

MOT Charter School
Recruitment and Hiring Process

Steps	Role	Activities	Day
Step 1: Initial Application (via Portal)	Executive Team	<ul style="list-style-type: none"> • Resume • Initial Screening Questions • Cover Letter • Request references 	1-2
Step 2: First Round School Leader Interview (45 min) Writing Sample (45 – 60 min)	Academy Leader	<ul style="list-style-type: none"> • One-on-one in person (ideally) • The academy leader becomes the point of contact for the candidate throughout the entire process until hire • Collect writing sample 	3-4
Step 3: Writing Sample Evaluation	Executive Team Teacher Panel	<ul style="list-style-type: none"> • Writing sample evaluated based on criterion. 	5
Step 4: Lesson Submission and Evaluation	Academy Leader & teacher panel	<ul style="list-style-type: none"> • Candidate is invited to submit a video of a sample lesson • Sample lesson video is viewed and evaluated 	6-7
Step 5: Lesson Debrief Conversation	Academy Leader	<ul style="list-style-type: none"> • School Leader will contact candidate via phone and debrief the sample lesson they submitted or taught live 	7
Step 6: School Visit (½ day)	HOS Academy Leader Teacher Panel	<ul style="list-style-type: none"> • Invite candidate in to participate in collaborative discussion with another candidate • Tour School • Meet with Teacher Panel • Meet with HOS 	8-9
Step 7: Reference Check		<ul style="list-style-type: none"> • Academy Leader contacts references • Must speak with current and prior employer • Use reference checklist 	9
Step 8: Offer Extension	HOS or Academy Leader	<ul style="list-style-type: none"> • Offer Extension • Send Contract/Offer Letter and Position Description 	10
Step 9: Candidate Accepts/Denies	Candidate	<ul style="list-style-type: none"> • Candidate accepts/denies offer within 24 hours of offer extension 	12

MOT Charter School Teacher Candidate Evaluation Form

1. TEACHING ABILITY: Demonstrates and appropriate of content and pedagogy			
<p>Personal Interview</p> <ul style="list-style-type: none"> ○ Demonstrates content expertise ○ Proven success with age group ○ Provides examples of effective lesson planning, instructional strategies and student assessment ○ Conveys ideas and information clearly ○ Sets concrete, ambitious goals for student achievement ○ Believes that all students should be held to high academic and character standards ○ When confronted with setbacks; continues to focus on students' academic success 	<p>Writing Sample</p> <ul style="list-style-type: none"> ○ Conveys ideas and information clearly. ○ Addresses all issues raised in prompt. ○ Provides examples of effective lesson planning, instructional strategies and student assessment ○ Focuses on student achievement and student success in suggested strategies. ○ Writes in complete sentences ○ Employs correct syntax, spelling and grammar. ○ Work product is interesting to read. 	<p>Group discussion w/teachers</p> <ul style="list-style-type: none"> ○ Demonstrates content expertise ○ Conveys ideas and information clearly ○ Addresses the multiple and varied needs of students in the classroom ○ Sets concrete, ambitious goals for student achievement ○ Believes that all students should be held to high standards ○ Reflects on successes and failures ○ Engages naturally and easily in the conversation. ○ Strategies and solutions offered are appropriate for the age group and content. 	<p>Sample Lesson</p> <ul style="list-style-type: none"> ○ Presents clear learning targets ○ Organizes lesson around beginning, middle and end ○ Breaks down concepts into parts ○ Demonstrates advanced preparation ○ Uses effective and relevant teaching strategies ○ Presents ideas in a coherent manner ○ Addresses the multiple and varied needs of students in the classroom ○ Makes content meaningful to students

