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## creening Job Applications and Applicant Pools Process



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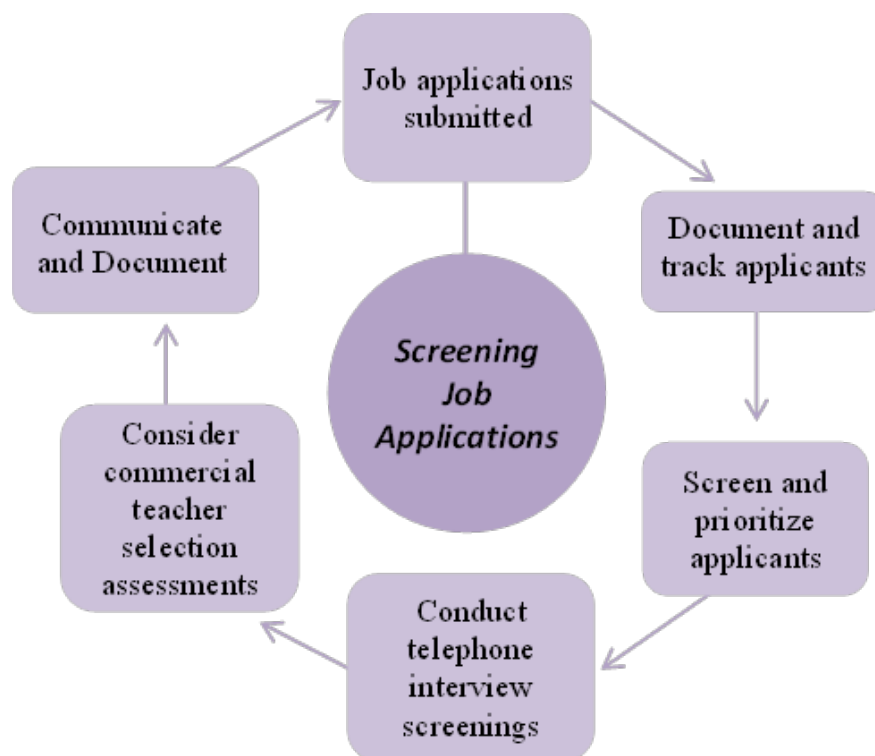
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## Introduction

One of the components under Selection in the Delaware Human Capital Strategy is to create systems for screening job applications, as well as screening the applicant pool for interviewing. This component strengthens the applicant pool to ensure the most qualified applicants move along the process. A point of caution is to ensure that documentation occurs throughout this process. Located in Appendix A is a template that can be used for this critical documentation process.

Screening applicants is usually the first step taken after receiving an application package for employment. The process may involve reviewing prospective Application Packages, which often include: application, cover letter, resume, writing samples and references, as well as verifying information supplied by the applicant (Society for Human Resource Management, 2004). Screening applicants helps to save time by prioritizing applicants who initially meet the criteria for an opening so resources may be spent only interviewing the most qualified applicants. It is also important to ensure that successful and unsuccessful candidates are notified of their standing throughout the process. Recent research shows that schools and leaders, that are very strategic in their hiring and building of teacher teams, have high performing schools (Chenoweth, 2007). The manor components of the screening process are illustrated below.



## Guiding Questions

1. What process and criteria will be used for the initial screening of applicants?
2. Who will conduct the initial screen of the application materials? Who will conduct the telephone interview screens? How will staff, conducting the initial screens, know and understand the competencies needed for each of the openings? Who will communicate and schedule these activities with applicants?
3. In what ways will a district/school track the screening process, criteria, and decisions?

The Delaware Department of Education established the JoinDelawareSchools website for all school districts and public charter schools to use for the submission of applications. 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.

### 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](#).

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.



## Submission of the Application Package

### Rolling Platform

It is recommended that a district/school implement a rolling acceptance platform for job applications. As mentioned, the window of opportunity to open the job application process may begin in November until all positions are filled. Remember, the most highly qualified teachers will not be on the market long, so it is critical to begin reviewing applications as they are submitted to the district/school.

### Job Applications

Most districts/schools require a Job Application as the first step in obtaining needed information in a standard format for prospective teacher hires. A job application is a form that an individual seeking employment, called an applicant, fills out to inform a district/school of interest and availability for a position. A standard format makes it easier to collect information from job applicants in a systematic way and assess objectively an applicant's potential for a job opening.

In addition to the name and personal information for an applicant, typical district/school job applications include:

1. Availability to be employed;
2. Summary of education and training, including special training, academic awards or honors (name of institution, city/state, dates or years completed, Grade Point Average, diploma/degree);
3. Licensure information (state, dates issued and expired, area);
4. Certification information (state, certificate held, area, dates issued and expired);
5. Praxis test results (date(s), score(s), and subjects/areas);



6. Employment (particularly teaching) and volunteer history, (including title, employer, employment dates, numbers of years, and reasons for leaving);  
Names and contact information for references (2-3 references); and
7. Signed certification of the truthfulness of the information.



The particular information requested in each of the above categories varies by districts/schools.

### Application Package

Districts/schools may also request as part of the application package, copies of the following:

1	Letter of interest/cover letter
2	Resumes
3	Official transcripts from a regionally accredited college/university
4	Official licensures/certifications
5	Praxis testing results for Core Academic Skills for Educators (reading, writing, and mathematics) Content Knowledge Exams (Praxis II or American Council for Teaching of Foreign Languages (ACTFL) )
6	Writing sample or essays

- 1. Letter of Interest/Cover Letter.** If communication skills are essential to the position, a letter of interest/cover letter may provide a means of assessing the applicant’s writing skills. A letter of interest is a general term for any letter or e-mail submitted by an applicant who is potentially interested in a position.
- 2. Resume.** A resume is a written document outlining an individual’s work experience, skills, educational background, accomplishments, and other related information supporting his or her career goal (Society for Human Resource Management, 2004). The format of the resume may vary from chronological to functional.

- 3. Transcripts.** . Many districts/schools require applicants to submit official transcripts from colleges/universities. A transcript is a copy of a student's permanent academic record from a college or university he/she attended. It usually includes all enrolled courses, received grades, and degrees conferred to a student. Official transcripts are printed on transcript paper and have the embossed or raised college seals, date, and the Registrar's signature. Unofficial transcripts are printed on plain paper and do not have a college seal or registrar's signature.
- 4. Licensures/Certifications.** . Often districts/schools require information or copies of an applicant's licensures and certifications. In Delaware, with the exception of educators who hold current certificates issued without licenses under the previous certification system, educators must hold both a license and a certificate in order to be eligible to practice in a Delaware public school (Delaware Department of Education). A license gives an educator permission to practice in a Delaware district/charter school and the Certificate identifies the area in which the educator may practice.
- 5. Praxis Testing Results.** Districts/schools may require information on the applicant's scores on the Praxis tests, including the Praxis Core Academic Skills Tests, to ensure they meet the qualifying scores for initial licensure in Delaware. In addition, there are other Delaware Praxis requirements for specific licensure areas and Praxis Subject Assessments. (Refer to the section in Appendix E in Screening Job Applications and Applicant Pools Process for more specific information).
- 6. Writing Samples or Essays.** . A writing sample provides an applicant an opportunity to share her/his educational philosophy, reflections, and/or goals. If written communication skills are essential to a position, some districts/schools require essays or writing samples as part of the application package. Usually these documents are within a limit of one to two pages (400-800 words) to ensure clear, concise writing.

**Typical prompts for writing samples or essays may include**

Reflect on a recent conflict with a staff member, parent, or student that had a successful resolution. What problem-solving skills did you use to diffuse the conflict and find a solution to the problem(s)?

Reflect on your teaching experience. Write an essay describing a lesson that was very successful. What were the learning objectives and outcomes? What were the students learning? Why was this lesson so successful?

Reflect on your future career. Write an essay on your professional goals and how you will prepare yourself for these future plans.



## Complete Application Package

A complete Application Package may include up to six components (application, resume, official transcripts, writing sample, copies of licensures/certifications, and licensure/certification assessment results). One of the easiest ways to begin eliminating applicants is to ensure they have submitted all required documents. The decision is not based on content as of yet, however, it is a simple completion task. A simple checklist would be sufficient to keep records of all applicants, such as below:

- Completed application with references;
- Cover letter;
- Resume
- Official transcripts;
- Writing sample; and
- Copies of licensures/certifications and results on assessments for licensure/certification (e.g., Praxis Test and performance assessments).

If an applicant has not fully completed the initial task, it is considered incomplete and should not move forward in the screening process.



## Documentation of Applications

1. Maintaining applications with their accompanying required documents helps a district/school to record its screening and selection processes;
2. Federal Equal Employment Opportunity regulations mandate that most employers keep completed applications and accompanying résumés for one year;
3. Keep documentation (such as a file, notebook or electronic ledger) of the district/school's advertising and recruiting efforts for each job opening;
4. Maintain records of the completed applications, along with accompanying documentation provided by the applicant, for at least one year after the district/school fills the position; and
5. In the files, note the job title, the dates that the position was opened and filled, and the name of the person hired.



The Delaware Department of State (2008) identifies in the *School District General Records Retention Schedule Personnel Records* requirements for applications.

**For successful applications for employment.** Delaware school districts are to retain the application of a person hired, DD214 (military service records), resume, transcripts, and letters of commendation or recommendation for fifty (50) years. In addition, appointment letters/employment notifications are to be retained.

**For unsuccessful applications for employment.** Delaware school districts are to retain the original applications for employment as well as DD214 (military service records), resumes, transcripts, and letters of commendation or recommendation for three (3) years or through final disposition of charges of discrimination or legal action; and then destroy.



## Applicant Tracking System

To enable continuous improvements in recruitment, applicant processing, and customer service, The New Teacher Project (Levin & Quinn, 2003) recommends a system that includes:

1. Contact information;
2. Qualifications and certification status of each applicant and hire;
3. Wait times between key steps in the hiring process;
4. Total number of applicants, offers, and hires;
5. Number of and information about withdrawers and declined offers; and
6. Results from applicant surveys.



Please refer to Appendix A for an Applicant Tracking Form.

## Initial and Ongoing Communication with Applicants

It is recommended that a district/school communicate with applicants shortly after an application has been received and identifies the next steps. This may be conducted through emails. To ensure applicants remain in your selection process despite competing districts/schools, it is recommended that districts/schools provide continual, active encouragement to applicants to remain in the process (TNTP, 2006). This can be accomplished through frequent emails.



Please refer to Appendix B for Examples of Letter Templates.



## Screening of Applications, Resumes, and Other Materials

Establishing a consistent process and standard format for screening components of the application package will lead to a more objective, organized, and efficient selection process.




### Screen Cover Letters

When screening cover letters, it is suggested that a district/school review that the letter has the correct titles and specifics of the position. If communication skills are essential to the position, the cover letter will provide a means of assessing an applicant’s writing skills.

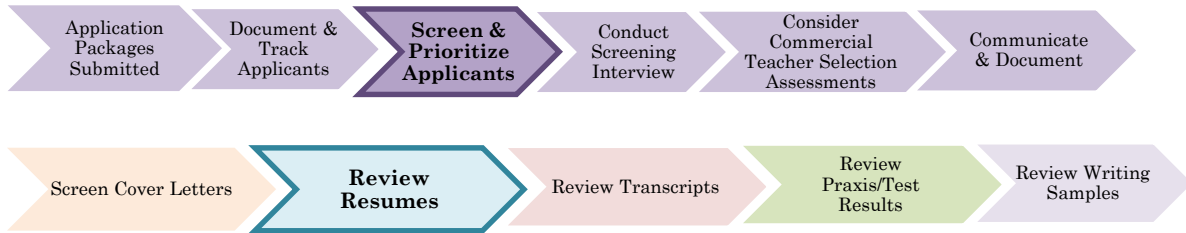
It is recommended that a cover letter be reviewed for the following:

1. Is it personalized to the position?
2. Is it free of spelling, grammatical, and syntax errors?
3. Does it identify what is included in the application?
4. Does it include the applicant’s complete contact information?
5. Does it contain an introductory paragraph that explains why the applicant is applying for the position?
6. Does it contain 1-2 paragraphs highlighting the applicant’s most relevant skills, accomplishments, and experiences to the position?



Please refer to Appendix C for a template of a cover letter scoring guide.






