

☑ Full implementation of the well-managed schools model and active participation as an advisor;

☑ Authentic commitment to pre-planned and strategic professional learning both individually and in groups; and

✓ A commitment to personally doing your job to ensure healthy and honest collaboration among adults (TNTP, 2012).

Align all Recruitment Messages

Be sure to align all recruitment messages. For example, if a district/school's goal is to recruit teachers committed to raising student performance, all messages should communicate that goal consistently (Hayes & Behrstock, 2009).

Job Announcement Postings

A job announcement posting should entice and excite a potential applicant to apply to a district/school. This may be the first description of a district/school an applicant sees.

Usually a job announcement includes a title, minimum qualifications, application procedure, and the typical Equal Employment Opportunity (EEO statement).

The major components of a job announcement include:

❖ District/school description, mission/philosophy and "sell" (1-2 paragraphs);
❖ Brief Job Summary: Provides a snapshot or describes the main purpose of the job, consisting of no more than three to five sentences;
❖ Qualifications (i.e., Education, Experience, Knowledge, Skills, Abilities, Special Skills, Licensures, and Certifications);
❖ Equal employment opportunity statement (School does not discriminate on the basis of race, color, gender, handicap, age, religion, sexual orientation, or national or ethnic origin. The school is an equal opportunity employer); and
❖ How to apply.

Please refer to Appendix B for examples of job announcement postings and recruitment materials.
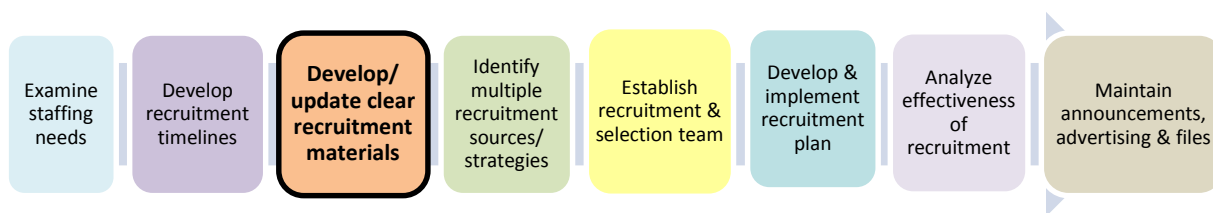
District/School Profile

TNTP suggests that districts/schools create a 1-page district/school profile describing the district/school, goals, and extra supports and opportunities for teachers.

Highlight the Strengths of a District/School	
Students	Special populations, talk about or introduce a few special students
Teachers	Culture among staff, recognized educators
Support for Teachers	Mentoring, new teacher support, leadership opportunities, professional development
Leadership/administration	The vision, the approach to management, the district/school's discipline philosophy
Special Programs or Partnerships	Art, science, test prep support, summer or after school programs
Community	Diversity, parent involvement, housing
Facilities	Specialized spaces for theatre or technology, modern or historic (TNTP, 2012).

Please refer to Appendix C for a School Profile TNTP Template.
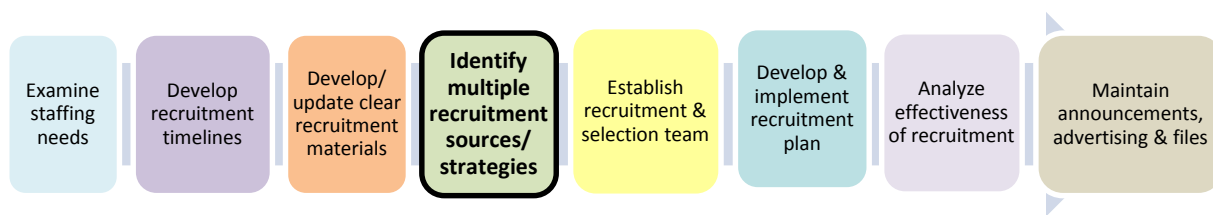
Identify Multiple Sources and Strategies for Recruitment

Once a district/school has developed/updated recruitment materials, the next step in the process is to identify sources and strategies for building talent pipelines/partnerships at the local and state levels. The most effective districts/ schools use a variety of sources and strategies.

According to the 2015 Delaware Talent Practices Survey, districts/schools in Delaware typically used the following sources to post job announcements:

- ❖ District/school's website
- ❖ University of Delaware Project Search
- ❖ Presentations at job fairs in Delaware
- ❖ Word of mouth
- ❖ **Join Delaware Schools** http://www.joindelawareschools.org/

Aspiring educators used the following sources for employment opportunities:

- ❖ Online postings
- ❖ District/school's website
- ❖ Friends/family
- ❖ Recruitment fairs
- ❖ Career services   (Braxton & Ricketts, 2015).

Join Delaware Schools
http://www.joindelawareschools.org

A Delaware statewide recruitment portal

Consider the Following Strategies for Recruitment	
1	Post Job Announcements on **Join Delaware Schools** http://www.joindelawareschools.org
2	District/school page on Facebook or other online social media and networking sites
3	District/school open house or other events
4	Partnerships with local and regional two-year and four-year colleges that may include coordination with career services, campus job fairs, and alumni listservs of local teacher preparation programs
5	Staff visits to alma maters to recruit recent graduates
6	Career fairs in neighboring cities (e.g., Washington, D.C., Baltimore, Philadelphia)
7	Staff referrals with an incentive bonus if a person is hired
8	Incentives (e.g., moving stipend or sign-on bonus)
9	Radio/TV ads, transit ads, or billboards
10	Develop and encourage individuals who show promise as future teachers. For example, paraprofessionals, substitute teachers or volunteers, etc. (Gross & DeArmond, 2011).

JoinDelawareSchools

Through the website, potential candidates can search openings, learn about districts and individual schools, and post their resumes to one centralized site. This site can be accessed by districts or charter schools looking for talented teachers and leaders. Districts and schools may add additional questions to the generic application on the website that are specific to subjects. For example, questions in Spanish for a Spanish teacher or mathematics problems for a math teacher.

Downloaded from: http://www.joindelawareschools.org/schools-districts/

Search this website...   GO   🔊 f 🐦   Apply/Join

Home   Why Delaware?   Search Jobs   Paths to Employment   Schools & Districts   News   About

Home ▸ Schools & Districts

Schools & Districts

School Districts

- Caesar Rodney School District, Kent County, DE | www.cr.k12.de.us
- Capital School District, Kent County, DE | www.capital.k12.de.us
- Lake Forest School District, Kent County, DE | www.lf.k12.de.us
- Milford School District, Kent County, DE | milfordschooldistrict.org
- Polytech School District, Kent County, DE | www.polytechpanthers.com
- Smyrna School District, Kent County, DE | www.smyrna.k12.de.us
- Appoquinmink School District, New Castle County, DE | www.apposchooldistrict.com
- Brandywine School District, New Castle County, DE | www.brandywineschools.org
- Christina School District, New Caste County, DE | www.christinak12.org
- Colonial School District, New Castle County, DE | www.colonial.k12.de.us
- New Castle County Vocational-Technical School District, New Castle County, DE | www.nccvotech.com
- Red Clay Consolidated School District, New Castle County, DE | www.redclayschools.com
- Cape Henlopen School District, Sussex County, DE | www.capehenlopenschools.com
- Delmar School District, Sussex County, DE | www.delmar.k12.de.us
- Indian River School District, Sussex County, DE | www.irsd.net
- Laurel School District, Sussex County, DE | www.laurel.k12.de.us
- Seaford School District, Sussex County, DE | www.seafordbluejays.org
- Sussex Technical School District, Sussex County, DE | www.sussexvt.k12.de.us
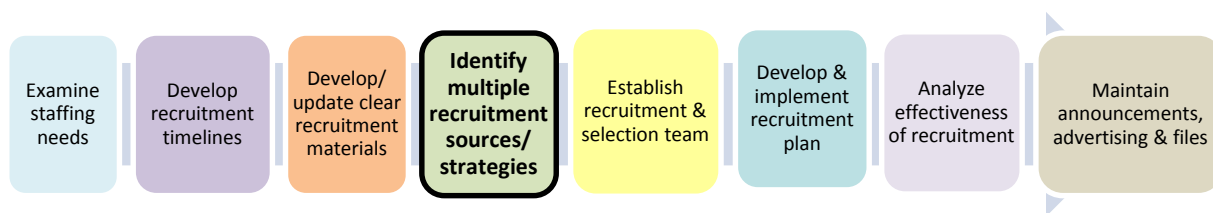- Woodbridge School District, Sussex County, DE | www.wsd.k12.de.us

Charter Schools

- Positive Outcomes Charter School, Camden, DE | www.positiveoutcomescs.org
- Campus Community, Camden, DE | campuscommunityschoo.fatcow.com
- Providence Creek Academy Charter School, Clayton, DE | www.pcasaints.org
- Academy of Dover Charter School, Dover, DE | www.aodcharter.org

Join Delaware Schools. ▶
Browse and apply to jobs. Advance your career. Make a difference in Delaware.

Delaware Educator Data System (DEEDS) ▶
Apply for Delaware licensure and certification.

| Examine staffing needs | Develop recruitment timelines | Develop/ update clear recruitment materials | **Identify multiple recruitment sources/ strategies** | Establish recruitment & selection team | Develop & implement recruitment plan | Analyze effectiveness of recruitment | Maintain announcements, advertising & files |

Prepare District/Schools' Social Media to Recruit Teachers

Around one-third of Americans use social-media platforms (according to a Pew Research Center Survey reported by Ellen Wexler in Education Week, January, 2016). A 2015 Recruiter Nation survey by Jobvite found that 92% of recruiters are using social media (http://www.jobvite.com/blog/welcome-to-the-2015-recruiter-nation-formerly-known-as-the-social-recruiting-survey/). In the same year, the Job Seeker Nation Report by Jobvite found that of more than 2000 job seekers surveyed, 67% accessed Facebook, 45% Twitter, and 40% LinkedIn (http://www.jobvite.com/blog/jobvite-releases-6th-annual-job-seeker-nation-report/)

Increasingly, districts/schools are turning to social media to recruit teachers and other personnel. The three most common social media sites include: Facebook, LinkedIn, Twitter, and YouTube. Each of these will be briefly described.