2. SCHOOL FIT: Demonstrates skills and attitudes that are consistent with the culture and vision

Personal Interview	Writing Sample	Group discussion w/teachers	Sample Lesson
<ul style="list-style-type: none"> ○ Respects the opinion of others ○ Partners with families to enhance student achievement ○ Able to create positive relationships with students, faculty and families ○ Interacts appropriately with supervisors, colleagues, parents and students ○ Collaborative ○ Believes that every child can learn and grow ○ Celebrates diversity 	<ul style="list-style-type: none"> ○ Is focused on learning and setting high expectations for all students ○ Incorporates parents as partners ○ Involves students in goal setting ○ Demonstrates willingness to ask for help 	<ul style="list-style-type: none"> ○ Is reflective and honest ○ Reflects ability to develop positive relationships with all students ○ Demonstrates positive attitude about parents in the school ○ Is able to positively resolve conflicts and/or disagreements ○ Collaborative 	<ul style="list-style-type: none"> ○ Clearly communicates learning targets ○ High expectations for all students ○ Helps students understand where they are academically, socially ○ Engages students in goal setting ○ Involves authentic learning and problem-solving experiences ○ Learner-centered approach

3. CLASSROOM MANAGEMENT: Demonstrates an ability to create a positive classroom environment

Personal Interview	Writing Sample	Group Discussion w/teachers	Sample Lesson
<ul style="list-style-type: none"> Assumes accountability for classroom environment and culture Is positive and constructive in interacting with students. Demonstrates ability to deal effectively with negative student behavior Persists in offering viable and realistic strategies to deal with classroom management challenges Conveys willingness to try multiple strategies or something new when things change Remains productive and focused when confronted with challenges Displays willingness to adapt classroom management style to meet the particular needs of the school or culture 	<ul style="list-style-type: none"> Conveys willingness to try multiple strategies or something new Recognizes an individual teacher's capacity to ensure student success Focuses positively on the student while dealing constructively with negative behavior. 	<ul style="list-style-type: none"> Assumes accountability for classroom environment and culture Is positive and constructive in interacting with students. Demonstrates ability to deal effectively with negative student behavior Persists in offering viable and realistic strategies to deal with classroom management challenges Conveys willingness to try multiple strategies or something new when things change Remains productive and focused when confronted with challenges Displays willingness to adapt classroom management style to meet the particular needs of the school or culture 	<ul style="list-style-type: none"> Models the behavior expected of students Is positive and constructive in interacting with students. Demonstrates ability to deal effectively with negative student behavior Students are engaged, respectful and at ease in the classroom Displays willingness to adapt classroom management style to meet the particular needs of the school or culture

4. ACHIEVEMENT: Demonstrates success in achieving student learning

Personal Interview	Writing Sample	Group discussion w/teachers	Sample Lesson
<ul style="list-style-type: none"> ○ Holds self accountable for student learning ○ Focuses on concrete, measurable results ○ Teaching success related to specific, measurable student achievement ○ Describes, in detail, a significant, quantifiable goal demonstrating excellence ○ Earns formal recognition or awards for achievement ○ Demonstrates pattern of going above and beyond normal expectations ○ Sets ambitious and concrete goals for teaching performance and/or student success ○ Describes specific examples of taking on challenges or initiatives ○ Discusses using benchmarks and/or concrete goal setting as a general habit 	<ul style="list-style-type: none"> ○ Discusses goals or goal-setting ○ Strategies are concrete or measurable ○ Defines success as meeting goals with students ○ Discusses tracking progress towards goals. ○ Conveys responsibility for student achievement ○ Focuses on factors within the teacher's control ○ Willing to increase effort to help students 	<ul style="list-style-type: none"> ○ Holds self accountable for student learning ○ Focuses on concrete, measurable results ○ Teaching success related to specific, measurable student achievement ○ Describes, in detail, a significant, quantifiable goal demonstrating excellence ○ Earns formal recognition or awards for achievement ○ Demonstrates pattern of going above and beyond normal expectations ○ Sets ambitious and concrete goals for teaching performance and/or student success ○ Describes specific examples of taking on challenges or initiatives ○ Discusses using benchmarks and/or concrete goal setting as a general habit 	<ul style="list-style-type: none"> ○ Maintains momentum toward lesson objective ○ Checks for student understanding ○ Demonstrates flexibility in dealing with unexpected; adjusts lessons ○ Effective use of formative and summative assessments ○ Able to use data to target where to start lesson and how to scaffold lesson ○ Evidence of differentiation in the lesson