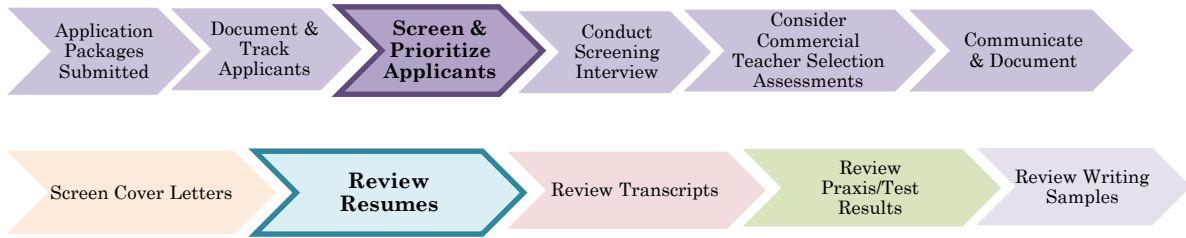
Resumes, transcripts, and Praxis scores should be reviewed at this stage in order to assess whether the applicant has met the minimum (required) qualifications (e.g., education, experience, licenses/certifications) essential to the position as well as begin to assess the level of content and pedagogical preparation and knowledge of the applicant.

## Review Resumes

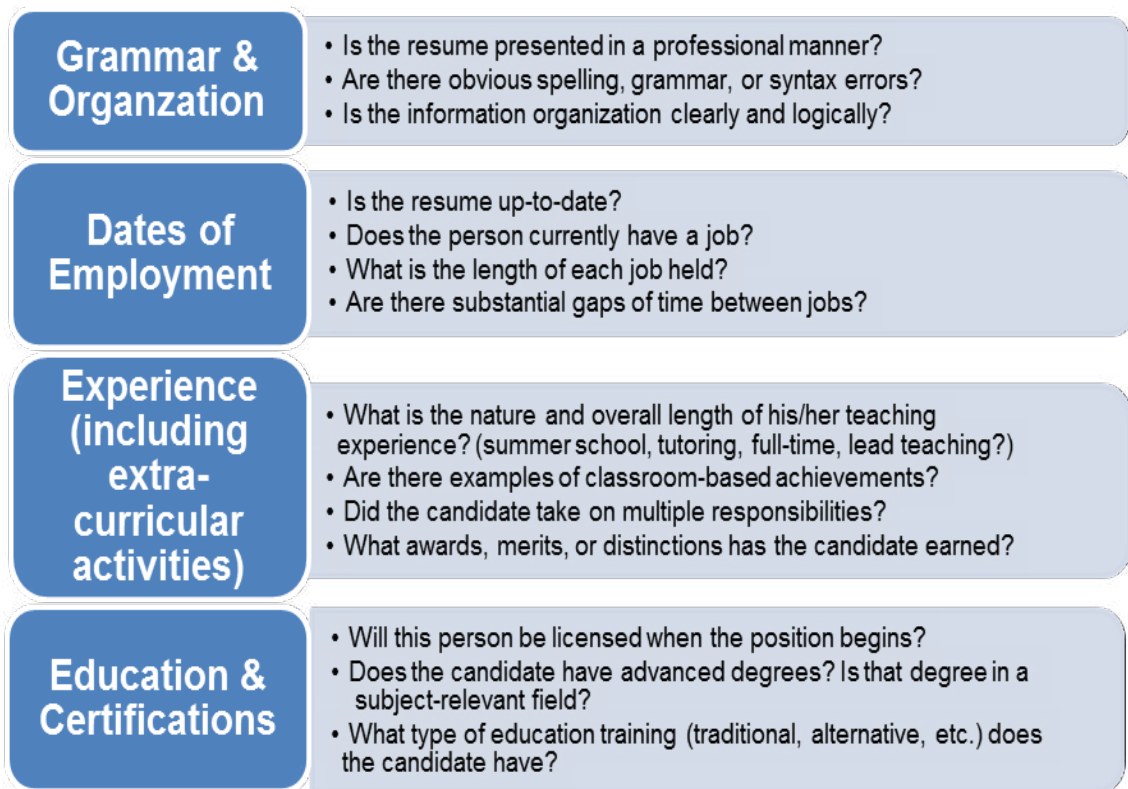
When screening resumes, review the applicant's educational background and licensing, teaching experience, and employment history in comparison to the job description and ideal candidate profile. Also check to make sure the resume is free of typos and incorrect grammar. One or two mistakes are not detrimental, but many occurrences should be an area of concern.

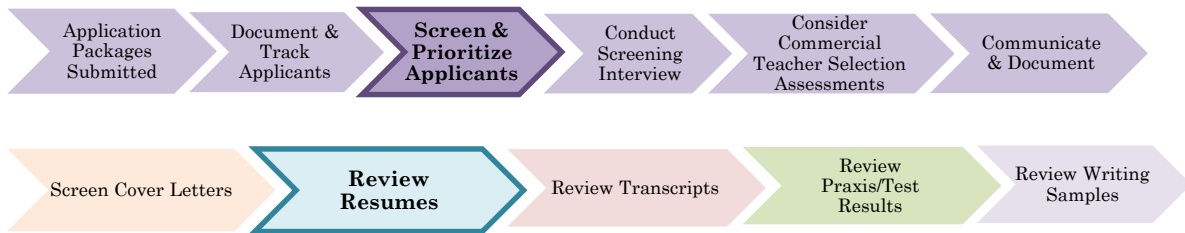


Please refer to Appendix D for Examples of Resume Reviews.



There are four key elements when evaluating a resume, as indicated by The New Teacher Project (2012).





## An In-Depth Overview of a Comprehensive Resume Review

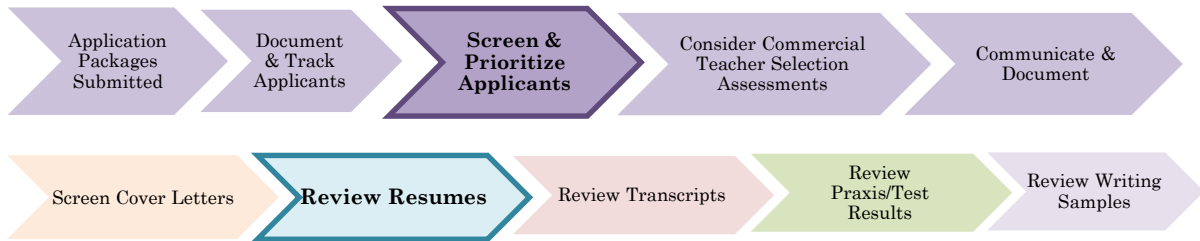
In addition to the above overview, districts/schools may want to examine categories of information in more detail.

### Educational background

1. What level of education has the applicant attained?
2. Has the applicant earned an undergraduate degree by the time he/she will start employment?
  - a. What degrees have been conferred?
  - b. What was the major subject content for the degree(s)? Does the applicant also have a minor specialization? Does the subject content match the content needs of the position?
  - c. What is the applicant's Grade Point Average (GPA)? (Balance GPA with degree/subject obtained; Liberal arts GPAs should be weighed differently than engineering GPAs, for instance)
  - d. What additional training has the applicant received?

### Licenses/Certification

1. Does the applicant hold a current teaching license?
2. How many license(s)/endorsement(s) does the applicant hold?
  - a. In Delaware or other state(s)?
  - b. At what (grade) level(s)?  
In what subject(s)?
  - c. When will the license(s) and/or endorsement(s) expire?
3. Do the license(s) and/or the endorsement(s) match the requirements of the position?



## Teaching Experience

1. How many years of teaching experience does that applicant have?
2. In what type(s) of school(s) has the applicant taught?
3. What grade levels/classes has the applicant taught? For how long? What were the levels of courses (e.g., remedial, honors, lower math, upper math, etc.)?
4. Has the applicant taught special populations (e.g., English language learners, students with disabilities, gifted and talented students, etc.)?
5. When was the last time the candidate taught?

## For New Teachers

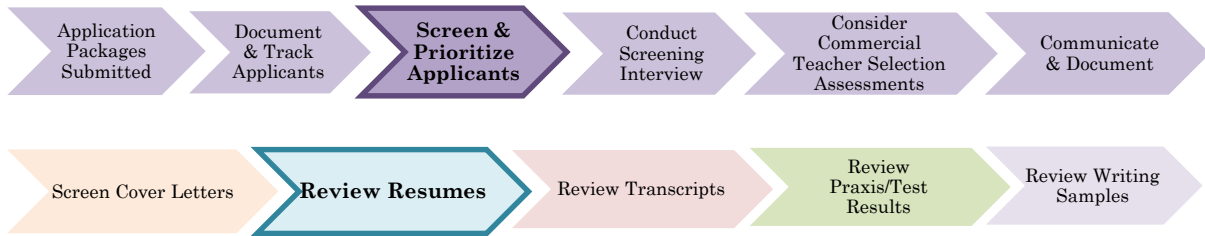
1. Did the applicant have a student teaching experience? For how long? In what grade levels and subjects?
2. Does the applicant have other experience that may be relevant to the position (e.g., coaching, tutoring experience)?

## Other Experience

1. What other positions has the candidate held (grade level team lead, department chair, etc.)? For how long? Have the positions progressed in responsibility over time?
2. If the applicant has experience other than teaching, is it applicable to the position (e.g., chemist for chemistry teaching position)?








Please refer to Appendix F, template, for Review of Educational Qualifications and Experiences.



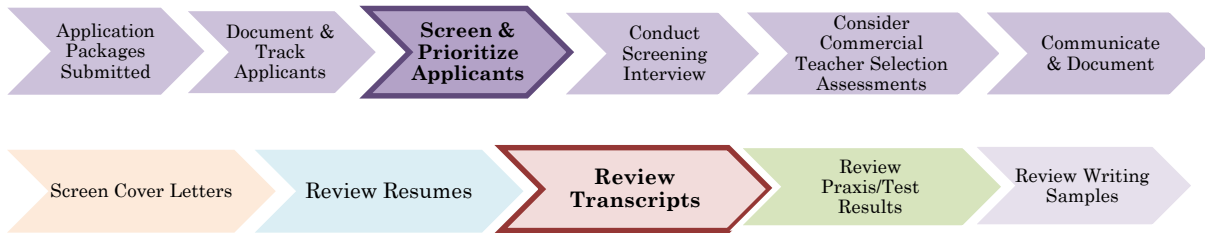
Determine the level of consistent employment. As you screen resumes, make note of applicants with large gaps in their employment history, who held jobs less than two years, or who left a school in mid-year. Further red flags are below.

## Red Flags

Once you have determined that the application and resume indicate that the applicant has the key qualifications, identify any “red flag” areas that may need further information or clarification.

-  Are gaps in employment explained? Are there any overlaps in time or location? (It is possible to work and attend school at the same time?)  
Check accuracy of dates and locations.
-  How frequent are job changes? Rather than drawing conclusions about instability, consider probing further for specific information about reasons for leaving.
-  Is earlier experience more relevant to the position than recent experience?  
Does the information adequately detail the applicant’s experience?
-  Are there inconsistencies between the resume and the applications? This is not necessarily an elimination factor, but should be explored further.  
Are there other inconsistencies that should be discussed with the applicant?
-  Are statements of accomplishments clearly and specifically stated?  
(Adapted from Denver Public Schools, 2007).

Applicants, who do not meet the minimum qualifications, should not continue to the selection process. However, there must be documentation as to why they were eliminated from consideration.



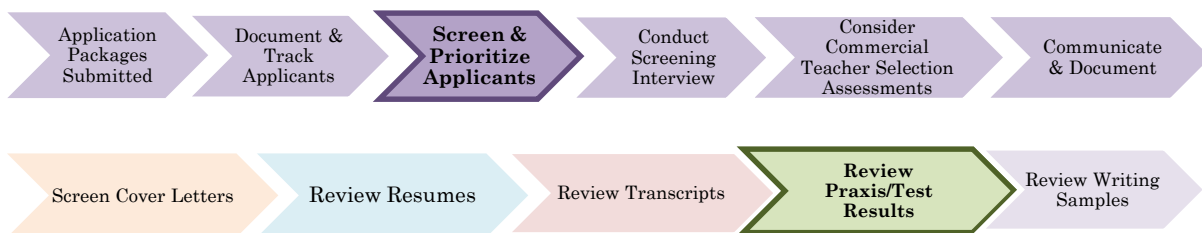
## Review Transcripts

Review official transcripts to verify the information contained in the resume, including that the applicant has the required undergraduate/graduate degree and the highest level of education indicated.