> Please refer to Appendix D for Join Delaware Schools website and Facebook page and Appendix E for examples of districts using social media for recruitment.

Facebook   www.facebook.com

Facebook is one of the largest, global social networking websites. Facebook allows groups, organizations, and individuals to create their own pages.

The Facebook page is a profile that enables a district/school to share information about your organization.

A district/school Facebook organizational account can provide a cost-effective way of reaching out to potential applicants (Mueller, 2011). In addition to job announcements and recruitment events, a school/district can post testimonials from veteran teachers, post

recruitment videos or video clips of teachers in action, and link the page to applications or other upcoming events (Mueller, 2011).

A school/district can post a job for free in the Facebook Marketplace. The advertisement requires basic information, such as location, job category, title, why the position needs to be filled, job description, and a photo with the job posting or another image (Black, 2010). The limitation of a free job posting is that it cannot be targeted to a specific group of people like you can with a Facebook Ad (Black, 2010).

A third option is to post a Facebook Ad. With a Facebook Ad, a district/school can choose the exact audience that you are looking to target. The system will ask a series of questions about the characteristics of the people you want to see your job posting ad. You will be asked about the group's age, sex, and specific keywords related to the position. Facebook will then calculate how many users fit that criteria. Districts/schools have the choice to pay per click (how many people clicked on your job ad), pay per impression (how many people potentially saw your ad), or set how much you are willing to pay. You can decide whether to run the job ad continuously or only during a certain time. Another feature that may be helpful is that Facebook keeps track of how many visits a page receives, the numbers of unique page visitors, and the number of members (Mueller, 2011).

LinkedIn https://www.linkedin.com/

LinkedIn is a business-oriented social networking service. The goal of the site is to allow registered members to establish and document networks of people they know and trust professionally.

Profiles and Connections. LinkedIn allows users to create profiles and "connections" to other members. LinkedIn makes it easy to fill out a profile by providing basic online forms. Profiles often include title, a description, a career section, and updates. Districts/schools can use LinkedIn to post jobs and search for candidates (Black, 2010). You can post jobs on the network activity box in your profile. Job openings should be current and linked to information regarding how to apply. Be sure that your profile states that the school/district is an equal opportunity employer.

Groups. LinkedIn Groups provide a place for professionals in the same industry or with similar interests to share content, find answers, post and view jobs, make business contacts, and establish themselves as industry experts. A district/school can join Groups to connect to potential applicants. Each user can connect to a maximum of 50 groups.

The LinkedIn search box at the top of every page allows a user to search for people, jobs, companies, and groups. You can click any of the search suggestions that appear in the dropdown list as you type, or submit your search to see the full results. The following are the types of searches you can run. Basic searches that are available for people, companies, or jobs; Advanced searches that are available for people or jobs; or Boolean searches that used advanced search operators and Boolean logic to conduct searches

In addition, LinkedIn offers LinkedIn Jobs in which an organization can post job listings for a fee. LinkedIn Jobs allows a user to send an increased number of emails. Talent Solutions is a recruitment platform in which organizations can find, contact, and nurture relationships with potential applicants.

LinkedIn Analytics can provide you information on who is visiting your page, and what types of content the users clicked on, liked, and shared most and least often.

Twitter   https://twitter.com/

Another way for districts/schools to advertise available positions and communicate instantly is Twitter. Twitter is a microblogging social network and messaging service.

A district/school can set up a free Twitter account that includes a profile of no more than 160 characters. It is suggested that a school/district maximize information provided in the profile. For example, include logos, photos and videos, and a brief description as well a link to the district/school website.

Twitter members/users can then search organization profiles by specific topics or issues.

Twitter allows registered members to broadcast short posts called tweets (no more than 140 characters). Tweets may contain text, photos, links and videos. Twitter members can broadcast tweets and follow other users' tweets by using multiple platforms and devices. Tweets and replies to tweets can be sent by cell phone text message, desktop clients, or by posting at the Twitter.com website.

Many organizations link their Facebook accounts to Twitter accounts, so that Twitter posts appear on Facebook pages.

To make job postings stand out, consider using hash tags, which are formed simply by prefixing a word with a hash symbol (#). Hash tags are used as a way to filter and find

information on Twitter. By including a hash tag with a keyword in the tweet, it becomes instantly searchable. Here are a few examples of hash tags to consider using: #job, #jobpost, #employment, #recruiting, #hiring, #career, or #staffing (Black, 2010).
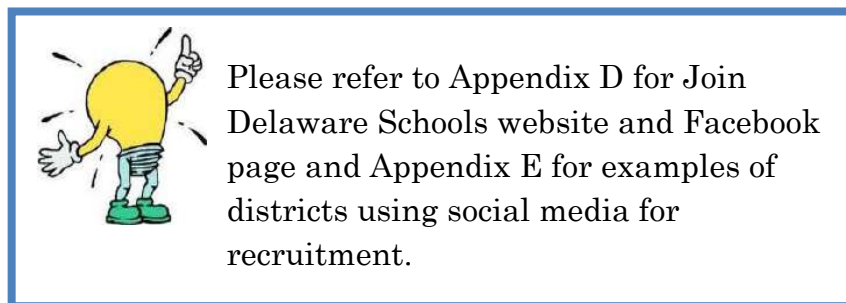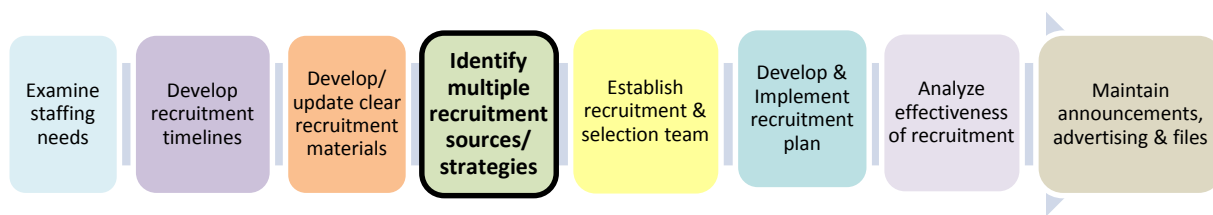
YouTube

https://www.youtube.com/

You Tube, a (Google-owned) video-sharing website, is a platform on which users can upload, share, and view videos. A wide variety of user-generated video content is displayed, including film and TV clips as well as amateur content, such as video blogging,

You can learn more about setting up a YouTube account and getting started with YouTube here: www.youtube.com/t/about_getting_started. You will need a Google account to sign in to YouTube. Start by signing up for an official account for a district/school.

The administrator of this account will then have the ability to include videos of his/her choosing for viewing within the district/school network. The administrator will also be able to approve access for other accounts

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> Please refer to Appendix D for Join Delaware Schools website and Facebook page and Appendix E for examples of districts using social media for recruitment.

| Examine staffing needs | Develop recruitment timelines | Develop/ update clear recruitment materials | **Identify multiple recruitment sources/ strategies** | Establish recruitment & selection team | Develop & Implement recruitment plan | Analyze effectiveness of recruitment | Maintain announcements, advertising & files |

Consider Differentiating Recruitment Strategies for Targeted Candidates

In addition to the above recruitment strategies, districts/schools may need to consider more creative or differentiated approaches for targeted candidates, such as increasing the ethnic/racial diversity of applicants and for hard-to-staff positions.

Recruitment Strategies to Address Need for Racial Diversity in Delaware's Teachers

In 2014-15, DDOE reported that 53% of Delaware's student population is non-white or minority while 86% of teachers are white, and 76% of administrators are white (Delaware Department of Education, 2015).

To increase the ethnic/racial diversity of applicants, consider the following strategies:

1. Involve current teachers of diverse races/ethnicities in the recruitment planning and strategizing processes. Include representatives on the recruitment and selection teams.

2. Develop partnerships with local and/or regional Historically Black Colleges and Universities to identify potential applicants.

3. Explore the career sites of national organizations, such as the Hispanic Association of Colleges and Universities and the National Alliance of Black School Educators.

4. Reach out to local and regional community and faith-based organizations (e.g., Urban League, NAACP, churches, Asian community organizations, etc.).

5. Tailor marketing messages and   images to include adults and children representative of diverse races/ethnicities and testimonials.

6. Advertise positions in local, regional, and national minority-focused publications.

7. Consider scholarship support and/or other financial incentives to future teachers that are tied to the effectiveness of their preparation program and their performance.

8. Recruit teachers who are familiar with the languages and cultures of English language learners.

9. Recruit/support minorities who currently work as paraprofessionals to enroll in teacher preparation programs (e.g., grow-your-own program).

For example, Call Me Mister, or Mentors Instructing Students Toward Effective Role Models, is a statewide initiative in South Carolina designed to increase the pool of teachers with more diverse backgrounds among the state's lowest-performing elementary schools. The city of Oakland, California, has implemented Teach Tomorrow in Oakland, a grow-your-own model that works in partnership with Bay-area universities and draws on culturally diverse residents of the community with college degrees—and some without degrees—who can be molded into effective teachers. The "Ready to Teach" program at Howard University in Washington, D.C., focuses on recruitment, preparation, and retention of underrepresented populations from urban communities, particularly African American males (Ahmad & Boser, 2014).

Sources: Ahmad & Boser, (2014), Garcia & Potemski (2009), Hayes (2009), Martin (2011), Simon, Moore Johnson, & Reinborn (2015), TNTP (2014), and Watkins (2010)).