5. PROFESSIONAL INTERACTIONS: Respectful of students and others in all situations

Personal Interview	Writing Sample	Group discussion w/teachers	Sample Lesson
<ul style="list-style-type: none"> Strives to understand the opinions and experiences of others Demonstrates the ability to effectively & appropriately interact with students and others in the school community Handles difficult situations appropriately Demonstrates self-confidence and presence Collaborative Exhibits professional conduct and tone throughout interview Effectively navigates scenarios or experiences with challenging interpersonal situations Understands appropriate role as a teacher Speaks of students, teachers and community with respect Demonstrates willingness to learn from & understand perspectives of others 	<ul style="list-style-type: none"> Uses appropriate, respectful and non-judgmental tone Acknowledges positive contributions of students and parents Welcomes contributions of others Accepts all students for who and where they are Incorporates values of kindness, respect, and responsibility 	<ul style="list-style-type: none"> Strives to understand the opinions and experiences of others Demonstrates the ability to interact with students and others in the school community Handles difficult situations appropriately Shows ability to consider others' perspectives in scenarios and past experiences Collaborative Exhibits professional conduct and tone throughout interview Understands appropriate role as a teacher Speaks of students, teachers and community with respect Demonstrates willingness to learn from & understand perspectives of others Models kindness, respect and responsibility 	<ul style="list-style-type: none"> Interacts in a positive, respectful and appropriate manner Uses appropriate tone Subject matter/materials suitable Listens openly to student questions and responds appropriately Makes content meaningful to students Belief that each and every child can learn and grow Models kindness, respect and responsibility

6. CONSTANT LEARNING: Bases current and future endeavors on lessons drawn from previous experiences

Personal Interview	Writing Sample	Group Discussion w/teachers	Sample Lesson
<ul style="list-style-type: none"> ○ Describes examples of regular reflection on performance to identify areas for improvement ○ Seeks and welcomes feedback and learns from others ○ Accesses resources to support self-development ○ Draws lessons from previous experience and applies them to future endeavors ○ Describes examples of professional development and other learning in order to become a more effective teacher ○ Takes ownership of failures ○ Provides examples of maintaining focus on the big picture ○ Is able to maintain appropriate focus and optimism when faced with setbacks or obstacles ○ Persists in offering viable/realistic strategies to address scenarios 	<ul style="list-style-type: none"> ○ Acknowledges areas of improving teaching ○ Accesses additional resources to improve effectiveness or to solve problem ○ Seeks feedback from students and parents ○ Seeks feedback from teachers, administrators or others ○ Draws lesson from prior experiences 	<ul style="list-style-type: none"> ○ Describes examples of regular reflection on performance to identify areas for improvement ○ Seeks and welcomes feedback and learns from others ○ Accesses resources to support self-development ○ Draws lessons from previous experience and applies them to future endeavors ○ Describes examples of professional development and other learning in order to become a more effective teacher ○ Takes ownership of failures ○ Provides examples of maintaining focus on the big picture ○ Is able to maintain appropriate focus and optimism when faced with setbacks or obstacles ○ Persists in offering viable/realistic strategies to address scenarios 	<ul style="list-style-type: none"> ○ Reflective about lesson and instructional success ○ Seeks student feedback regarding lesson success

7. COMMUNICATION: Demonstrates effective written and oral communication skills

Personal Interview	Writing Sample	Group discussions w/teachers	Sample Lesson
<ul style="list-style-type: none"> ○ Speaks clearly and precisely ○ Communicates clear, logical and organized thoughts ○ Uses correct syntax, spelling and grammar ○ Speaks audibly and articulately ○ Displays command of English language 	<ul style="list-style-type: none"> ○ Displays mastery of written grammar, usage and organization ○ Few or no errors in language usage and mechanics ○ Ideas are clear, understandable and relevant. ○ Writing is logical and organized 	<ul style="list-style-type: none"> ○ Speaks clearly and precisely ○ Communicates clear, logical and organized thoughts ○ Uses correct syntax, spelling and grammar ○ Speaks audibly and articulately ○ Displays command of English language 	<ul style="list-style-type: none"> ○ Speaks clearly and precisely ○ Communicates clear, logical and organized thoughts ○ Uses correct syntax, spelling and grammar ○ Speaks audibly and articulately ○ Displays command of English language ○ Uses age appropriate language