Some applicants, with degrees earned outside the content area needed, can still be highly qualified (and licensed), if they earned at least 33 credit hours in the content area of the teaching position. You can also gain insight into the applicant’s level of content knowledge.

Some questions to consider include:

1. Does the obtained degree(s) match the degree(s) on the resume?
  2. If an applicant does not have undergraduate degree in content area he/she will be teaching, does he/she have 33 credit hours in that area?
  3. Did the applicant take classes in the specific content area needed for the position (e.g., American literature for an English position teaching American literature)?
  4. What was the average grade earned for content area classes?
  5. What is the reputation of the institution(s)?
  6. Where were majority of classes taken? One institution? Multiple?
  7. When were majority of classes taken? Over summer or during regular term? Was an applicant working while in school?
- What education/ pedagogy classes did the applicant complete? What was average grade received?



## Review Applicant’s Performance on Licensure/Certification and Performance Assessments

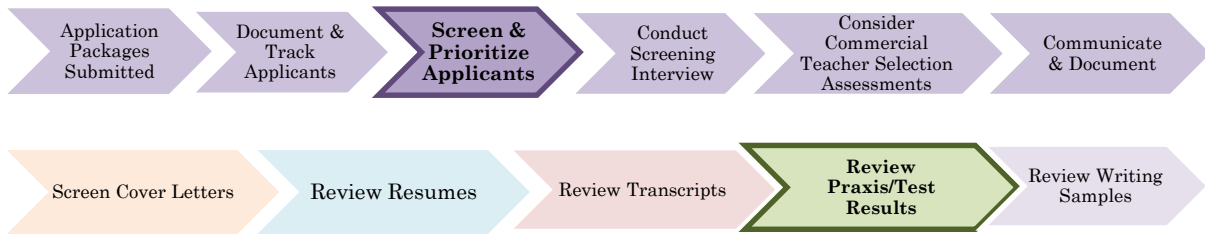
For licensure and certification in Delaware, the state requires a number of subject assessments and performance assessments. (Refer to Appendix E and Background Information in this section).

For initial licensure, Delaware has outlined the qualifying scores on the Praxis Core Academic Skills for Educators tests by the Educational Testing Service (ETS). This requirement replaces the Praxis I requirements.

For the Praxis Core Academic Skills, the Delaware State Board of Education has determined a basic skill set for initial licensure in Delaware. The below table indicates the score range.

To be certified in	Core Academic Skills for Educators	Qualifying Score
All Areas	<i>Reading</i>	156
	<b>and</b>	
	<i>Writing</i>	162
	<b>and</b>	
	<i>Mathematics</i>	150

There are exemptions to the tests, as of July 1, 1996, the Delaware State Board of Education approved the Praxis I Core Battery, the SAT Reasoning Test, ACT, and GRE® tests, instead of the Core Academic Skills for Educators tests in reading, writing and mathematics. It is *not* the intent for these tests to be taken instead of the Praxis Core Academic Skills tests. The following table highlights the required scores for the substitution.



Exemption tests	Reading	Writing	Mathematics
Praxis I	175 (1/1/2002-8/31/2014)	173 (1/1/2002-8/31/2014)	174 (1/1/2002-8/31/2014)
SAT	Verbal 560 (as of 4/95)		Mathematics  540 (as of 4/95)
GRE® General Test	Verbal 490 (prior to 8/1/2011)		Quantitative 540 (prior to 8/1/2011)
GRE® revised General Test	Verbal 152 (on or after 8/1/2011)		Quantitative 145 (on or after 8/1/2011)
Core Battery Communication Skills Test		670	
ACT	English 24		Mathematics 24

Delaware require the Praxis Subject Assessments for licensure in the following areas:

1. Early Childhood (Birth to Grade 2);
2. Elementary Education (Grade K-6);
3. Middle School Education (Grades 6-8);
4. Secondary Education (Grades 9-12; Valid in Grades 6-8 in the middle level school);



5. All Grades (Grades K-12);
6. World Language (Grades K-12);
7. Career and Technical Education (Grades 6-12); and
8. Instructional Support Personnel (Grades K-12).



Please refer to Appendix E for a list of the Tests for Certification and Highly Qualified Status in Delaware.

### Questions for Review of Praxis Core Academic Skills and Subjects Tests Results

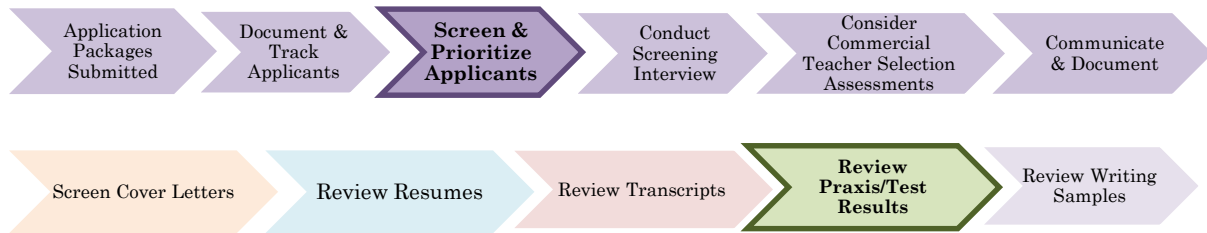
Some questions to consider in reviewing Praxis results are:

1. Did the applicant take and score at or above the Delaware passing scores on the required Praxis Core for Academic Skills for Educators in reading, writing, and mathematics, and the Praxis Subject Assessment tests for the position?  
Were the Praxis Core Academic Skills for Educators' scores within 5 points of the passing threshold or well above?
  - a. If close to the passing threshold, consider requesting a writing sample.
2. Was the Praxis Subject Assessment score within 3 points of passing threshold or well above?
3. Has the applicant taken any other Praxis Subject Assessment content/pedagogy tests indicating the applicant could be dually certified?

If an applicant is deemed unsatisfactory at this point in the screening process, it is essential to document why an applicant was screened out during this process.



Please refer to Appendix F, template, for Review of Educational Qualifications and Experiences.



## New Delaware Requirements for Performance Assessments

On April 1, 2015, the State of Delaware Professional Standards Board (PSB) approved teacher candidates completing either the edTPA or the Praxis Performance Assessment for Teachers (PPAT) for Delaware licensure effective July 1, 2016. The edTPA and PPAT satisfy the exit performance assessment requirement in Senate Bill 51. The PSB is working on a regulation about this requirement, including the cut scores for passing the exit performance assessment.

The following licensure areas require performance assessments:

- 1520 Early Childhood Teacher
- 1521 Elementary Teacher
- Middle Level Teachers
  - 1531 Middle Level English Language Arts Teacher
  - 1532 Middle Level Mathematics Teacher
  - 1533 Middle Level Science Teacher
  - 1534 Middle Level Social Studies Teacher
- 1539 Health Education Teacher
- Secondary Level Teachers
  - 1540 Secondary English Language Arts Teacher
  - 1542 Secondary Mathematics Teacher
  - 1543 Secondary Science Teacher
  - 1544 Secondary Social Studies Teacher
- 1549 Dance Teacher
- 1550 AgriScience Teacher
- 1551 Business Education Teacher
- 1554 Family and Consumer Sciences Teacher
- 1555 Marketing Education Teacher
- 1556 School to Work Transition Teacher
- 1557 Technology Education Teacher
- 1558 Theater Teacher

- 1559 Skilled and Technical Sciences Teacher
- 1560 Art Teacher
- 1561 Bilingual Teacher
- 1562 English to Speakers of Other Languages (ESOL) Teacher
- 1563 Music Teacher
- 1564 Physical Education Teacher
- 1565 World Language Teacher
- Exceptional Children Special Education Teachers
  - 1570 Early Childhood Exceptional Children Special Education Teacher
  - 1571 Exceptional Children Special Education Teacher
  - 1572 Teacher of Students who are Gifted and Talented
  - 1573 Teacher of Students with Autism or with Severe Intellectual Disabilities
  - 1574 Teacher of Students who are Deaf or Hard of Hearing
  - 1575 Teacher of Students with Visual Impairments
- 1580 School Library Media Specialist

## edTPA

<http://www.edtpa.com/Home.aspx>

The edTPA is a performance assessment to help determine if new teachers are ready to enter the profession with the skills necessary to help all of their students learn. It is administered by Pearson.

The edTPA are subject-specific, performance-based assessments developed by Stanford University and the Stanford Center for Assessment, Learning, and Equity. They are administered by Pearson. There are versions in 27 different teaching fields covering Early Childhood, Elementary, Middle Childhood and Secondary.

The edTPA process identifies and collects unedited video recordings and subject-specific evidence of effective teaching from a learning segment of 3-5 lessons in a real classroom. These lessons come from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of their students. Candidates' evidence is evaluated and scored within the following five dimensions of teaching:

1. Planning, Instruction, and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning
4. Analysis of Teaching Effectiveness
5. Academic Language Development

The three tasks embedded in edTPA Planning, Instruction and Assessment are closely aligned with the concepts of the 2013 Charlotte Danielson Framework for Teacher Evaluation Instrument as well as the 2013 Marzano Teacher Evaluation Model.

The five dimensions of teaching are evaluated using 15 analytic rubrics on a five point-score scale focused on student learning. edTPA is scored by teachers and teacher educators with subject-area and grade-level expertise, and experience mentoring, teaching or supervising teachers. Based on evidence in the portfolio of materials, candidates are scored from 1 to 5 on 15 distinct teaching skills, for a possible score of 75.

The score reports include individual candidate scores as well as a narrative profile of candidate performance. The score reports and candidate edTPAs are useful data sources for informing program and curriculum revision within participating campuses and as evidence for state and national accreditation processes.

<b>EdTPA Performance Assessment</b>	<b>Current Delaware Passing Score</b>
Elementary Education (18 rubric assessment)	46
World Language (13 rubric assessment)	33
All EdTPA assessments except Elementary Education and World Language (15 rubric assessment)	38

## Praxis Performance Assessment for Teachers (PPAT)

<https://www.ets.org/ppa/test-takers/teachers/about>

The PPAT assessment is administered by ETS. The PPAT contains four tasks (Task 1 is formative while Tasks 2, 3 and 4 are summative) designed to allow candidates to demonstrate real-world teaching skills. Each task requires written commentary and submission of artifacts. A fifteen (15) minute video is required for Task 4.

The content of this assessment is aligned with InTASC Model Core Teaching Standards (<https://www.ets.org/ppa/states/teachers/about/>). The four tasks include:

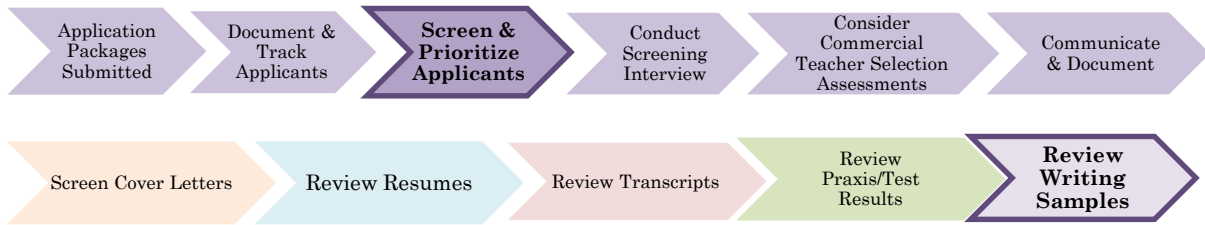
- Task 1: Knowledge of Students and the Learning Environment
- Task 2: Assessment and Data Collection to Measure and Inform Student Learning (contains three steps)
- Task 3: Designing Instruction for Student Learning (contains four steps)
- Task 4: Implementing and Analyzing Instruction to Promote Student Learning (contains four steps)

To ensure that the scoring process is fair and reliable, the PPAT uses multiple raters for each candidate. Two independent rates evaluate each of the three summative tasks and no rater evaluates more than a single task submitted by a given candidate. Each candidate's assessment is evaluated by six different raters. All raters are trained and certified on a given task before being allowed to score submissions for that task. ETS carefully monitors the raters as they score to ensure that they apply the rubrics accurately and consistently throughout the rating process.

Task 1 is formative and test takers work with their preparation programs to receive feedback on this task. Tasks 2, 3 and 4 are centrally scored by at least two ETS-trained raters using a four-point rubric. Step scores are summed to determine the task score for each of the three tasks. The score for Task 4 is multiplied by two to reflect the double weighting of the task. The three task scores are summed to determine the overall assessment score. The score for Task 4 is doubled. A total of 60 points is available.