The citations are fully described in the Annotated Bibliography and include additional examples of each strategy.
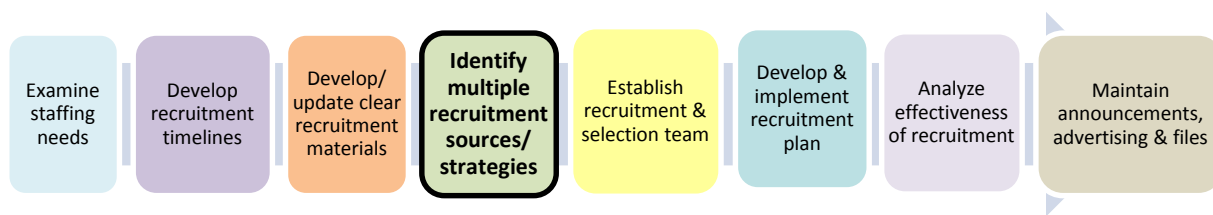
Recruitment Strategies for Hard–to-Staff Positions

In 2015, the *Delaware Talent Practices Report* identified that districts received the fewest applications for the following positions: foreign language, high school mathematics and science instructional positions, psychologists, and speech therapists.

For hard-to-staff positions, consider the following strategies:

1. **Contact faculty at local and regional colleges and universities in specific content areas**.

   For example, some districts contact institutions of higher education in specific fields (e.g., mathematics, science, or foreign languages) to identify recent or upcoming graduates who may be looking for a job.

2. **Begin recruiting prospective applicants before college graduation**, by building strong partnerships with local and regional institutions of higher education.

   For example, several Delaware districts have developed formal partnership with local universities to host student teachers each year (Robertson-Kraft & Hejlek, 2016). These activities align with the research that finds that most new teachers seek jobs where they grow up or went to college (Robertson-Kraft & Hejlek, 2016).

3. **Develop multiple entry points** (alternative routes) into teaching for non-traditional mathematics and science professionals.

   Alternative routes often are attractive to midcareer changers and other non-traditional prospective teachers who want to become certified teachers

4. **Provide and create financial incentives (e.g., scholarships and loan forgiveness, tuition reimbursement, signing bonus, housing or moving assistance).**

   For example, in the 2015 *Delaware Talent Practices Survey Report*, four districts and reported that they used pay incentives such as financial signing bonuses, a three-year incentive bonus to remain in the district, and a relocation loan (Robertson-Kraft & Hejlek, 2016).

Some districts provide the following benefits for teachers who take on the toughest assignments that include:

- Loan forgiveness: Assumes up to $19,000 in student loan payments if teacher candidates agree to teach in a subject-shortage area in low-performing schools for at least four years. For teachers of Title I schools, consider the federal loan forgiveness program.
- Housing incentives: Allows the use of tax credits or mortgage revenue bonds for teachers who commit to serve at least five years in a low-performing school

5. **Develop differentiated pay systems to attract prospective teachers.**

    Other districts consider different steps on the salary schedule to do some or all of the following: a) reward school leaders who demonstrate strong student growth, b) recruit or retain teachers to teach in hard- to-staff schools, c) recruit or retain teachers to teach in fields of shortage, d) recruit or retain the best teachers for the district, and e) reward educators who demonstrate strong student growth. For example, over the last several years, Charlotte-Mecklenburg (N.C.) and the State of Arkansas have designed programs with multiple financial elements to attract teachers to high-needs schools and subjects.

6. **Consider offering open contracts** to teachers in high need areas guaranteeing a job in the district/school once a position opens up.

    TNTP (2014) suggests that districts consider offering a strong teacher candidate an open contract before a position becomes available. This is a great way to lock up top talent before a rival school or district can hire the person. However, a district must be certain that it will have an eventual position to offer any open contracted candidates so as to not owe them a job in the event that their anticipated position never materializes.

Sources: American Federation of Teachers (2007); McGraner (2009); National Charter School Resource Center (2011); and TNTP (2014).

Once a district/school identifies various sources and strategies for distribution of recruitment materials, a district/school may be ready to organize and establish a recruitment and selection team and develop a comprehensive recruitment plan.

What are the most effective recruitment approaches for districts/schools?

One of the most effective recruitment approaches for districts/schools to take is to establish and operate a recruitment and selection team. The team is responsible for the examination of the current status of staffing needs and recruitment efforts, planning and implementing a comprehensive recruitment plan, and analyzing the outcomes and effectiveness of the recruitment efforts.

Examine staffing needs	Develop recruitment timelines	Develop/ update clear recruitment materials	Identify multiple recruitment sources/ strategies	**Establish recruitment & selection team**	Develop & implement recruitment plan	Analyze effectiveness of recruitment	Maintain announcements, advertising & files
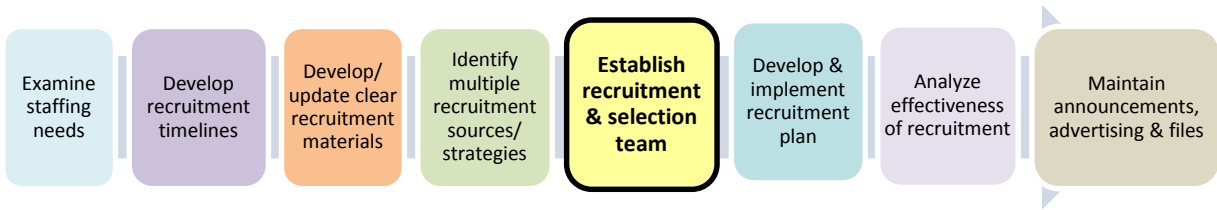
Establish a Recruitment and Selection Team

It is recommended that a district/school establish a team for the recruitment, screening, and selection of teacher applicants. In addition to district/school administrators, it is important to identify who will be involved in:

1. Recruiting activities;
2. Screening submitted application packages and conducting initial telephone interviews;
3. Conducting and evaluating on-site interviews and demonstration lessons of candidates; and
4. Making final hiring recommendations to the district/school administrators.

Representation. It is recommended that the team or committee include individuals with different perspectives and expertise and a demonstrated commitment to diversity.

For example, schools in Providence, Rhode Island, have a school hiring committee that consists of a principal and two teachers. The committee reviews applications, conducts interviews, and make selections. The teachers receive annual compensation. In Seattle, Washington, each school identifies a building selection committee/hiring team which includes two staff selected by union-represented employees, including one classified teams. In New York City, schools have a Human Resources Committee, with union members and supervisors. Each school decides on the number of members and the make-up of the committees (TNTP, 2014).

Size. The appropriate number of people comprising a team can vary. Keep it manageable.

Having team members involved throughout the recruitment, screening, and selection process ensures that they become very familiar with: 1) the district/school's staffing needs; 2) the competencies needed for an ideal candidate; and 3) the process and procedures for screening application packages, conducting interviews, and making selection decisions.

> Having a consistent team reduces the opportunity for illegal discrimination allegations. Teams may help to protect the district/school against accusations of arbitrary or inappropriate applicant evaluation and candidate selection.

| Examine staffing needs | Develop recruitment timelines | Develop/ update clear recruitment materials | Identify multiple recruitment sources/ strategies | Establish recruitment & selection team | **Develop & implement recruitment plan** | Analyze effectiveness of recruitment | Maintain announcements, advertising & files |
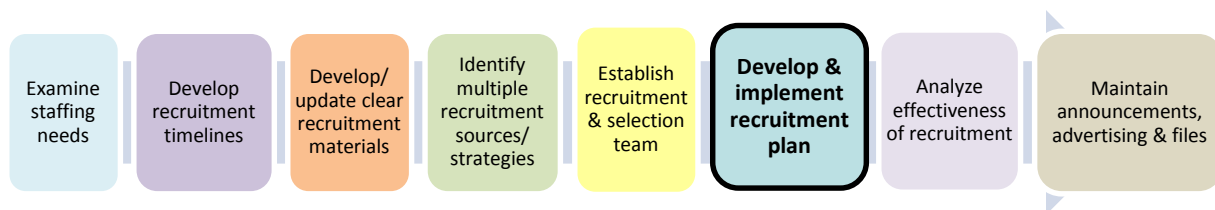
Develop and Implement a Comprehensive Recruitment Plan

The ultimate goal of a recruitment plan is that a district/school will have a comprehensive approach to addressing short-term and long-term staffing needs. Typically, a recruitment plan identifies outcomes, activities, timelines, persons responsible, resources available, and accountability measures.

A recruitment plan usually entails the following steps.

1. **Set goals.**

   - Goals may be identified as targets for marketing, recruitment of applicants, and/or hiring. Goals should be straightforward and emphasize what a district/school wants to accomplish for a specific time-period (e.g., school year). Goals should be specific, measureable, attainable, realistic, and timely (SMART goals).

2. **Identify action steps.**

   - Action steps are key activities/steps needed to reach a goal. Action steps should be specific and reflect actions that a district/school will take toward reaching the goal.

3.	**Set timelines.**

- Timelines may either consist of the school year, specific months, and/or semesters for specific action steps to be taken or completed. Be sure to align the timelines in the recruitment plan with a district/school's overall timelines for recruitment and selection.

4.	**Identify person(s) responsible for action steps.**

- Identify the position and name of person who will be primarily responsible for each action step.

5.	**Identify budget and resources needed.**

- Identify any anticipated costs and/or budget for each action step. Resources may also include materials and/or persons.

TNTP (2014) recommends the following guidelines for setting a recruitment budget:

- 40-50% of budget toward online recruitment,
- 20-25% toward registration and travel for regional education fairs,
- 20-25% for the creation of marketing materials (e.g., flyers, signs, etc.), and
- 10-20% for additional recruitment-related expenses (e.g. attending recruitment fairs, posting job descriptions, etc.).

The *2015 Delaware Talent Practices Report* found that ten districts reported having a recruitment budget, with amounts ranging from $2000 to $30,000 (Robertson-Kraft & Hejlek, 2016).

Please refer to Appendix F in this section for a full Example and Template for a Recruitment Plan.

Potential resources for developing and implementing strategies and activities to recruit and hire teachers and principals include local activities allowed under the 2015 Every Student Succeeds Act (ESSA), Title II, Preparing, Training, and Recruiting High Quality Teachers, Principals or Other School Leaders, Part A. Supporting Effective Instruction, Section 2103. Local Uses of Funds.

Please refer to the Toolkit's General Information Section for more details about Title II, Part A., Section 2103, Local Uses of Funds under the 2015 Every Student Succeeds Act (ESSA).

6.   Identify anticipated outcomes and accountability measures for action steps.

   a. Identify anticipated outcomes or results for each action step. Outcomes are usually specific and short-term.
   b. Identify accountability measures (what evidence will be provided that the outcome has been met). Identify concrete examples/evidence of how the school will know that the outcomes have been reached for each action step.

It is recommended that the team meet periodically to review the recruitment plan and monitor its implementation.

The final step in the recruitment process is to analyze the outcomes and effectiveness of the school's recruitment plan, sources, and strategies. This will ensure that the school identifies the most effective resources and strategies.
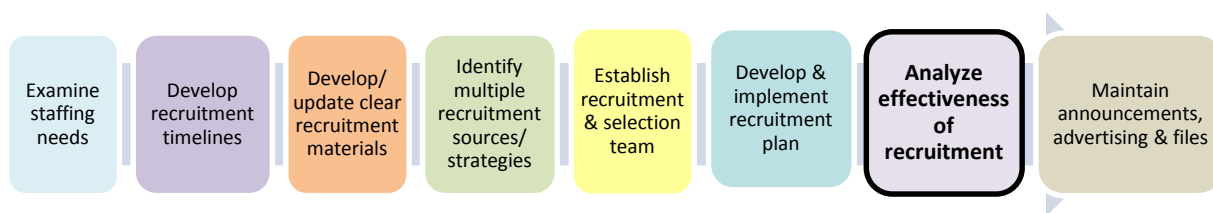
Analyze the Outcomes and Effectiveness of Recruitment Sources and Strategies

Tracking the sources of all applicants as they enter the district's/school's recruitment pipeline provides opportunities to review the data at the end of the hiring season and revise the recruitment process and strategies (TNTP, 2012). The 2015 *Delaware Talent Practices* Report found that thirteen districts reported tracking the percentages of applicants from different recruitment sources that are hired (Robertson-Kraft & Hejlek, 2016).

Potential questions for the analyses of recruitment data:

- Where did applicants get their information about the district/school?
- What were the major sources for applicants?
- How much time and money did each source of applicant cost?
- Which sources and strategies provided applicants who fit the district's/school's ideal candidate? (adapted from TNTP, 2012).
- What proportion of applicants received offers? Which proportion of applicants did not receive offers?
- Of all the recruitment efforts, which ones are the most effective? The most cost effective?

Failing to track application and hiring data or not differentiating information for important subgroups of teachers hinders efforts to revise the process from year to year (TNTP, 2012).

An example of analysis plan is on the next page.

Please refer to Appendix G, the Analyses of Outcomes and Effectiveness of Teacher Recruitment Sources/Strategies Template.
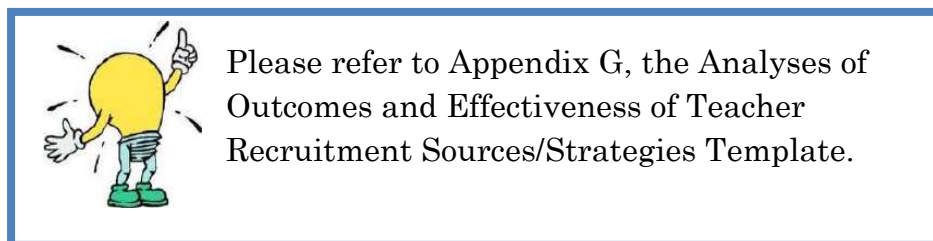
Example of Analyses of Teacher Recruitment Methods and Outcomes

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	4	2	$700+	Best local resource, hit or miss (one hire left CA)	Yes
ODE Website	0	0	0	It's free, keep using it	Yes
Teachers-Teachers	0	0	$750 / year	We are paid through April, keep using till then	Yes
Teach For America	0	0	0	Great, continue using	Yes
HBCU Connect Site	0	0	$250 / post	Expensive, not focused on education	No
Idealist.org	0	0	$60 / post	Not commonly used in Midwest, not effective	No
Craigslist.com	0	0	0	Lots of decent applicants, worth using again	Yes
Career Fairs	0	0	$300 / event	To increase awareness of CA, not great for hires	Yes
Job Fair	0	0	variable	Good to build relationships with area schools	Yes

Teacher Recruitment Analysis & Plan - Citizens' Academy; Prepared by Chris Cash & Brian McAllester - January 20, 2009

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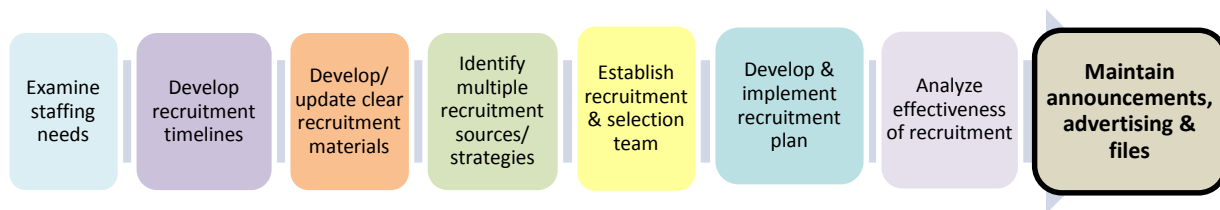
Maintain Job Announcements, Advertising, and Recruitment Files

There are certain Delaware requirements for maintaining advertising and recruitment files. These include:

1. Copies of published notifications sent to the media, individuals, and other recruitment services which contain the institution's policy of nondiscrimination; and

2. Listing of all advertising and recruitment sources for filling present or future vacation job position must be retained for three years or through final disposition of charges of discrimination or legal action.

> The Delaware Department of State (School District General Records Retention Schedule Personnel Records, Series No. 002) job announcement postings should be retained for three (3) years after a closing date or through the final disposition of charges of discrimination or legal action and then destroy.

Please refer to Background Information in this section for specific Delaware requirements.

Summary

To develop a comprehensive recruitment process, a district/school needs an ongoing approach that identifies specific timelines for recruitment and selection activities year-round. To prepare a comprehensive recruitment approach, it is suggested that a district/school examine the current status of staffing needs as well as the effectiveness and outcomes of recruitment efforts. This information will inform timelines for recruitment and selection, planning, and recruitment materials. As part of updating clear recruitment materials, it is suggested that a district/school clarify and define the ideal candidate for a position and needed competencies for the recruitment and selection processes. Recruitment materials may include: job announcement postings, brochures/fliers, websites, district/school profiles, and aligned messages.   Once materials are ready, a district/school identifies various sources and strategies for distributing the recruitment materials to local, state, and regional/national pipelines. These strategies may include social media as well as creative approaches for targeted candidates. After a district/school has completed all of the above, it is ready to establish a recruitment and selection team. This team will need to be involved in the development and implementation of a comprehensive recruitment plan, the screening of applicants, and the selection of candidates for hiring recommendations to administrators. During and after the implementation of a recruitment plan, it is suggested that a district/school analyze the outcomes and effectiveness of recruitment sources and strategies on a regular basis. Finally, a district/school needs to maintain compliance with the Delaware code for the retention of all job announcements and advertising and recruitment materials.

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Key Web Resources for Recruitment

Join Delaware Schools

Web site: http://www.joindelawareschools.org/

One Application. All Schools.

The goal of this website is to:

1. Communicate Delaware's K-12 vision, culture, and achievements;
2. Provide easy access to all vacancies in Delaware's public education system; and
3. Simplify the application process so that educators who identify with the vision are compelled to Join Delaware Schools.

This website is part of a broader recruitment marketing campaign which aims to attract the caliber of workforce necessary to realize Delaware's vision of a world-class education system.

As a central hiring website, JoinDelawareSchools.org is designed to eliminate the need for educators to create separate applications to apply to Delaware schools and districts. By 2016, all Delaware local education agencies will utilize this website, enabling prospective job candidates to use a common application, and specify where they wish to pursue employment.

Additional Postings on Top School Jobs web site

The Delaware Department of Education has arranged for all job posting announcements posted on JoinDelawareSchools to also be posted on the Top School Jobs website of Education Week:

Web site: http://www.topschooljobs.org

The web site includes an employer center and a job seeker center. Job seekers can search jobs and research employers, and submit: cover letter, resume, and online application.

The New Teacher Project (TNTP)

The New Teacher Project is a national nonprofit organization founded by teachers. TNTP works with schools, districts, and states to provide excellent teachers to the

students who need them most and advance policies and practices that ensure effective teaching in every classroom. TNTP has a variety of open-source resources on teacher recruitment, selection, and retention.

Teacher Talent Toolbox
Web site: http://tntp.org/teacher-talent-toolbox/

The Toolbox includes a variety of resources on recruitment and hiring, including hiring criteria, interview questions, hiring tips, sample lesson evaluation rubric, and selection procedures.

Hispanic Association of Colleges and Universities (HACU)

The Hispanic Association of Colleges and Universities represents more than 470 colleges and universities in the U.S., Puerto Rico, Latin America, and Spain.

Web site: http://www.hacu.net/hacu/

ProTalento: The HACU Resume Database for Hispanic Professionals

Web site:
http://www.hacu.net/hacu/ProTalento_R%C3%A9sum%C3%A9_Database.asp

The HACU Professional Résumé Database offers employers an easy way to reach many qualified candidates for jobs in their organizations. Candidates can post their résumés for FREE on the site; employers can access résumés for a fee.