Scores are provided for tasks 2, 3 and 4 and as a cumulative score. The PPAT score report contains: a summary page indicating the score for each task and the cumulative score for the assessment, a detail page for each task indicating scores for each step within a task, and feedback for each step score.

<b>Praxis Performance Assessment</b>	<b>Current Delaware Passing Score</b>
Praxis Performance Assessment for Teachers	38





## Review Writing Samples


A writing sample provides an applicant an opportunity to share his/her educational values with the Selection Team. It is an opportunity for the Selection Team to have a deeper understanding of the applicant’s writing abilities.

It is also suggested that the writing sample be kept to 1 to 2 pages in length—this will ensure the applicant is clear and concise in his/her writing, as well as not burden the reviewer in length.


The screening criteria are based on the following competencies:

- 

Does the applicant demonstrate effective communication skills and written proficiency in the English language?
- 

Depending on the prompt or scenario, does the writing sample demonstrate the applicant’s critical thinking?
- 

To what extent does the writing sample convey expectations for students, personal responsibility for students, professional interactions, and professional reflection?



Please refer to Appendix G for the Writing Sample Evaluation Template.

If the applicant’s writing sample successfully answers the above questions, then it has achieved this benchmark.



## Prioritize Applicants

Once a district/school has completed the screening of an application package, it is recommended that the screening information be summarized in one form.



Please refer to Appendix H Summary of Evaluations of Application Package Template.

When a district/school has screened all applicants and their application packages, the next step in the screening process is to prioritize them for future screening activities.

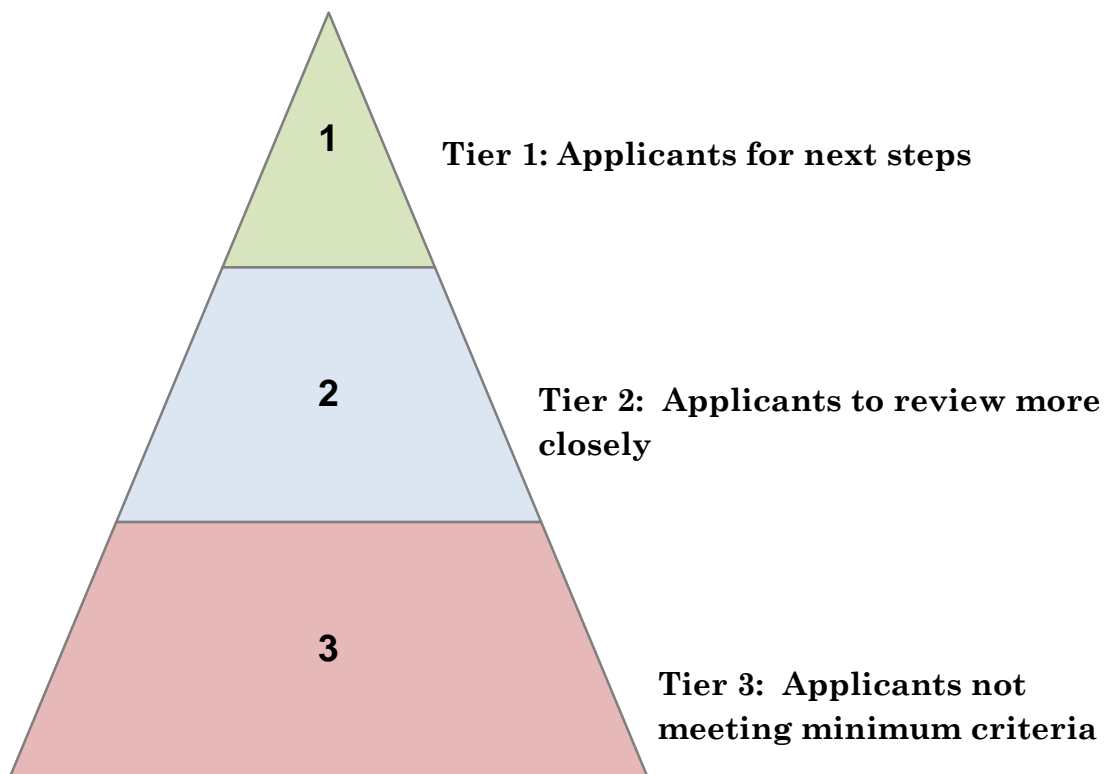
One approach to prioritizing applicants is to divide the results of the screening of application packages into 3 groups:

- **Tier 1** - a group of applicants, who has the qualifications and closely matches job requirements, who may be considered for a telephone screening interview or the next step in the selection process;
- **Tier 2** - a group of applicants who may have some of the qualifications and meet some requirements and may be reviewed more closely; and
- **Tier 3** - a group of applicants who do not meet any of the minimum qualifications and requirements.





A district/school may want to expand on the criteria for each tier identified above.





## Conduct Telephone Interview Screening, an optional step

A potential next step in the screening process is to arrange a telephone interview with prioritized applicants. It is recommended that the team set up 30-60 minute phone calls with all Tier I applicants of interest. (See Templates for example letters to applicants). It is important for the telephone interview screening call to be completed by the Selection Team in order to stay objective and capture all elements of the interview.



Please refer to Appendix I for Parallel Interview Questions for Novice and Veteran Teachers.

Once contact has been made with the Tier 1 applicants, Tier 2 applicants may be notified of non-selection. However, if Tier 1 applicants do not wish to move forward, contact Tier 2 applicants for the 1<sup>st</sup> telephone screening interview.

Suggested topics for a telephone screen conversation are as follows:

1. Review applicant's past experience: Walk through the applicant's resume and ask he/she to talk about students they have taught and their level of diversity, what subjects taught, for how long, other responsibilities at a school, and/or what he/she enjoyed.
2. Describe goals and aspirations: What is he/she looking for in the next position/school? Where does he/she see him/herself in 3 years? 5 years?
3. Describe his/her "ideal" school. What would be the leadership style? School culture?
4. Ask applicant to provide examples of goals he/she have set for students and how he/she worked towards them.
5. Clarify any "red flags" identified during the resume review.
6. "Sell" your district/school: describe students and staff, goals for coming years, difficulties/struggles, past accomplishments.

7. Describe the position and see if the applicant believes it would be a good fit with his/her goals and interests.

If the district/school would like to move forward with this candidate, let him/her know that you or another staff member will be reaching out to schedule a demonstration lesson and/or in-person interview or do so while you are on the telephone.

If you are unsure, or do not want to move forward with the candidate, let him/her know decisions are still being conducted and thank him/her for his/her time.





## Considerations for Using Commercial Teacher Selection Assessments

A number of districts and schools across the country include a commercially-available electronic assessment to screen potential candidates. If your district/school considers using a commercial assessment, here are key questions to ask:

1. Does the assessment measure the attributes/requirements the district/school is seeking?
2. Is it valid?
3. Is it reliable?
4. What are the costs/resources needed to use it? How much training is required to use it?

### Know What the Assessment Measures

It is important to select assessments and questions that most closely relate to the job description since some assessments/questions measure teacher traits while others measure teacher personality variables (Ebmeier, Dillon, & Ng, 2008). For example, is the purpose of using an assessment to determine which applicants meet their criteria for teaching effectiveness or to determine which specific skills, abilities, dispositions, experiences and knowledge are most essential to effective teaching in a specific context?

### Be Sure the Assessment is Valid

Validity is the degree to which an assessment measures what it is intended to measure (U.S. Department of Labor, 1999). An important aspect to consider is an assessment's predictive validity or how effective is the assessment enabling the district/school to hire the right teachers.

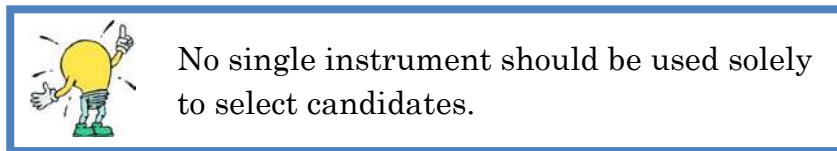
### Be Sure the Assessment is Reliable

Reliability refers to how dependably or consistently the assessment measures a characteristic (U.S. Department of Labor, 1999). For example, if a person retook the assessment, would they receive the same score or a much different score? Reliability also refers the degree to which the assessment is consistent or free from random errors in measurement (U.S. Department of Labor, 1999).



## Consider Costs and Training Involved in Using the Assessments

When selecting any instruments, consider the costs and resources needed to participate in an on-line assessment or using an assessment. In addition, it is important to know if any training is necessary in order to use and/or interpret assessment results.



## Common Teacher Screening Assessments

This sub-section presents brief information on four common teacher screening assessments used by schools and districts across the country: the HUMANeX Ventures StyleProfile Builder, the Gallup TeacherInsight Assessment, the Haberman Star Teacher On-Line Pre-screener, and the Teacher Quality Index Interview Protocols. These four vary in terms of what they measure, format, and scoring.

### HUMANeX Ventures Teacher StyleProfile Builder

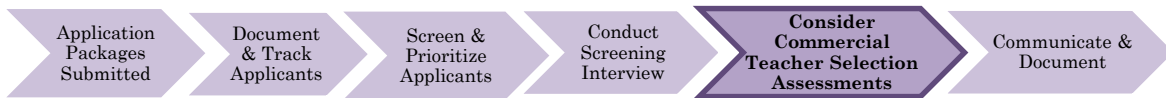
The HUMANeX Ventures StyleProfile Builder is an online assessment with 44 timed multiple-choice scenario-based items. The responses are scored and converted into percentages and graphed according to the following themes:

- Drive and values
- Work style
- Relationships
- Thought processes

The Style Profile Builder+ includes an additional set of questions focused on four specific domains:

1. Planning and Preparation
2. The Classroom Environment
3. Instruction
4. Professionalism and collegiality

Results are provided in a profile graph indicating the relative strengths of the candidate in key construct areas.



## Gallup TeacherInsight Instrument

The Gallup TeacherInsight Assessment is an online assessment that takes approximately 45 minutes of uninterrupted time to complete. It is based on two previous teacher surveys, the Teacher Perceive Instrument and the Urban Teacher Perceiver Instrument, that were originally developed by Selection Research Incorporated.

The format of timed questions includes: multiple choice, Likert, yes/no, and paired comparison.

The questions focus on twelve themes classified into three areas:

- Teaching philosophy: To what extent is there a mission to teach, to what extent is teaching not a job, but a mission, a calling?
- Relationships: How does the candidate create relationships with students, colleagues, and parents?
- Instructional approaches: Does the candidate see a class or a group of individuals?

The twelve themes address:

1. Sense of mission
2. Focus on educational objectives
3. Capacity for empathy
4. Desire for healthy rapport
5. Concern for the individual needs within a class
6. Ability to listen
7. Sense of investment in student achievement
8. Desire to keep learning
9. Ability to stimulate students to learn
10. Desire to innovate within a class
11. Drive for perfection without undermining the individual student's needs
12. Ability to respond objectively to situations

The answers of a candidate are compared to the pool of 400 high-quality teachers, identified nationally by teachers, principals and parents and compiled by Gallup. Scores may range from 0-100. A passing score is based on cutoff score guidelines recommended by Gallup and set by schools/districts. A composite score is provided that relates to the predictability of a candidate's quality of teaching and likelihood of success. A percentile ranking (0-99) is calculated based on a candidate's predicted potential for teaching success.



## Haberman Star Teacher On-Line Pre-Screener

This 30 minute on-line questionnaire is made up of 50 multiple choice questions based on the research and work of Dr. Martin Haberman from University of Wisconsin and the Haberman Educational Foundation. Haberman developed a significant body of knowledge on the ideology and behavior of effective teachers for diverse children and youth in urban poverty.

This instrument assesses ten dimensions of teaching dispositions:

1. Persistence,
2. Organization and planning,
3. Values student learning,
4. Theory to practice,
5. At-risk students,
6. Approach to students,
7. Survival in bureaucracy,
8. Explanation of teacher success,
9. Explanation of student success, and
10. Fallibility.

For each dimension, a response is given a score and one of three ratings: low, average, or high. An overall score is provided along with a profile. The overall score is based on normative studies in which the scores of respondents are compared to the responses of successful urban teachers. A total score places candidates into one of four quartiles.