National Alliance of Black School Educators (NASBE)

The National Alliance of Black School Educators is a non-profit organization devoted to improving the academic success of children of African Assent. The national organization has 100 affiliates throughout the United States, Canada, Europe, and the Caribbean.

Web site: http://www.nabse.org/

NASBE Career Center

The NASBE career center website is where districts/schools can post jobs, educators may post their resumes, and conduct searches.

Web site: http://www.nabse.org/employment.html

National Alliance for Charter Schools

The National Alliance for Charter Schools is a leading national nonprofit organization committed to advancing the charter school movement.

General web site: http://www.publiccharters.org/

Charter Schools Job Board

Charter schools may post job opportunities at the Charter Schools Job Board.

Web site: http://jobs.publicdistricts.org/

National Charter School Resource Center

Funded by the U.S. Department of Education, the National Charter School Resource Center at Safal Partners has a variety of resources on the following relevant focus areas:

1. Opening and expansions
2. Policy and governance
3. Increasing achievement
4. Operations and compliance
5. English Language Learners
6. Special Education
7. Leadership
8. Facilities

The resources include: reports, toolkits, briefs, presentations, articles, case studies, policy and procedures, data, books, and samples. Recruitment resources are most likely found under the focus area Operations and compliance.

Web site: http://www.charterschoolcenter.org/

Other Delaware Relevant Resources

Delaware Department of Education

Teacher Leader Effectiveness Unit and Educators

Web site: http://www.doe.k12.de.us/Domain/37

Educator Evaluation: Delaware Performance Appraisal System II

Web site: http://dedoe.schoolwires.net/domain/186

Delaware Professional Standards Board

Web site: http://www.doe.k12.de.us/psb

The mission of the Delaware Professional Standards Board is to assure competence and promote excellence among professional educators to meet the needs of the community of learners in the state.

Delaware Department of State, Delaware Public Archives

(2008). School District General Records Retention Schedule Personnel Records.

Web site:
http://archives.delaware.gov/govsvcs/pdfs/General%20Records%20Retention%20Schedules/School%20District%20General%20Records%20Schedule/Personnel%20Records.pdf

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Appendices

A   **Suggested Delaware Proposed Teacher Recruitment and Selection Timelines**

B   **Examples of Job Announcement Postings**

B.1.   **Example of Recruitment Messages and Materials**

C   **Template: School Profile TNTP**

D   **Examples of Join Delaware Schools web site and Facebook page**

E   **Examples of Districts Using Social Media for Recruitment**

F   **Example of a Recruitment Plan**

G   **Template: Analysis of the Outcomes and Effectiveness of Teacher Recruitment Sources/Strategies**

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Appendix A Suggested Delaware Proposed Teacher Recruitment and Selection Timelines

Sept	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	August

DPAS II Observations of Novice Teachers (Oct.)

DPAS II Observations of Experienced Teachers (Jan.)

DPAS II Observations 2 & 3 of Novice Teachers (March)

Applicant Screening Activities (Jan. – April)

Candidate Selection Activities (Jan. – March)

Contracts: renewed for current teachers; issued for new teachers (Feb. – April)

Define Ideal Teacher & competencies (Dec.)

Develop Staffing Plan by Projecting Hiring Needs, Conduct Review for Anticipated Positions (Nov. – Jan.)

Develop or update Recruitment Materials (Nov.)

Analyze Outcomes & Effectiveness (July)

Develop & Implement Comprehensive Recruitment Plan for Next Year (Oct. – June)

JAs posted (Dec.) **JAs posted** (Jan.) **JAs posted** (Feb.)

Legend:
- Key recruitment activities   JA – General Job announcement
- Key Screening Activities of applicants
- Selection/Hiring Activities
- DPAS II Teacher Evaluation Observations

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Template: To Create SY Calendar for Recruitment and Selection Timelines

[District/School Letterhead]

A district/school may use this template to identify key targets and activities in their recruitment/selection timelines across a school year. A district/school may include the following information: school year, team members, recruitment goal for the school year, targets for each month, and key activities that align with the targets.

School Year:		Team Members:											
Goal:													
Targets & Activities by Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Recruitment & Selection Targets												
Key Activities												

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Appendix B
Examples of Job Announcement Postings

Piute County School District Job Announcement

IDEA Public Charter School Job Announcement for Teachers

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Piute County School District
Job Announcement:
Full Time
Special Education Director/SPED Teacher
Coaching Girls Volleyball/Basketball Available With This Position But Not Required

Qualifications:
Current Bachelors' Degree In Education, Masters Degree Preferred
Special Education Credentials And Endorsement Required
Have A Working Knowledge Of SPED Law
Have A Working Knowledge Of All Academic Areas
SPED Experience In Teaching Preferred
Background Check Required

Job Description and Function:
Supervises And Coordinate SPED Needs With SPED Teachers/Paraprofessionals
Maintains Accurate SPED Records
Will Collaborate/ Participate On The District Administrative Council Team
Will Coordinate With The Superintendent/Principals Regularly On SPED Functions
Will Develop And Maintain A District SPED Strategic Plan
Teaches Elementary/Secondary SPED Students

Salary and Compensation Package:
Insurance Provided
Retirement Benefits
Salaries Will Be Based On Education

Opening Date: *April 30, 2015*
Closing Date: *May 15, 2015*

Application Procedure:
Complete Piute County School District Application
Provide a Resume Of Experience/Education
List Of References
Educators License Displaying Credentials
College Transcripts
Two Letters Of Recommendation
Submit Applications to:
Piute County School District
500 North Main
PO Box 69
Junction, Utah 84740
Pick applications up at the district office or by calling 435-577-2912 ext.1
or visit our website @ www.piutek12.org

We are an equal opportunity employer committed to providing career opportunities for all people without regard to race, color, religion, gender, age, national origin or disability.

500 North Main P.O. Box 69 Junction, Utah 84740 – 435-577-2912 – www.piutek12.org

IDEA PUBLIC CHARTER SCHOOL

Integrated Design Electronics Academy (IDEA) Public Charter School

Teaching Positions: SY 2012-13

Calling those educators who seek opportunities for personal and professional growth through the challenge and excitement of turning around **one of the nation's capital's first charter schools?** Whether an accomplished veteran teacher or a passionate novice, if you believe all students deserve a top quality education, apply today to make a difference where it's needed most.

The mission of IDEA is to develop young people with the academic, social, leadership and occupational skills to compete successfully in post-secondary education and enter

Join our effort and ensure that all students are prepared – both academically and socially – for successful futures in their college and career endeavors. One of the first charter schools in the District of Columbia, IDEA-PCS has deep and loyal community roots. Our student population is 100% African-American, 87% low-income and 13% special education.

Academics: The only school of its kind in DC, IDEA prepares students for the competitive high-tech careers now required in the 21st century. IDEA offers a unique learning environment that include an integration of college-preparatory curriculum and technological career training in electronics, computer repair, engineering design (AutoCad) and the leadership skills training of the mandatory military Junior Reserve Officer Training Corps (JROTC) program.

Working at Integrated Design Electronics Academy

IDEA is currently accepting applications for Teachers in the following subjects in the 2012-13 school year:

- English
- Math
- Earth & Environmental Science
- Biology
- Chemistry
- Social Studies
- Spanish
- Other (Health/Physical Education, Special Education, Music, Art, etc.)

By teaching at an IDEA Public Charter School, you will join a dynamic team of educators from across Washington, DC and around the country. Applicants should be passionate, energetic, and dedicated to working with under-served youth. Candidates should have relentless commitment to educating and engaging our students in their academic pursuits. Candidates must hold at least a B.A./B.S. in a related field; candidates with prior teaching experience and/or certification are strongly encouraged to apply.

IDEA encourages applications from people with diverse backgrounds. IDEA is an equal opportunity employer. To Apply: Submit a resume and cover letter to jobs@xxxx, referencing the job to which you are applying in the subject line. Please, no phone calls.

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Appendix B.1.
Example of Recruitment Messages and Materials

An example of a recruitment message from Mastery Charter Schools in Philadelphia (DeArmond, et. al., 2012).

What makes Mastery a top destination for educators?

Culture of high expectation

We set the bar high. Student achievement drives every decision we make, and a rigorous learning environment is found in every classroom. Through meaningful use of data and assessments, leaders and teachers are able to pinpoint each student's accomplishments and challenges. That data informs our planning, and steps are outlined so every student can reach mastery. Our goal is to close the achievement gap, and our staff does whatever it takes to get there.

One-Team Approach

We work together. Collaborative planning time is built into each school's schedule, ensuring time for honest and respectful feedback. Our clear and consistent approach to instruction and classroom management results in more learning time and a positive school culture. Our staff and students are proud to be part of the Mastery family.

Leadership Development

We encourage growth. Professional development starts with an intensive summer orientation and continues throughout the school year. Every day, teacher growth is supported by school leaders, mentor teachers, and instructional coaches. Our Apprentice School Leader Program creates intentional pathways from teaching to school leadership, enabling Mastery teachers to become Mastery administrators. Our teachers and leaders are continuously improving.

Rewards for Success

We value hard work. Teachers' and leaders' efforts are rewarded through merit-based pay and incentive programs. Tiered instructor levels mean constant opportunities for increased responsibilities and compensation, and achievement is acknowledged through annual bonuses tied to school performance. The leaders that drive schools' academic gains are rewarded with competitive incentives. Our students' potential is limitless; our work is rewarding.

The School District of Palm Beach County Teacher Recruitment

Teton County School District, Jackson, WY Recruitment for Spanish Speaking Teachers

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Example of School District Recruitment Materials

Example of School District Recruitment Materials

③ Interview Process

Interviews are conducted on-site, over the phone, via Skype and/or FaceTime. If you are planning a trip to the area, be sure to contact a recruiter and inform them that you are available for face-to-face interviews.

④ Job Offers

Upon being offered a job, Human Resources will verify all hiring documents and eligibility for teaching. Once approved by HR, you will receive a Job Offer Letter, and be sent for fingerprinting and a medical screening.

⑤ New Employee Orientation (NEO)

All hires and rehires must attend a scheduled NEO prior to beginning work. This session is designed to familiarize new employees with benefits, working conditions, and other job-related issues.

⑥ Begin Working

Once you are approved for hire and have completed NEO, you may begin your new job! Once you are employed, don't forget to recommend Palm Beach County to other teachers seeking a job in education!

Employer Visa Sponsorship

Until further notice, the School District of Palm Beach County is unable to sponsor new employees requiring authorization to work.

Click to provide feedback regarding this site, the hiring process, or the Dept. of Recruitment & Retention.

Fulton-Holland Educational Services Center
3300 Forest Hill Boulevard West Palm Beach, FL 33406
Phone: ☎ +1 (561) 434 8000 ☎ +1 (866) 930 8402 FREE

NOTICE: Under Florida law, email addresses are public record. If you do not want your email addresses released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. To report waste, fraud, corruption, or abuse, please call the Inspector General Hotline: ☎ (561) 434 7335 FREE.

Example of School District Recruitment Materials

Teton County School District, Jackson, WY

OPPORTUNITY
Teach. Live. Play.

Come work for a great school district, in a great community. Teton County School District is currently seeking Spanish-speaking teachers for our new dual immersion program and elementary Spanish as a Second Language program. Enjoy small class sizes, extensive planning time, a brand new school, excellent benefits, and live in one of the most beautiful places on earth.

Program Coordinator:
Chad Ransom
307-733-5302 (office)
307-699-2466 (cell)
cransom@tcsd.org

District Website:
www.tcsd.org
➤ Go to the "Employment" tab for the human resources web page.

➤ For our program website go to "Schools"—"Jackson Elementary"—"At Jackson Elementary"—"Dual Immersion"

$54,582 base salary

Spanish-Speaking TEACHERS WANTED

Example of School District Recruitment Materials

WANTED
Spanish-Speaking Elementary Teachers

Dual Immersion and Elementary Spanish
◆Great community support ◆Dedicated school board and administrators
◆50:50 program model
◆team teaching

School District

Great benefits package:
➢ $54,582 Base; MA $59,828
➢ 100% retirement at 11.25%
➢ Full **FAMILY** medical, dental, and vision (qualification periods)
➢ 10 sick days and 2 personal days per year

Stable funding: continued increases in enrollment; stable state funding—large surplus from WY oil and gas revenue.

Smaller district: two main elementaries (4 smaller outlying), one middle school, and one high school. ~2,300 students.

Diverse student body: appr. 50% of entering Kindergarten students are minority; 15% free and reduced lunch.

Come Join Us!!

Working Environment

➢ Planning time every day—specialists for PE, Music, Art, Computers, and Library

➢ Low class size: <20 students per class

➢ Quality, job-embedded professional development: new teacher mentor program, instructional facilitators, 15 full professional days each year.

➢ Commitment to technology: student computers, multiple mobile labs, Interactive White Boards in every classroom, etc.

➢ Brand new K-2 elementary that is Gold LEED certified—no building in the district is more than 17 years old.

Vibrant Community

➢ Small town feel, big city services: theater companies, excellent public transportation, direct airport services, concerts...

➢ Young, active community

➢ Affordable housing

➢ Outdoor Mecca—Gateway to Grand Teton and Yellowstone; world-class skiing, hiking, biking, snowmobiling, whitewater rafting, climbing, etc.

➢ Over 97% of the county is public land

2012-2013

Examples of Charter School Recruitment Brochures

Bullis Charter School, Los Altos, CA

Green Tech High Charter School, Albany, NY

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Example of Charter School Recruitment Brochure

BULLIS CHARTER SCHOOL

Bullis Charter School, a public K-8 elementary school, opened its doors in August 2004. Already over-subscribed and with a waiting list for the current school year, **Bullis Charter School** students will be coming to us from towns encompassing Los Altos Hills, Mountain View, Palo Alto, Los Altos, San Jose and Sunnyvale and from private and public schools.

Bullis Charter School offers a collaborative, experiential learning environment that emphasizes individual student achievement. As a model of educational innovation, BCS inspires children, faculty and staff to reach beyond themselves to achieve full potential. Using a global perspective to teach about the interconnectedness of communities and their environments, the **Bullis Charter School** program nurtures mutual respect, civic responsibility, and a life-long love of learning.

We are seeking teachers and teacher leaders who are innovative, passionate, and dedicated to educating the "whole child" and who are committed to:

- Individualized learning
- Technology-infused instruction
- Environmental education
- Project-based, experiential learning
- Visual and performing arts
- Character development
- Service learning
- Staff development
- Teacher collaboration
- Parent and community involvement

THE COMMUNITY

Bullis Charter School is located in the town of Los Altos, California. Tree lined streets and a small village atmosphere characterize Los Altos, including a quaint downtown area popular for dining, shopping, and strolling.

Adjacent cities of Palo Alto and Mountain View offer a vast array of restaurants and retail stores. Within minutes are performing arts venues ranging from several small and intimate stages, to Shoreline Amphitheater with its large-scale concerts. Los Altos also borders Los Altos Hills, known for its distinctive rolling hills and valleys, and offering many diverse recreational opportunities. Biking, hiking, and horseback riding on the extensive trails, and visiting the wildlife preserves are just a few of the ways to enjoy the area's unique rural nature.

Located in one of the most beautiful areas in the San Francisco Peninsula, BCS is 35 miles south of San Francisco and 17 miles north of downtown San Jose and the San Jose International Airport. Several major universities and community colleges are also within easy commuting distance including Stanford University which is just 5 miles away.

BULLIS CHARTER SCHOOL

102 WEST PORTOLA AVENUE
LOS ALTOS, CA 94022
PHONE: (650) 947-4939
FAX: (650) 947-4989
WWW.BULLISCHARTERSCHOOL.COM

Design: Alexander Atkins Design, Inc.

BULLIS CHARTER SCHOOL

K-8 TEACHERS AND SPECIALIST TEACHERS

OUR MISSION

Bullis Charter School offers a collaborative, experiential learning environment that emphasizes individual student achievement. As a model of educational innovation, BCS inspires children, faculty and staff to reach beyond themselves to achieve full potential. Using a global perspective to teach about the interconnectedness of communities and their environments, the Bullis Charter School program nurtures mutual respect, civic responsibility, and a life-long love of learning.

Example of Charter School Recruitment Brochure

Education is not the filling of a pail, but the lighting of a fire.

WILLIAM BUTLER YEATS

THE POSITION

The Board of Directors of the Bullis Charter School invites creative professionals with strong educational and instructional abilities to apply for the position of Teacher or Teacher Specialist.

The Board seeks applications from experienced and highly qualified individuals who wish to be a teacher in a California Distinguised K-8 charter public school with a commitment to educational excellence and to serving the "whole child."

SALARY

Teachers' salaries range from $45,000 – $83,172 plus a comprehensive benefits package.

187 work day year. Teachers will have an additional 2 weeks of staff development in August and will be paid at a $35 hourly rate.

OTHER BENEFITS

- Associate Teachers in every class
- Teacher support and development: Leadership opportunities, National Board Certification incentives, stipends, etc.
- Governance based on a collaborative approach
- Laptop for every teacher

REQUIREMENTS

- A completed Application Form (Note: Do not complete any sections of the application with "See Attached Resume")
- A Personal Letter, not to exceed 2 double-spaced pages, typewritten describing experience, talents, interests, qualifications and goals. The letter should state reason for interest in the position for which you are applying
- A current Resume
- Three (3) current, confidential Letters of Recommendation
- Copies of college/university Transcripts
- Copy of Credential(s) & CBEST
- NCLB Compliant
- Please note that to teach in California, you must hold a valid California credential or be able to secure one. Passage of the CBEST is a credential requirement. If you hold a valid teaching credential in another state, you will be eligible for a one-year waiver of the CBEST requirement. If you have passed the CBEST and meet certain educational requirements, you may be eligible for a temporary permit to teach. You may obtain additional information about credentials from: California Commission on Teacher Credentialing, Box 944270, Sacramento, CA 94244, telephone (916) 445-7254

Bullis Charter School is an Equal Opportunity Employer

SELECTION PROCESS

Application packets will be reviewed, and applicants will be notified within two weeks (by email, telephone or mail) if any documents are missing. Only complete packets will be considered.

Complete application packets will be screened independently. Based on screening results, applicants will be selected for interview.

Interviews will begin in March and continue until all positions are filled. Interviews will be approximately 30-40 minutes long. Portfolios are not required for an interview, and because of time constraints, an applicant is not encouraged to bring one unless s/he is able to return the following day to pick it up.

Results of interviews will be communicated within ten (10) days.

A complete application packet will be retained for one (1) year.

SEND ALL APPLICATION MATERIALS TO:
Wanny Hersey
Superintendent/Principal
Bullis Charter School
102 West Portola Avenue
Los Altos, Ca 94022

Faxed applications will not be accepted

Only candidates chosen to be interviewed will be contacted by phone.

Example of Charter School Recruitment Brochure

The School...

Green Tech High Charter School will be housed in a brand new state of the art school building. The school will boast 16 classrooms, a cafeteria, a competition-sized gymnasium, a computer lab, science labs, a media center, resource rooms, and two teacher workrooms. With the school located next to the Tivoli Preserve of the Albany Pine Bush, its students will have hands-on access to an environmental outdoor classroom setting. In addition, partnerships are being created to offer students learning opportunities and internships in the field of telecommunications.

Something Different

A safe environment, smaller classes and a rigorous curriculum will help students achieve the important goal of getting into and succeeding in college.

A man is but the product of his thoughts. What he thinks, he becomes.
~ Mahatma Gandhi

The Mission...