Quartile	Scoring
Q1	40-50
Q2	33-39
Q3	27-32
Q4	0-26



## Teacher Quality Index Interview Protocols

The Teacher Quality Index Interview Protocols are based on the synthesis of research on qualities of effective teachers by James Stronge, *Qualities of Effective Teachers* (2002). The book and CD-ROM by Stronge and Hindman (2006) includes structured interview protocols with interview questions and detailed rubrics for screening and building-level interviews.

### TQI Screening Interview

The TQI Screening Interview has six prompt/open-ended questions which take approximately 10-15 minutes to ask. There is also a summary question for the interviewer. The protocol includes: a summary page, prompts/questions, sample quality indicators for each quality, space for notes, and overall rating score. Responses are scored based on a 0-4 point rating system: unsatisfactory, developing, proficient, and exemplary. The rating system also includes examples of responses for each level.

The interview prompts/questions address the following qualities of effective teachers:

1. Prerequisites of effective teaching (verbal ability, content knowledge, education coursework, teaching certification and experience)
2. Teacher as a person,
3. Classroom management and organization,
4. Planning for instruction,
5. Implementing instruction, and
6. Monitoring student progress and potential.

### TQI Building Level Interview

The TQI Building Level Interview contains 13 prompt/questions across the same dimensions identified above. It takes approximately 35-45 minutes to conduct. The protocol includes: a summary page, the prompts/questions, quality indicators, spaces for notes, and the 0-4 point rating system for each prompt/question. Responses are scored based on a 0-4 point rating system: unsatisfactory, developing, proficient, and exemplary. The rating system also includes examples of responses for each level.

The book by Stronge and Hindman includes technical information on the development and validation of the TQI Interview Protocols. The CD-ROM



includes downloadable interview protocols compatible with PC and Macintosh computers.



Be sure to comply with the  
EEOC Employer Tests and  
Selection Procedures.

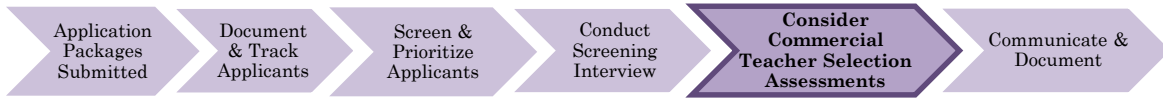


## Comply with the EEOC Employer Tests and Selection Procedures

[http://www.eeoc.gov/policy/docs/factemployment\\_procedures.html](http://www.eeoc.gov/policy/docs/factemployment_procedures.html)

Whatever instrument is selected, it is important for a district/school to be aware of and comply with the EEOC employer tests and selection procedures.

- Administer tests and other selection procedures without regard to race, color, national origin, sex, religion, age (40 or older), or disability.
- Ensure that employment tests and other selection procedures are properly validated for the positions and purposes for which they are used. The test or selection procedure must be job-related and its results appropriate for the employer's purpose. While a test vendor's documentation supporting the validity of a test may be helpful, the employer is still responsible for ensuring that its tests are valid under the Uniform Guidelines on Employee Selection Procedures (UGESP).
- If a selection procedure screens out a protected group, the employer should determine whether there is an equally effective alternative selection procedure that has less adverse impact and, if so, adopt the alternative procedure. For example, if the selection procedure is a test, the employer should determine whether another test would predict job performance but not disproportionately exclude the protected group.
- To ensure that a test or selection procedure remains predictive of success in a job, employers should keep abreast of changes in job requirements and should update the test specifications or selection procedures accordingly.
- Ensure that tests and selection procedures are not adopted casually by managers who know little about these processes. A test or selection procedure can be an effective management tool, but no test or selection procedure should be implemented without an understanding of its effectiveness and limitations for the organization, its appropriateness for a specific job, and whether it can be appropriately administered and scored.
- For further background on experiences and challenges encountered by employers, employees, and job seekers in testing, see the testimony from the Commission's meeting on testing, located on the EEOC's public web site at: <http://eeoc.gov/eeoc/meetings/archive/5-16-07/index.html>.



## Moving to the Next Step in the Selection Process

### Communicating with Applicants

As indicated in the section above, notify applicants during the telephone screening interview, or as soon as possible after the screening has been completed. It is important to communicate if you want to move the applicant to move forward to the next steps in the selection process or if they did not meet the minimum requirements in the screening process.

If an applicant will not move forward, your tone should remain positive when thanking the applicant for his/her interest in the position by either a rejection letter or telephone call.

For applicants, deemed potential candidates for the position, moving forward, the next section in the Toolkit describes how to setup, conduct, and evaluate a candidate during the next phase of selection: the in-person interview and demonstration lesson.



*Remember:* Please refer to Appendix B for Examples of Letter Templates.



## Documentation

The documentation process must be fully completed prior to moving to the next section of the Toolkit, whether or not a candidate moves forward in the process.

**Note:** The Delaware Department of State (2008) identifies in the *School District General Records Retention Schedule Personnel Records* the following requirements for applications:

**For successful applications for employment.** Delaware school districts are to retain the application of person hired, DD214 (military service records) resume, transcripts, and letters of commendation or recommendation for fifty (50) years. In addition, appointment letters/employment notifications are to be retained.

**For unsuccessful applications for employment.** Delaware school districts are to retain the original applications for employment as well as DD214 (military service records), resumes, transcripts, and letters of commendation or recommendation for three (3) years or through final disposition of charges of discrimination or legal action; and then destroy.

## Summary

This section of the Toolkit provides an overview of the process and procedures districts/schools may use in screening application packages (including the application, cover letter, resume, transcripts, Praxis Test Results and performance assessments, and writing sample). In addition, we include the processes and procedures for conducting an additional optional step, telephone interview screening. Next, the section identifies a process by which a district/school may prioritize applicants for the selection process. If a district/school wants to consider using a commercially-available teacher selection instrument, this section described considerations for selection and use and four common instruments used by districts/schools. As part of the screening process, this section identifies potential evaluation criteria and templates that are part of an applicant's documentation and tracking system. An important part of the screening and selection process is to establish and maintain communication with applicants.

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For additional articles, please refer to the Annotated Bibliography.

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# Appendices

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## Appendix A Template: Applicant Tracking Form

(District/ School Letterhead)

<b>Applicant Name:</b>		<b>Applied Position:</b>	
<b>Contact Information:</b>		<b>Date:</b>	

**Directions:** Please complete the applicant tracking form by indicating when the applicant completes each activity in the process, the dates that completed forms were received for that activity and placed in the applicant’s file, and which member of the selection team was involved. Add any comments or notes on outcomes for each activity in the process.

Activities in Screening Selection Process	Dates Completed	Completed Forms in File	Selection Team Member Involved	Comments Outcomes
<b>1. Application received</b>				
<ul style="list-style-type: none"> <li>• Record and acknowledge application</li> </ul>				
<b>Screening Process</b>				
<b>2. Application package screened</b>				
<ul style="list-style-type: none"> <li>• completed application</li> </ul>				
<ul style="list-style-type: none"> <li>• cover letter</li> </ul>				
<ul style="list-style-type: none"> <li>• resume</li> </ul>				
<ul style="list-style-type: none"> <li>• transcript(s)</li> </ul>				
<ul style="list-style-type: none"> <li>• licensures and certifications, including Praxis Test scores and performance assessments</li> </ul>				
<ul style="list-style-type: none"> <li>• writing sample</li> </ul>				
<ul style="list-style-type: none"> <li>• Other (identify)</li> </ul>				

Activities in Screening Selection Process	Dates Completed	Completed Forms in File	Selection Team Member Involved	Comments Outcomes
<b>3. Applicant prioritized by tiers</b>				
<ul style="list-style-type: none"> <li>• Candidate rejected or notified of:               <ol style="list-style-type: none"> <li>a. optional telephone interview or</li> <li>b. on-site selection process</li> </ol> </li> </ul>				
<b>Optional Steps in Screening Process</b>				
<b>4. Telephone interview</b>				
<ul style="list-style-type: none"> <li>• Telephone interview planned &amp; arranged</li> </ul>				
<ul style="list-style-type: none"> <li>• Telephone interview conducted</li> </ul>				
<ul style="list-style-type: none"> <li>• Telephone interview notes evaluated</li> </ul>				
<ul style="list-style-type: none"> <li>• Candidate contacted for on- site interview or rejected</li> </ul>				
OTHER:				
<b>On-site Selection Process</b>				
<b>5. On-site interview</b>				
<ul style="list-style-type: none"> <li>• On-site interview planned &amp; arranged</li> </ul>				
<ul style="list-style-type: none"> <li>• On-site interview conducted</li> </ul>				
<ul style="list-style-type: none"> <li>• Interview notes evaluated</li> </ul>				
<ul style="list-style-type: none"> <li>• Candidate notified of results</li> </ul>				
<b>6. Demonstration lesson</b>				
<ul style="list-style-type: none"> <li>• Demonstration lesson planned &amp; arranged</li> </ul>				
<ul style="list-style-type: none"> <li>• Demonstration lesson conducted</li> </ul>				
<ul style="list-style-type: none"> <li>• Demonstration lesson evaluated</li> </ul>				
<ul style="list-style-type: none"> <li>• Candidate notified of decision</li> </ul>				

Activities in Screening Selection Process	Dates Completed	Completed Forms in File	Selection Team Member Involved	Comments Outcomes
<b>Final Selection Process</b>				
<b>7. References or letters of recommendation checked</b>				
<b>8. Letter of employment offered to final candidate or rejected</b>				
Other:				

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## Appendix B Examples of Letter Templates

### Template Letter: Example Letter/email for Recognition of Application Package Submission

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. \_\_\_\_\_,

Thank you for your resume and interest in [teaching position] with [name of district/school]. We have received your application package and are currently reviewing your credentials. Should we determine that your background and experience meets our hiring needs, you will be contacted to schedule an interview.

If you are not selected for current employment opportunities, we will keep your application on file for future consideration for [length of time].

We appreciate your consideration of [the position].

Sincerely,

[name and title of personnel]

## Template Letter: Example Letter/email for Follow-up to an Application Package Submission

[District Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Mrs. \_\_\_\_\_,

If you are still interested in teaching in [district/school] for the upcoming school year, the district/school is currently seeking a highly motivated [position] teacher.

[School name] is [describe school, goals, students, history, mission, etc.]. I would like to speak with you more about this position and the school.

If you are interested, please send me your schedule when you are available over the next two weeks for a 30-60 minute phone conversation.

Date:

Time:

Name and Phone of Contact:

I look forward to speaking with you.

Sincerely,

[name and title of personnel]



## Template Letter: Example Letter/email for Setting up 1st Telephone Interview

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. \_\_\_\_\_,

Thank you for your resume and interest in [position]. I would like to set up a telephone call with you to talk about the opening we have for the [position]. I would like to speak with you more about this position and the [district/school].

If you are interested, please send me your schedule when you are available over the next two weeks for a 30-60 minute phone conversation.

Date:

Time:

I look forward to speaking with you.

Sincerely,

[name and title of personnel]

## Template Letter: Example of Non-selection Letter After Review of Application Package

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. \_\_\_\_\_,

I want to thank you for the opportunity to discuss with you/review your application for [position] with [name of district/school].

The district/school had several excellent candidates for the position and the final decision was difficult. While we will not be offering you the position at this time, I encourage you to continue to apply for other opportunities.

Best wishes in your future career endeavors.

Sincerely,

[name and title of personnel]

## Template Letter: Example of Non-selection Letter After Review of Application Package

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. \_\_\_\_\_,

Thank you for your interest in the position of [position title].

The [district/school] received many applications for the position from people with strong backgrounds in this field. I regret to inform you that you were not selected by the Selection Team for an interview for this position.

I would encourage you to keep informed of other opportunities with the [district/school].

Again, thank you for your interest in employment with [district/school]. I wish you well in your pursuit of a career opportunity.

Best wishes in your future career endeavors.

Sincerely,

[name and title of personnel]

## Template Letter: Example of letter/email for a Resume on File

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Mrs. \_\_\_\_\_,

If you are still interested in teaching in [district/school] for the upcoming school year, the district/school is currently seeking a highly motivated [position] teacher.

[School name] is [describe school, goals, students, history, mission, etc.]

I would like to speak with you more about this position and our school. If you are interested, please send me your schedule when you are available over the next two weeks for a 30 minute phone conversation.

Date:

Time:

Name and Phone of Contact:

I look forward to speaking with you.

Sincerely,

[name and title of personnel]

## Template Letter: Example of Cancelling Telephone Interview

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. \_\_\_\_\_,

The [position] with [district/school] has been filled.

Thank you for your interest in applying for [this position]. I would encourage you to keep informed of other opportunities with the [district/school].