Green Tech High will provide a high quality, college preparatory education for Albany students in a safe, small-school setting that offers an extended school day, a longer school year, extensive literacy instruction, and programs that emphasize environmental awareness and technological proficiency. The school is structured to help students prepare for entry and success in college. Green Tech High will be the first public, all-male school in the city of Albany.

Albany's First All-Male Charter High School

GREEN TECH HIGH CHARTER SCHOOL

Small ~ Safe ~ College Prep

Recruiting Teachers in the Following Disciplines:

ELA • Math • Science • Social Studies • Technology • Special Education

Opening September 2008!

518-694-3400

www.greentechhigh.org

As human beings, our greatness lies not so much in being able to remake the world ...as in being able to remake ourselves.
~ Mahatma Gandhi

The Teachers...

IN ORDER TO BE CONSIDERED FOR A TEACHING POSITION AT GREEN TECH HIGH, EACH APPLICANT MUST MEET THE FOLLOWING MINIMUM STANDARDS:

(1) Maintain at least a 3.0 GPA in their major course of study; (2) Obtain passing scores on the Praxis I and II, and/or successful completion of the NYS Content Specialist Test; and (3) Be willing to make a commitment to relocate to Albany, New York, for at least two years.

Selected applicants will reap many rewards that include a competitive salary, cutting-edge professional development and mentoring, and opportunities for advancement into leadership or other roles within the family of Albany Charter Schools.

If interested, please contact the Green Tech High Charter School Principal, John Taylor, for more information at 518-694-3400 or email jtaylor@greentechhigh.org

The Difference...

- *Small, Safe, Interpersonal Learning Environment* — In alignment with observed best practices at other high performing high schools, GTH has adopted a unique student support model that includes small faculty advising groups, social services, tutoring sessions, and college counseling that begins in ninth grade. In addition, all staff are given school-sponsored cell phones to be accessible to their students after school hours.

- *Single Sex Education* — Research proves that students in single sex classes have superior performance over their co-ed peers and a more positive attitude towards learning.

- *Commitment to Excellence* — GTH's entire school program design is built upon research-based instructional strategies and best practices from the highest performing high schools in the country.

- *Opportunities for Experiential Learning* — All students at GTH will participate in Service Learning projects and week long summer experiences (academic & work-related) all across the country.

- *Mentoring Partnerships* — Each Green Tech High student will be paired with a mentor who is selected on the basis of shared interests.

The Model...

Green Tech High is modeled after several successful charter high schools across the country:

- MATCH Charter High School (Media & Technology Charter High), Boston, Mass.

- YES College Preparatory School, Houston, Texas

- KIPP: Houston High School, Houston, Texas

- Noble Street High School, Chicago, Illinois

Be Part of the Green Tech Team!

Teachers Needed in the Following Disciplines:

ELA • Math • Science • Social Studies • Technology • Special Education

Be the change you want to see in the world.
~ Mahatma Gandhi

School Name

School motto or slogan

_____

School Name

School Address

City, State 10002

Introductory text:

Block of text about the school—should be motivating and positive, highlighting any overarching themes or goals that are original

"Quote from a teacher about working in the school"

Teacher Name, teacher at School since 2001

Message from the Principal

- Highlight yourself as a leader
- Include a short message or quote

General information:

Use this section to highlight something that you feel is unique and important to your school environment. This is a good place to address potential concerns

- Concerns about neighborhood→demographic profile of area with map of school
- Concerns about new teacher support→mentoring/support services for new teachers

---

Personal profile:

Highlight an interesting piece of the school's culture that prospective candidates can easily relate to.

- Teacher profile
- Student profile
- Quotes from various teachers or students about the school

School information and statistics:

- Bullet: General school information
- Bullet: Demographics/ student population
- Bullet: Test scores/student achievement data
- Bullet: Educational goals/aims specific to school
- Bullet: New or exceptional facilities and/or programs

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Appendix D
Examples of Join Delaware Schools Web Site and Facebook Page

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Example of Join Delaware Schools Web Site and Facebook Page

Example of Join Delaware Schools Web Site and Facebook Page

Example of Join Delaware Schools Web Site and Facebook Page

Facebook interface:

Join Delaware Schools | Bonnie | Home 2 | Find Friends

DSU Delaware State Univer... | Like

English (US) · Privacy · Terms · Cookies · Advertising · Ad Choices · More≡
Facebook © 2016

Like   Comment   Share

3   Chronological▪

1 share

Grow The Good Yes!
Like · Reply · February 25 at 10:56am

Write a comment...

Join Delaware Schools
February 24 at 7:13am ·

Get those resumes ready, because the 2nd Annual Recruitment Fair is this weekend!
Don't miss the chance to meet representatives from many of these school districts, and more, at the Second Annual Teacher Recruitment Fair this Saturday - February 27 in Ocean City MD!
Click below for more information, and help us spread the word by sharing this post.
http://www.joindelawareschools.org/indian-river-recruitmen.../

www.joindelawareschools.org
JOINDELAWARESCHOOLS.ORG

Like   Comment   Share

2

2 shares

Write a comment...

Join Delaware Schools
February 22 at 11:32am ·

17 Jobs were posted on Join Delaware Schools last week. Don't miss the chance to meet representatives from many of these school districts, and more, at the Second Annual Teacher Recruitment Fair this Saturday - February 27 in Ocean City MD!
Click below for more information, and help us spread the word by sharing this post.
http://www.joindelawareschools.org/indian-river-recruitmen.../

www.joindelawareschools.org
JOINDELAWARESCHOOLS.ORG

Like   Comment   Share

25

Write a comment...

Join Delaware Schools shared their post.
February 17 at 10:07am ·

Interested in teaching in Delaware?   Chat (1)

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Appendix E
Examples of Districts Using Social Media for Recruitment

Des Moines Public Schools Social Media Page

Des Moines Public Schools LinkedIn Page for Recruitment

Dallas Intermediate School District Facebook Page for Recruitment

District of Columbia's Public Schools YouTube Page for Recruitment

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Examples of Districts Using Social Media for Recruitment

Des Moines Public Schools Social Media Website

Retrieved from: http://www.dmschools.org/community/social-media/

Examples of Districts Using Social Media for Recruitment

Des Moines Public Schools LinkedIn Site

https://www.linkedin.com/company/des-moines-public-schools

Examples of Districts Using Social Media for Recruitment

Dallas Intermediate School District Facebook Page for Recruitment
https://www.facebook.com/DallasISDRecruitment

Examples of Districts Using Social Media for Recruitment

District of Columbia Public Schools Recruitment on YouTube

Retreived from: https://www.youtube.com/user/dcpublicschools
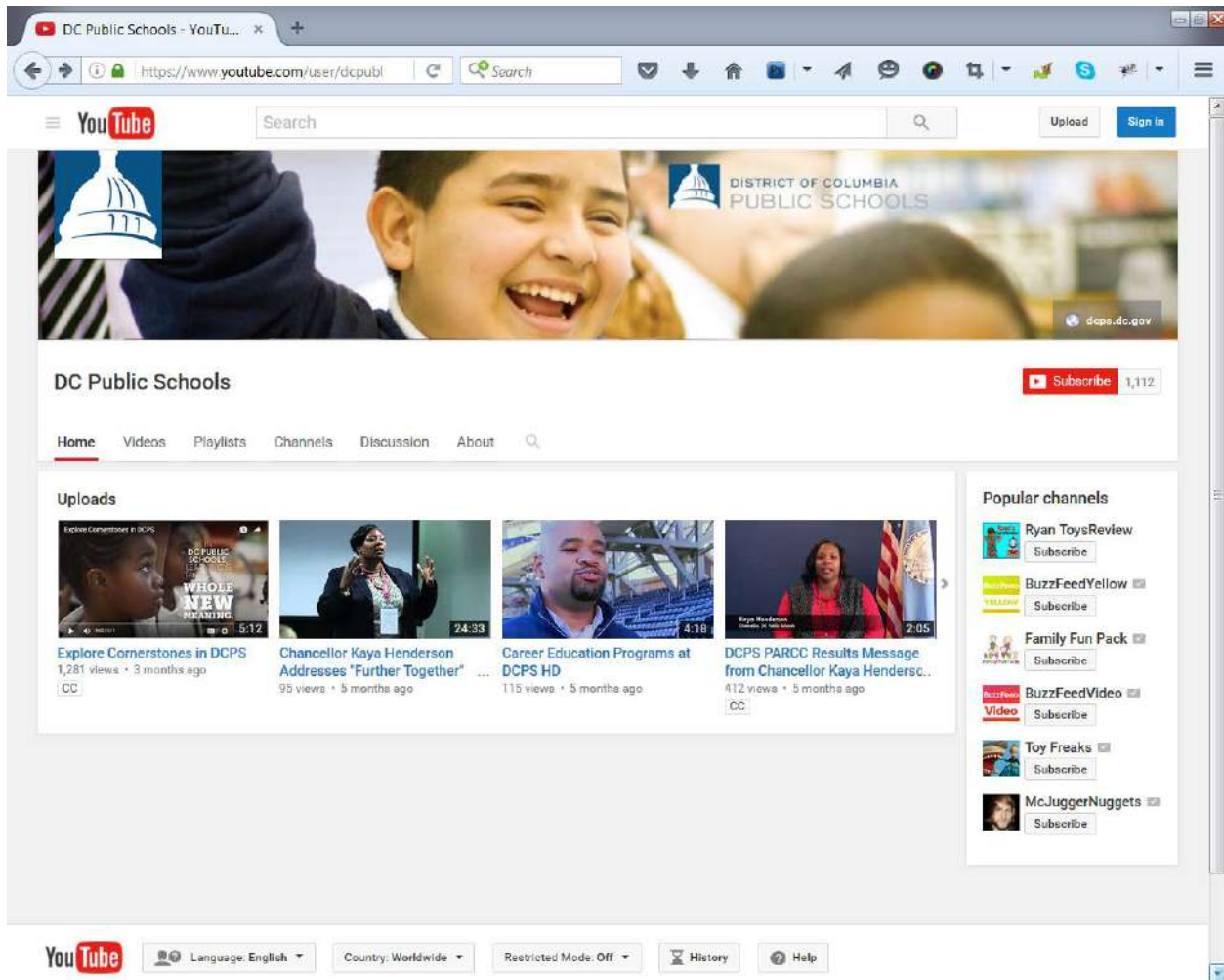
Appendix F
Example of a Recruitment Plan

Goal: To recruit 10 high-quality teachers this year based on resignations, terminations, attrition, or growth.

Anticipated Outcomes	Action Steps	Timelines	Persons responsible	Budget/ Resources Needed	Accountability Measures
Recruitment materials redesigned and ready for distribution	Create 1 page school profile Redesign school web site to market & appeal to candidates Create recruitment brochures	By September, 2016	Recruitment Committee	Estimated $300 for materials	Numbers of profiles and brochures distributed Data on school web site visits
Build positive relationships with organizations that support recruitment efforts	Visit in-state colleges & other educational institutions to recruit certified professionals	August – December 2016	Recruitment Committee	Travel costs	Referrals Numbers of profiles and brochures distributed
Application of successful marketing strategies to	Develop & maintain social networking media to appeal to	Ongoing	Assistant Principal Technology	Estimated $100	Referrals indicated on applications Data from social media

Anticipated Outcomes	Action Steps	Timelines	Persons responsible	Budget/ Resources Needed	Accountability Measures
attract applicants	potential applicants Advertise openings and market through on-line employment web sites		Teacher		Data from online searches
Host recruitment events to promote interest in school's employment opportunities	Attend 2 job fairs to market and recruit staff	2016-2017	Principal Assistant Principal	Travel costs	Nos. of Flyers disseminated, registrations obtained, and follow-up contacts
Expansion of recruitment efforts to employee referrals	Provide employees with a list of current openings & encourage them to share with friends, acquaintances, and family members as well as recruitment materials	2016-2017	All Staff	Incentive bonus	Referrals indicated on application Survey results from employees

Template: Recruitment Plan

[District/School Letterhead]

A district or school may use this template to document their recruitment plan. The Recruitment & Selection Team may record the school year, team members, recruitment and selection goal(s), action steps, anticipated goals, timelines, persons responsible, budget/resources, and accountability measures. Please fill in the appropriate components. You may also refer to the definitions of terms and the example recruitment plan.

School Year:		Team Members:	
Recruitment & Selection Goal(s):			

Anticipated Outcomes	Action Steps	Timelines	Persons responsible	Budget/ Resources Needed	Accountability Measures

Definitions	
Anticipated Outcomes	Identify concrete, attainable, and measurable changes that the school will achieve
Action Steps	Action steps need to be specific about what will occur to achieve the outcomes and goal
Timelines	Identify the month that the action steps will occur
Persons Responsible	Identify the name and/or position of persons
Budget/Resources Needed	Identify any expected and necessary costs
Accountability Measures	Identify what evidence will be provided that the outcomes have been met

Appendix G
Template: Analysis of the Outcomes and Effectiveness of Teacher Recruitment Sources/Strategies

[District/School Letterhead]

A school or district may use this template to summarize and review the outcomes and effectiveness of teacher recruitment sources/strategies. Personnel may complete the school year, date, recruitment goal, and the major recruitment sources/strategies. For each recruitment source/strategy, complete the number of applicants received, the number of interviews conducted, the represented diversity of applicants from the source, the number of hires, the dates for the hires, costs, and results. Please refer to example from Citizen's Academy included in this section.

School Year:		Date:	
Recruitment Goal:			

Recruitment Source/ Strategy	# of Applicants	# of Interviews Conducted	Diversity Represented	# of Hires	Timeframe for Hires (Dates)	Costs	Analysis of Results (effectiveness)

Adapted from Cash, C., & McAllester, B. (2009, January). Teacher recruitment analysis & plan – Citizens Academy.

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Background Information

Maintain Job Announcements, Advertising, and Recruitment Files

According to the Delaware Department of State, School District General Records Retention of Schedule Personnel Files (2008), the following recruitment records must be retained.

Title and Description	Retention Instructions	Total Retention	Citation
Job Announcement Postings (containing descriptions of job position, qualifications, salary, job location, and opening and closing date).	Retain one (1) copy at agency three (3) years after closing date or through final disposition of charges of discrimination or legal action; destroy.	Three (3) years or final disposition.	(29 CFR 1627.3) Department of Education (DOE-250012 02/06) Instructions & Procedures for Completion of a Civil Rights On-site Compliance Review.
Advertising and Recruitment Files (may contain the following but not limited to: copies of published notification sent to the media, individuals & other recruitment services which contain the institution's policy of nondiscrimination, and listing of all advertising and recruitment sources for filling present or future vacant job positions).	Retain at agency three (3) years; or through final disposition of charges of discrimination or legal action; destroy.	Three (3) years or final disposition.	Department of Education (DOE-250012 02/06) Instructions & Procedures for Completion of a Civil Rights On-site Compliance Review.

Refer to the following web site for more information:
http://archives.delaware.gov/govsvcs/general_records_retention_schedules/school%20district/personnel%20records.shtml

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Example of Job Descriptions that Reflect Critical Competencies

Each district/school should have a description of roles and responsibilities for each position or role. A job description is a broad, general, and written statement of a specific job, based on the findings of a job analysis. It generally includes duties, purpose, responsibilities, scope, and working conditions of a job along with the job's title, and the name or designation of the person to whom the employee reports. A job description usually forms the basis of job specifications (Business Dictionary.com)

Job descriptions for teachers should be aligned the description of the ideal teacher to a district/school's mission and vision, culture, and performance expectations based on what type of teacher has been successful in the district/school (TNTP, 2012).

The major components of a job description include:

1. Job Heading;

2. Job Summary;
   a. Provides a snapshot or describes the main purpose of the job, consisting of no more than three to five sentences.
   b. The job summary should start with an action word, then explain the job's requirements, and, if necessary, explain the why or how of the job.

3. Essential Duties, Tasks and Responsibilities;
   a. Duties describe what, how and why.
   b. Start with action verbs. Duties should be essential to the position and avoid listing marginal duties.

4. Working Conditions and Physical Requirements; and

5. Qualifications.
   a. Education, Experience, Knowledge, Skills, Abilities, Special Skills,
   b. Licensures, and Certifications.

| Qualifications | Minimally Required

Identify those items that are minimally required to perform the essential duties of the role not what the current incumbent may possess. | Preferred or Specialized. These are not required to perform the basic functions of the role. |
|---|---|---|
| Education | | |
| Experience | | |
| Knowledge | | |
| Skills | | |
| Abilities | | |
| Licensures | | |
| Certifications | | |

Example of a job description with competencies is provided.

Job Description Example: Opportunity Culture Subject Specialization Teacher

Summary

The specialized teacher plans and delivers in-person instruction for one or two priority subjects. Likely subject pairs include math/science and language arts/social studies. The specialized teacher will spend most of the school day teaching or planning instruction, leaving other subjects, homeroom, most administrative work, and transitions to other staff members. The specialized teacher is responsible for planning, preparing, and delivering instruction, and monitoring student progress to determine instructional needs. The teacher reviews student progress and changes instruction to ensure high-progress learning for every child. Team leader variation combines this role with multi-classroom leadership, and includes authority to choose and manage team members and digital instruction resources. *Note: Subjects for specialization will vary based on school priorities and available teachers.*

Responsibilities

Planning and Preparation

- ❖ Set high expectations of achievement that are ambitious and measurable for students;
- ❖ Plan backward to align all lessons, activities, and assessments in designated subject(s);
- ❖ Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students); and
- ❖ Design assessments that accurately assess student progress.

Classroom Environment

- ❖ Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable;
- ❖ Create physical classroom environments conducive to collaborative and individual learning; and
- ❖ Establish a culture of respect, enthusiasm, and rapport.

Instruction

- ❖ Hold students accountable for ambitious, measurable standards of academic achievement;
- ❖ Identify and address individual students' social, emotional, and behavioral learning needs and barriers;

- ❖ Identify and address individual students' development of organizational and time-management skills;
- ❖ Invest students in their learning using a variety of influence techniques;
- ❖ Incorporate questioning and discussion in student learning;
- ❖ Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs;
- ❖ Monitor and analyze student assessment data to inform enriched instruction; and
- ❖ Communicate with students and keep them informed of their progress.

Professional Responsibilities

- ❖ Solicit and eagerly receive feedback from supervisor and team members to improve professional skills;
- ❖ Maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success;
- ❖ Collaborate with other teachers and staff responsible for the same students' learning and development; and
- ❖ Participate in professional development opportunities at school.

Qualifications

- ❖ Knowledge of subject matter being taught;
- ❖ Bachelor's degree;
- ❖ Valid teaching certificate (optional, depending on school context and legal requirements); and
- ❖ Prior evidence of high-progress student outcomes in the relevant subjects (in the top 25% compared to other teachers in a state or on national tests), or, at entry level, evidence of superior prior academic achievements in relevant subjects, and skills indicating very high potential to perform at this level. An entry-level teacher works under close supervision of a high-progress lead teacher in same subjects until similar students' gains have been demonstrated.

Hours

- ❖ Full time teaching position. Core Subject teacher teachers multiple classes in alternating time blocks through the day. Core subject teacher has built-in planning and collaboration times to complete administrative tasks, analyze data, and plan instruction.

Pay

❖ Competitive pay for an excellent teacher dependent upon funding, plus benefits & opportunities for pay raises. Pay also varies based on the number of students reached successfully. Potential team & individual bonuses.

Reports to: Principal or Chief Academic Officer.

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