I wish you well in your pursuit of a career opportunity.

Best wishes in your future career endeavors.

Sincerely,

[name and title of personnel]

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## Appendix C

### Template: Evaluation of Applicant's Cover Letter

[District/School Letterhead]

<b>Applicant Name:</b>		<b>Applied Position:</b>	
<b>Team Members:</b>		<b>Date:</b>	

**Directions:** Review applicant's cover letter and check whether the letter met each criteria. Total the number of checks and multiply by 2 points. Based on total number of points, assign a performance level. Include any additional comments/justification for points and performance level.

Cover Letter Criteria	Check	Comments
1. Is it personalized to the position?		
2. Is it free of spelling, grammatical, and syntax errors?		
3. Does it identify what is included in the application?		
4. Does it include the applicant's complete contact information?		
5. Does it contain an introductory paragraph that explains why the applicant is applying for the position?		
6. Does it contain 1-2 paragraphs highlighting the applicant's most relevant skills, accomplishments, and experiences to the position?		
<b>Total Number of Checks multiplied by 2</b>	<b>/12</b>	<b>Performance Level:</b>

*Adapted from Denver Public School (2007).*

#### Performance Levels based on Total Points (2 points per criteria)

Ineffective	Needs Improvement	Effective	Highly Effective
<b>0-2: NO</b>	<b>3-6: MAYBE</b>	<b>7-9: Potentially Yes</b>	<b>10-12: YES</b>

**Additional Comments/Justification:**



# Appendix D

## Examples of Resume Reviews

### Teacher Candidate #1

email/phone

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#### TEACHING EXPERIENCE

2002–2006

Has several years of teaching experience; however has been out of the classroom for several years. Would want to know why interested in going back to classroom.

High School, County School District, Town, State  
**Science Instructor**

- Developed the curriculum for the astronomy course at High School.
- Researched and chose the textbook for the Astronomy course.
- Facilitated student instruction in secondary level courses on Astronomy, IB Physics, and Earth Science.
- Implemented instructional curriculum designed to enhance students' scientific knowledge base and practical research skills.
- Met regularly with parents and administrative staff to review student progress.

Has curriculum writing experience.

Has experience in subject area needed.

1998-2000

State University, Town, State  
**Teaching Assistant**

- Taught laboratory courses.
- Ran testing lab for self-paced physics courses.
- Tutoring.

**Physics Co-director, Science Theatre**

- Developed experiments and demonstrations for Secondary and Primary school students.
- Put on demonstrations for local schools in all areas of sciences.

2002–2006

County School District, Town, State  
**Coaching**

- 2002-2004 Defensive Coordinator. Football; Middle School.

Could be a great role model for male students.

- 2004-2005 Defensive Coordinator, Freshman Football; High School.
- 2005-2006 Head Coach Junior Varsity Football/Position Coach Defensive backs Safeties Varsity Football; High School.
- 2003-2005 Assistant Coach Junior Varsity Wrestling; High School.
- 2005-2006 Head Coach Junior Varsity Wrestling; High School.

## PROFESSIONAL EXPERIENCE

August 2012-present

Company, Town, State

### Patent Analyst

- Investigated inventions and patent applications for infringement and validity in the areas of optics, physics, and electrical engineering.
- Conducted focused examination of invention designs. Provided expert analysis of patent submissions, in the form of written opinions similar to office actions in a production orientated system.
- Investigated PCT patent applications for the United States Patent and Trademark Office.
- Applied Federal and International laws and regulations to inventions submissions, PCT patent.
- Conducted detailed examination of microscopes, fiber optic waveguides, cameras, semiconductors, binoculars, gaming systems, plasma displays, lenticular screens, LCD displays, LEDs, solar panels, photovoltaics.
- Telework from home.

Could be great experience to set up relevant labs for students.

August 2011-present

Company, Town, State

### Radiation Control Technician

- Assure adherence to radiological control requirements.
- Serve as major radiological control representative in session preparation for major repairs and overhauls.
- Assess and investigate unusual radiological control situations.

- Take charge of response to radiation related to emergencies and incidents.
- Security clearance.

2006-2009

Company, Town, State

**Patent Analyst**

- Investigated inventions and patent applications for infringement and validity in the areas of optics, physics, and electrical engineering.
- Conducted focused examination of invention designs. Provided expert analysis of patent submissions, in the form of written opinions similar to office actions in a production orientated system.
- Investigated PCT patent applications for the United States Patent and Trademark Office.
- Applied Federal and International laws and regulations to inventions submissions, PCT patent.
- Reviewed the work of fellow analyst.
- Took part in a one week patent bar review course.
- Used computerized search engines and databases such as Micropat, EAST, PatBase, IP.com.
- Conducted detailed examination of microscopes, fiber optic waveguides, cameras, semiconductors, binoculars, gaming systems, plasma displays, lenticular screens, LCD displays, LEDs, solar panels, photovoltaics.
- Transferred to contractor side after company restructuring.

2001–2002

Company, Town, State

**Patent Examiner**

- Investigated patent applications for the United States Patent and Trademark Office.
- Wrote legal opinions in form of office actions on the novelty of patent applications and determining the scope of protection claimed by the inventor.
- Performed detailed examination of patents in the technological areas of optics, physics, and electrical engineering.

- Applied Federal law, regulations, and scientific principles to determine the scope of protection claimed by the inventor, researching relevant technologies, and communicating findings and decisions to inventors.
- Conducted detailed examination of microscopes, fiber optic waveguides, cameras, semiconductors, and binoculars.

## EDUCATION

1993-1997      Bachelors of Science, Physics  
 State University, Town, State  
 Recipient: DOE EPSCoR Scholar

Clear display of content knowledge but not in field needed; no teaching certification or Praxis listed but may qualify for HOUSSE HQ status.

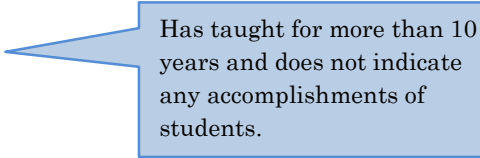
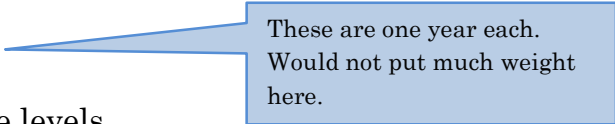
1997-2001      Coursework towards PhD in Astronomy/Astrophysics  
 State University, Town, State

## VOLUNTEER EXPERIENCE

Young Professionals Network  
 Astronomy Club

## Teacher Candidate #2

### HIGHLIGHTS OF QUALIFICATIONS

- Teaching high school science at Senior High inclusive of Conceptual Physics, Biology, Zoology, and Environmental Science. Botany. Currently teaching Biology, Zoology, and Botany. 
- Instructed Math and Science in an alternative educational setting.
- Developed individualized record keeping and the mastery learning technique.
- Instructed Math and Science for students participating in a G.E.D. Program.
- Instructed Mathematics with diagnostic and prescriptive teaching with a Center. 
- Taught Mathematics at 5<sup>th</sup> – 7<sup>th</sup> grade levels.

### OTHER WORK EXPERIENCE

- Prepared 350 exhibits for one of the largest litigation cases in history, AT&T.
- Performed extensive legal research.
- Summarized depositions, transcripts, and other documents for court preparation.
- Screened documents, transcribed and edited Stipulations and Contentions.
- Performed the certification process of matching funds for presidential candidates.
- Processed city mail for distribution.

### VOLUNTEER EXPERIENCE

- Integral part of a \$30,000 fundraiser for School Dance Ensemble to Country.

## EMPLOYMENT

Certified in all or teaching outside of content area?

**2010 – Present**    **Teacher – Biology, Chemistry  
Charter School  
Physical Science, Botany & Zoology  
Town, State**

**2010 – 2010**    **After School Tutor (Mathematics)  
Company**

Why leave School after 9 years?

2000 – 2009    Teacher – Biology, Env. Science, Botany  
Senior High  
Zoology, Conceptual Physics  
Town, State

Experience teaching needed subject.

1999 – 2000    Teacher – 8th grade Technology  
Arts & Tech Academy  
Town, State

1998 - 1999    Teacher – 7<sup>th</sup> grade Science  
Middle school  
Town, State

1997 – 1998    Teacher - Science  
Diagnostic and Prescriptive Center  
Town, State

1996 – 1997    Teacher – Math and Science  
G.E.D. Program  
Town, State

1986 - 1993    Letter Sorting Machine Clerk  
U.S. Postal Service

1984 - 1985    Audit Clerk  
Federal Election Commission  
Town, State

1980 – 1982    Paralegal Specialist Company

1977 - 1980    Science and Math Instructor  
Street Academy  
Alternative Education  
Town, State

## EDUCATION AND TRAINING

**Summer 2008**

**Worked with the  
Curriculum Writing  
Team  
On the Biology 1 Pacing Chart**

Is this it? Follow-up to see if additional training. Maybe just not listed.

**Summer 2006**

**Completion of Master's Program  
University**

**JUL 2003 – AUG 2004**

Participated in the Project ESCAPE Program  
Funded by NASA with Southeastern University  
Summer Enrichment Program for 9<sup>th</sup> graders  
Using the NASA Curriculum (Earth Science,  
Space Exploration and Environmental Science)

**JUN 2002 - AUG 2002**

RET (Research Education for Teachers) Program  
University  
Lab Experience on Research in Nanotechnology

**1993**

Torts, Legal Writing and Business Law  
University Saturday Program

**1983**

Certificate in Computer Programming  
University

**1974**

Bachelors of Science in Biology  
Minor in Chemistry  
University

Certification?

**1968**

Laboratory Techniques, High School

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## Appendix E

### Delaware Tests for Certification and Highly Qualified (HQ) Status

- This chart lists the Delaware Standard Certificates that have a Praxis Subject Assessment testing requirement. Tests beginning with the **number 5** are the computer based tests (CBT) of the same version.
- If a Praxis II Assessment test is valid for a subject in a Middle Level school, refer to the † notation at the end of the table for testing and certification information.
- Teachers applying for a Delaware certificate who hold current and valid reciprocal teaching credentials from another State Department of Education may not be required to take Delaware’s test for the corresponding Delaware Standard Certificate.
- Teachers who hold a valid Delaware license and a Standard Certificate, and then pass a Praxis II test in another subject/field will receive the corresponding Standard Certificate after they apply for it through DEEDS, unless the certification regulation requires other items (i.e. Reading Specialist). Please see DOE licensure and certification regulations here:  
<http://regulations.delaware.gov/AdminCode/title14/1500/index.shtml>
- Praxis II Test preparation materials (free and priced) are available through the ETS website. The TAAG (Test-at-a-Glance) document has information about the test, sample questions, and annotated correct answers. Go to [www.ets.org/praxis/de/requirements](http://www.ets.org/praxis/de/requirements) and follow the *Prepare for a Test* link at the bottom of the page.

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Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
<b>Agriscience</b> Required 9-12, valid 6-8 in a middle level school	5701 <b>NEW TEST</b>	Agriculture	147	9/1/14	HQ not required
<b>Art</b> K-12	5134	Art: Content Knowledge	158	9/1/12	Art
<b>Biology</b> Required 9-12; valid 6-8 in a middle level school	5235	Biology: Content Knowledge	157	9/1/10	Science †
<b>Business Education</b> Required 9-12; valid 6-8 in a middle level school	5101	Business Education	154	9/1/10	HQ not required
<b>Chemistry</b> Required 9-12, valid 6-8 in a middle level school	5245	Chemistry: Content Knowledge	158	2/16/06	Science †
<b>World Language Chinese Mandarin</b> Birth – GR 2	5665 <b>NEW TEST</b>	Education of Young Children	164	9/1/14	Chinese (Mandarin)

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
<b>Early Childhood</b> Birth – Gr 2	5024 <b>NEW TEST</b>	Education of Young Children	160	9/1/14	In order to be determined HQ, K – Grade 2 teachers must take Elementary Education: Multiple Subjects (Test #5001)
<b>Earth Science</b> Required 9-12, valid 6-8 in a middle level school	5571	Earth and Space Sciences: Content Knowledge	150	9/1/12	Science †

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
<b>Elementary Education K- 6: Multiple Subjects</b>	5001 <b>NEW TEST</b>	<p>Elementary</p> <p>To pass the Elementary Education: Multiple Subjects test you must receive a passing score on each subtest. If you wish to take all 4 subtests (5002, 5003, 5004, 5005) at the same time, select Elementary Education: Multiple Subjects (5001) when registering.</p> <p>If you wish to take or retake an individual subtest, you may register to take just that subtest.</p>	N/A	9/1/14	<ul style="list-style-type: none"> <li>▪ Elementary Education</li> <li>▪ Special Education (elementary)</li> <li>▪ Gifted &amp; Talented (elementary)</li> <li>▪ Bilingual or ELL/ ESL (elementary)</li> <li>▪ An option for secondary Special Education teachers who teach to alternate achievement standards</li> </ul>

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
<b>English Secondary</b> Required 9-12, valid 6-8 in a middle level school	5038	English Language, Literature, and Composition: Content Knowledge	167	9/1/13	English †
<b>English Language Arts Middle Level</b> Required 6-8	5047	Middle School English Language Arts	164	9/1/13	English Language Arts in a Middle Level school
<b>Exceptional Children</b> K - 12	5354	Special Education: Core Knowledge and Applications	151	9/1/10	Need a core content area certificate
<b>Family and Consumer Science</b> Required 9-12, valid 6-8 in a middle level school	5121 <b>NEW TEST</b>	Family and Consumer Science	153	9/1/14	HQ not required
<b>French World Language</b> K – 12	5174	French: World Language	162	9/1/10	French

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
<b>German World Language</b> K – 12	5183	German: World Language	163	9/1/10	German
<b>Gifted and Talented Students</b>	5358	Gifted Education	157	1/11/15	HQ not required
<b>Health Education</b> K-12	5551	Health Education	162	9/1/13	HQ not required
<b>Health and Physical Education Dual Certification Test</b>	5857 <b>NEW TEST</b>	Health and Physical Education: Content Area	160	9/1/14	HQ not required †
<b>Integrated Science</b> Required 9-12, valid 6-8 in a middle level school	5435	General Science: Content Knowledge	160	9/1/12	Science †
<b>Latin World Language</b> K-12	5601 <b>NEW TEST</b>	Latin	152	9/1/14	Latin

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
<b>Marketing Education</b> Required 9-12, valid 6-8 in a middle level school	5561 <b>NEW TEST</b>	Marketing Education	166	9/1/14	HQ not required
<b>Mathematics Secondary</b> Required 9-12, valid 6-8 in a middle level school	5161	Mathematics: Content Knowledge	160	9/1/13	Mathematics †
<b>Mathematics Middle Level</b> Required 6-8	5169	Middle School Mathematics	165	9/1/13	Mathematics in a Middle Level school
<b>Music</b> K-12	5113	Music: Content Knowledge	155	9/1/12	Music
<b>Physical Education</b> K-12	5091	Physical Education: Content Knowledge	152	9/1/12	HQ not required



Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
<b>Physical Science</b> Required 9-12, valid 6-8 in a middle level school	5435 <b>NEW TEST</b>	General Science: Content Knowledge	160	9/1/14	Science †
<b>Physics</b> Required 9-12, valid 6-8 in a middle level school	5265	Physics: Content Knowledge	144	9/1/10	Science †
<b>Reading Specialist</b> K-12 Coursework and three years of successful teaching also required	5301	Reading Specialist	164	9/1/12	HQ not Required
<b>Science Middle Level</b> Required 6-8	5440 <b>NEW TEST</b>	Middle School Science	150	9/1/14	Science in a Middle Level school

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
<b>Social Studies Secondary</b> Required 9-12, valid 6-8 in a middle level school	5081	Social Studies: Content Knowledge	157	3/18/04	Social Studies †
<b>Social Studies Middle Level</b> Required 6-8	5089	Middle School Social Studies	164	2/16/06	Social Studies in a Middle Level school
<b>Spanish World Language</b> K-12	5195	Spanish: World Language	168	9/1/10	Spanish
<b>Technology Education</b> Required 9-12, valid 6-8 in a middle level school	5051	Technology Education	159	9/1/11	HQ not Required
<b>Theater</b> Required 9-12, valid 5-8 in a middle level school	5641 NEW TEST	Theatre	153	9/1/14	HQ not Required

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
World Languages K-12 (Languages other than Chinese, French, German Latin, & Spanish)	ACTFL administered by Language Testing International	ACTFL Oral Proficiency Interview & ACTFL Written Proficiency Test  <b>Note:</b> (Chinese, French, German, Latin, & Spanish require Praxis II)	Refer to Regulation	8/1/08	The target language

Source: Delaware Department of Education, updated 10/26/2015.

✦ These tests are valid for highly qualified purposes in a Middle Level school, grades 6 - 8. Teachers with Secondary certification (9 - 12) may teach their subject in a Middle Level school, grades 6 - 8.

Teachers with secondary certification (9-12) in any field of **science** may teach science to students in a middle school (6-8) and will meet the HQT requirement for the field of **science**.

**ESEA Core Academic Subjects:** The term “core academic subjects” is defined as “English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.” This includes elementary, and Delaware defines “the arts” as art and music.

**Teachers of Special Education, Gifted and Talented, Bilingual, or English-as-a-Second Language (ESL) Students**

In Delaware, teachers who teach ESEA core academic content subjects to Special Education, Bilingual, English to Second Language Learners (ESOL), or Gifted and Talented students, must:

- Hold a Standard Certificate in the ESEA academic subjects being taught, and
- Demonstrate competence in the ESEA academic subjects being taught, and
- Hold a Standard Certificate corresponding to the category of students in the class (i.e. Exceptional Children, Bilingual, ESOL).

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## Appendix F











### Template: Review of Applicant’s Educational Qualifications and Experiences













[District/School Letterhead]











Applicant Name:		Applied Position:	
Team Members:		Date:	

**Directions:** As the application package is reviewed (including the applicant’s licensures and certifications, preparation (transcripts), test results, resume and experiences), please check where the item is included and meets the criteria. Include documentation on the reviewer’s notes/comments.



Educational Qualifications and Experiences		Comments and Explanations	
	Check Yes  / No	Reviewer Notes/Comments on Applicant	Screening Explanations
<p><i>1. Current license and certification in area seeking employment </i>  <i>for Yes,  for No, P for Pending (e.g., certified in another state, waiting for certification) ( 2 points for Yes)</i></p>		<p>Type of License(s):</p> <p>Date Issued:</p> <p>Type and areas of Certification(s):</p>	<p>Delaware Licenses: Initial, Continuing, or Advanced</p> <p>Delaware requires at least 1 certificate. Types of Certificates: Standard, Emergency</p> <p>(Refer to Background Information in this section).</p>

Educational Qualifications and Experiences		Comments and Explanations	
	Check Yes  / No 	Reviewer Notes/Comments on Applicant	Screening Explanations
2. Add-on certification (  1 point per additional certification up to 2 points total,  for no)		Additional Certifications:	A candidate with multiple certifications provides flexibility for positions.
3. Praxis Core Academic Skills Scores meets Delaware requirements (  if earned 1 points for each subject, up to 3 points,  for no )		Candidate's Scores on Core Academic Skills for Educators:  Reading: Writing: Mathematics:	Delaware requires the following passing scores: Reading: 156 Writing: 162 Mathematics: 150
4. Content Knowledge Exam (Praxis II or ACTFL) Score(s) meets Delaware requirements for Certification (  if earned 2 points,  for no )		Test Name or Number:  Passing Score:	Refer to Appendix E, Delaware Praxis II Tests for Certificates Test Numbers Passing Scores
5. Passing score on Delaware Teacher Performance Assessments meets licensure requirements (  if earned 2 points,  for no)		Test (Praxis Performance Assessment for Teachers (PPAT) or edTPA):  Subject:  Passing Score:	PPAT: 38 edTPA passing scores: Elementary Ed: 46 World Languages: 33 All EdTAP except Elementary Ed and World Languages: 38  Refer to section on Teacher Performance Assessments Requirements for licensure areas and passing scores.

Educational Qualifications and Experiences		Comments and Explanations	
	Check Yes  / No 	Reviewer Notes/Comments on Applicant	Screening Explanations
6. Degree meets Delaware requirements (  if earned 2 points,  for no )		Degree:	Delaware requires a Bachelor's degree from an accredited 4-year institution at the minimum.
7. Graduate degree (  if earned 2 points,  for no )		Degree:	A graduate degree may be associated with more in-depth knowledge of content subject and pedagogy.
8. Major or minor in subject to be taught (  if Major 2 points, If minor 1 point,  for no )		Major: Minor:	A major or minor in the subject an educator teaches is related to higher levels of student achievement.
9. Major in Critical Needs Area: (  if Major 2 points,  for no )			Critical Needs areas: Foreign languages, high school science, Bilingual/ESOL
10. Cumulative GPA in BA/BS degree program (3.0 higher=  for 2 points,  for lower)		GPA:	GPA may potentially indicate knowledge, communication skills, and responsibility for recent graduates.

Educational Qualifications and Experiences		Comments and Explanations	
	Check Yes  / No 	Reviewer Notes/Comments on Applicant	Screening Explanations
11. Coursework/Experience with instructional technology (  for yes 2 points,  for no )		Types of technologies:	Uses of various technologies are an emerging area related to teacher effectiveness.
12. Teaching experience (  for yes,  for no ) (1 point per year for up to five years)		Numbers of years: Grade level(s): Subject(s):	Teaching experience is potentially related to teacher effectiveness and higher levels of student achievement.
13. Student teaching/field experience (  for yes for 2 points,  for no )		Grade level: Subject(s): Type of school:	Student teaching provides opportunities for candidates to refine their instructional, classroom management, and professional skills
14. Other relevant experiences: (  for yes for 2 points,  for no )		Type(s) of experience(s):	For example, other employment, extracurricular, coaching, and/or volunteer experiences.



Educational Qualifications and Experiences		Comments and Explanations	
	Check Yes  / No 	Reviewer Notes/Comments on Applicant	Screening Explanations
<i>15. Other (District/School identifies):</i>			
<b>Total Number of Points Obtained:</b>		<b>Performance Level:</b>	
<i>Recommendation for Next Step in the Selection Process:</i>			

*Adapted from Stronge (2013).*

**Performance Levels Based on Total Number of Points Obtained**

Ineffective	Needs Improvement	Effective	Highly Effective
0-7: NO	8-15: MAYBE	16-23: YES	24-32+: YES

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## Appendix G



### Template: Evaluation of Applicant’s Writing Sample

[District/School Letterhead]

<b>Applicant Name:</b>		<b>Applied Position:</b>	
<b>Team Members:</b>		<b>Date:</b>	

**Directions:** Review applicant’s writing sample for competencies and possible indicators and check whether the indicators are evident in the writing sample. The competencies in parentheses refer to the DPAS criterion. Count the total number of checks and determine performance level based on total number of checks. Include comments/justification for the total number of checks and assigned performance level.

Competencies	Check Yes  / No	Possible Indicators
<p><b>1. Communication Skills\</b> (3.c. Communicating Clearly &amp; Accurately)</p> <p>Demonstrates written proficiency in the English language.</p>		<ul style="list-style-type: none"> <li>Few or no errors in language usage and mechanics</li> <li>Ideas are clear and concise to reader/listeners</li> <li>Follows directions in prompt</li> </ul>
<p><b>2. Critical Thinking</b></p> <p>Analyzes information accurately and generates effective solutions to presented problems</p>		<ul style="list-style-type: none"> <li>Identifies important <i>issues</i> from prompt or scenario</li> <li>Identifies relevant actions to impact desired outcome(s)</li> <li>Breaks down problem(s) and/or solution(s) into parts and structures response logically</li> <li>Presents ideas in a coherent manner</li> </ul>
<p><b>3. Expectations for Students</b> (1.a. Selecting Instructional Goals)</p> <p>Maintains high expectations for all students and is committed to raising academic achievement in high-need schools</p>		<ul style="list-style-type: none"> <li>Conveys belief that all students have the potential to succeed academically</li> <li>Sets/uses goals/strategies focused on raising student achievement (i.e. goals address student achievement explicitly, or barriers affecting the student achievement)</li> <li>Identifies potential factors affecting student behavior and academic performance issues in prompt or scenario</li> <li>Appears to maintain high expectations for students, despite challenges</li> </ul>

Competencies	Check Yes  / No 	Possible Indicators
<p><b>4. Personal Responsibility for Students</b> (3.b. Demonstrating Flexibility &amp; Responsiveness)</p> <p>Assumes accountability for reaching outcomes, despite obstacles</p>		<ul style="list-style-type: none"> <li>• Focuses on factors within teachers' control</li> <li>• Appears willing to increase effort/go beyond duties to help students and persevere despite challenges</li> <li>• Conveys responsibility for student achievement</li> </ul>
<p><b>5. Professional Interaction</b> (4.c. Growing &amp; Developing Professionally)</p> <p>Respects others and interacts positively and effectively in situations</p>		<ul style="list-style-type: none"> <li>• Uses appropriate and respectful tone</li> <li>• Uses strategies/behaviors appropriate for educational environment/teacher role</li> <li>• Describes students, parents, community and/or others in a respectful and non-judgmental manner</li> </ul>
<p><b>6. Professional Reflection</b> (4.d. Reflecting on Professional Practice)</p> <p>Reflects on performance and accesses resources to improve effectiveness</p>		<ul style="list-style-type: none"> <li>• Acknowledges areas for improving teaching</li> <li>• Seeks feedback from students or parents</li> <li>• Seeks feedback from teachers, administrators or others</li> <li>• Draws lesson from previous experience to apply to new situations</li> </ul>
<p><b>Total Number of Checks</b></p>	/18	<p><b>Performance Level:</b></p>

*Adapted from TNTP (2012)*

**Performance Levels based on 3 points per check and Total Number of Checks**

Ineffective	Needs Improvement	Effective	Highly Effective
0-4: NO	5-8: MAYBE	9-13: YES	14-18: YES

**Comments/Justification:**

## Appendix H

### Template: Summary of Evaluations of Application Package

[District/School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

#### SCORE REVIEW

*Optional:* This will need to be attached to the 1<sup>st</sup> Telephone Screening Evaluation document.

**Directions:** Insert scores by performance levels from the Applicant’s three other Evaluation Forms. Total scores across the forms and indicate total performance level. Determine prioritized tier level (1, 2, or 3) and check whether the applicant will move to the next step. Include any comments/justification notes.

**Applicant’s Cover Letter:**

Ineffective	Needs Improvement	Effective	Highly Effective
0-3: NO	4-6: MAYBE	7-9: YES	10-12: YES

**Applicant’s Educational Qualifications & Experiences:**

Ineffective	Needs Improvement	Effective	Highly Effective
0-7: NO	8-14: MAYBE	15-23: YES	24-32+: YES

**Applicant’s Writing Sample:**

Ineffective	Needs Improvement	Effective	Highly Effective
0-4: NO	5-8: MAYBE	9-13: YES	14-18: YES

#### Total Scores

Ineffective	Needs Improvement	Effective	Highly Effective
0-14: NO	17-28: NO	31-45: YES	48-72+: YES
<b>Prioritized Tier Level:</b>			

**YES**, the applicant will move to the next step (or move to the 1<sup>st</sup> telephone screening)

**NO**, the applicant will not move forward. A letter of non-selection will be sent.

**Comments/Justification:**

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**Appendix I**  
**Parallel Telephone Interview Questions for Novice and Veteran Teachers**

<b>Parallel Interview Questions for Novice and Veteran Teachers</b>	
<b>NOVICE</b>	<b>VETERAN</b>
<b>Experience and Goals</b>	
<ol style="list-style-type: none"> <li>1) Tell me about your student teaching experience. What were your students like? What did you teach? What did you like? What did you not like?</li> <li>2) What experiences have you had with students from culturally diverse backgrounds?</li> <li>3) What grade level(s)/age level are you most comfortable teaching?</li> <li>4) Describe the "ideal" school you're looking to work in. What is the "ideal" leadership style? School culture?</li> <li>5) Why do you want to be a teacher in our [district/school]?</li> <li>6) What experiences have you had with [type of] schools?</li> </ol>	<ol style="list-style-type: none"> <li>1) Walk me through your resume. What were/are your students like? What have you taught, what do you currently teach? What has been your favorite grade level or class to teach? Why?</li> <li>2) Describe your experiences with students from culturally diverse backgrounds.</li> <li>3) What are you looking for in your next move/school? Describe your "ideal" school. What grade level/age levels are you looking to teach? Subject(s)? What is the "ideal" leadership style? School culture?</li> <li>4) Where do you see yourself in 3-5 years?</li> <li>5) Why do you want to be a teacher in our [district/school]?</li> <li>6) Why do you want to work at [district/school]?</li> </ol>

Parallel Interview Questions for Novice and Veteran Teachers	
NOVICE	VETERAN
<b>Planning and Instruction (1a/1b)</b>	
1) How do you plan instruction? 2) What should you consider when you write learning objectives? 3) How will you differentiate instruction? 4) How will you determine instructional goals? 5) As a new teacher, where will you seek help and assistance when planning instruction? 6) As a teacher, what role will data play? 7) If I were a student in your classroom, what would I do as I walked in? What am I doing during the lesson? What do I do at the conclusion? 8) Describe your favorite teaching strategies. 9) Describe your management style (2a/b).	1) How do you decide what to teach every day? 2) Give an example of a learning objective you've written and explain your decision-making process when you constructed it. 3) Describe how you differentiate instruction in your classroom. 4) Explain the process you use to establish instructional goals. 5) As a teacher, what role do data play? 6) Walk me through a lesson: How do you begin your lessons? How do you conclude them? What are students doing during the lesson? 7) Describe your management style (2a, b).
<b>Transcripts (1c)</b>	<b>Transcripts (1c)</b>
1) Clarify any inconsistencies or unknowns	1) Clarify any inconsistencies or unknowns
<b>Praxis Scores (1c)</b>	<b>Praxis Scores (1c)</b>
1) Clarify any inconsistencies or unknowns	1) Clarify any inconsistencies or unknowns



## Appendix J

### Template: Evaluating Applicant for 1st Telephone Screening (optional)

[District/School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

**Directions:** Questions should be determined and inserted into the template prior to the telephone interview. The questions may be customized for each applicant to clarify any questions/concerns that have arisen from the previous screening phases. In addition, please indicate which of the five components of the DPAS II each question addressed. Be sure to take complete, accurate notes on the responses to each question.

#### Telephone Screening Score and Performance Level

**1st Interview Score Total Rating  
Performance Level:**

Performance Levels Based on Total Number of Points (2 points per question)

Ineffective	Needs Improvement	Effective	Highly Effective
<b>0-5: NO</b>	<b>6-10: MAYBE</b>	<b>11-15: YES</b>	<b>16-20: YES</b>

**YES, the applicant will move to the In-Person Interview.**

**NO, the applicant will not move forward. A letter of non-selection will be sent.**



*Once completed, this document will need to be attached to the Application Package Evaluation document.*

**Initial comments, thoughts, questions written prior to conducting the interview:**

Comments:



**Opening Statement of intent for all participants:**

I/We appreciate you speaking with me/us today in regards to the [position] with [District/School]. The [District/School] is interested learning more about your previous employment, responsibilities, and educational goals. The interview should last about 30-60 minutes.



Scores should be a  for a satisfactory answer and  for an unsatisfactory answer.

<p>DPAS II Components</p> <ol style="list-style-type: none"> <li>1. Planning and Preparation</li> <li>2. Classroom Environment</li> <li>3. Instruction</li> <li>4. Professional Responsibilities</li> <li>5. Other</li> </ol>	<p><b><i>Insert DPAS II Component:</i></b></p>
---	--



1. Question #1 [Insert]

<p>Response:  or </p>	
---	--


2. Question #2 [Insert]

<p>Response:  or </p>	
---	--

3. Question #3 [Insert]

<p>Response:  or </p>	
---	--

4. Question #4 [Insert]

<p>Response:  or </p>	
---	--

<p>DPAS II Components</p> <ol style="list-style-type: none"> <li>1. Planning and Preparation</li> <li>2. Classroom Environment</li> <li>3. Instruction</li> <li>4. Professional Responsibilities</li> <li>5. Other</li> </ol>	<p><b><i>Insert DPAS II Component:</i></b></p>
---	--

5. Question #5 [Insert]

<p>Response:  or </p>	
---	--

6. Question #6 [Insert]

<p>Response:  or </p>	
---	--


7. Question #7 [Insert]

<p>Response:  or </p>	
---	--



8. Question #8 [Insert]

<p>Response:  or </p>	
---	--

9. Question #9 [Insert]

<p>Response:  or </p>	
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<p>DPAS II Components</p> <ol style="list-style-type: none"> <li>1. Planning and Preparation</li> <li>2. Classroom Environment</li> <li>3. Instruction</li> <li>4. Professional Responsibilities</li> <li>5. Other</li> </ol>	<p><b><i>Insert DPAS II Component:</i></b></p>
---	--

<p>10. Question #10 [Insert]</p>	
<p>Response:  or </p>	

## Background Information

### Delaware Licensure and Certification Information

Website: <https://deeds.doe.k12.de.us>

Delaware offers three licenses:

- **Initial License** – Issued to an educator who has less than three years of experience. An Initial Inactive License will be issued if the educator is not employed with a Delaware District/Charter School. The Inactive Initial License is a full and valid license. Upon employment the Initial License is activated and valid for three years. Mentoring and evaluations are required.
- **Continuing License** – This is a five-year renewable license and may be obtained through one of the following options:
  - Graduate from an Initial License **OR**
  - Hold reciprocal credentials from another states, have three years of full-time credentialed teaching experience in that state, and meet the evaluation requirements equivalent to Delaware’s evaluation requirements.
  - Ninety clock hours are required to renew a Continuing License every five years.
- **Advanced License** – This ten-year license may only be obtained by holding current National Board for Professional Teaching Standards (NBPTS) certification. Educators are not required to obtain an Advanced License.

Delaware offers two certificates:

- **Standard Certificate** – All requirements are met.
- **Emergency Certificate** – Requirements outstanding. Educator must be employed by a Delaware public school. Emergency must be requested by the employer. Emergency is valid for one year.

Delaware requires educators to hold **both a License and at least one Certificate**. The license authorizes an educator to work in a District/Charter School and the Certificate identifies the area that the educator is authorized to practice.

## Initial Licensure Requirements

Delaware requires everyone eligible for initial licensure to successfully complete the items listed below. This list provides a valuable context for the hiring committee to understand the licensure requirements expected by the state.

1. Earn a baccalaureate degree from a regionally accredited four-year college or university
2. Complete a student teaching program, as part of a regionally accredited teacher preparation program; OR complete a state-approved alternative route to licensure and certification; OR complete one year of teaching experience with NO less than 91 days of long-term teaching in one curricular area in one Delaware public or charter school
3. Register online through the Delaware Educator Data System
4. Apply for licensure and certification through DEEDS
5. Pass the Praxis Core Academic Skills Test or approved alternatives
6. Send official transcripts and test scores to the Delaware Department of Education

## Public Charter Schools

In Delaware, Title 14, Chapter 5 Charter Schools, §507. Labor Relations, indicates that charter schools may hire those candidates that do not have a “qualified alternative certification.” The school may hire teachers that are not fully certified and licensed so long as such teachers have at least a bachelor’s degree in the content area in which they are teaching and comprise no more than 35 percent of the teachers at the school. A “qualified alternative certification program” can be achieved through the following:

1. Establishes alternative routes of certification available for candidates at all grade levels 7-12, and across all disciplines (except special education);
2. Allows the candidate, under the supervision of a mentor teacher, to commence employment as a teacher holding a limited standard certificate with:
  - a. A bachelor’s degree from an accredited college or university appropriate to the instructional field;
  - b. Completion of a full-time seminar/practicum of no less than 20 days duration which takes place prior to the time the candidate takes full responsibility for a classroom; and,

- c. A passing score on the prescribed state certification exam applicable for the candidate seeking to teach in the field and at the grade level sought by the candidate;
3. Requires that the candidate participate in a period of intensive, on-the-job supervision—requiring that the candidate be visited and critiqued no less than one time every two weeks by a certified teacher—beginning the 1<sup>st</sup> day on which the candidate assumes full responsibility for a classroom and continuing for a period of at least 10 weeks;
4. Requires the candidate participate in a period of continued supervision and evaluation of no less than 20 weeks duration—requiring that the candidate be visited and critiqued at least 4 times;
5. Requires of the candidate satisfactory completion of at least 200 hours of formal instruction in the areas of curriculum, student development and learning, and classroom management; and,
6. Allows for the candidate to become fully certified upon:
  - a. Successful completion of 1 year of employment as a teacher holding a limited standard certificate; and,
  - b. Receipt of a satisfactory performance evaluation from a review committee consisting of teachers and administrators within the school where such provisional teaching employment has occurred.