



Teacher Recruitment and Selection Toolkit



Delaware Teacher Recruitment and Selection Toolkit 2016



Teacher and Leader Effectiveness Branch

2016

Delaware Department of Education, Teacher and Leader Effectiveness Branch

The branch's broad mandate is to improve the effectiveness of teachers and leaders statewide and make Delaware the employer of choice for excellent educators.

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The Toolkit was developed by staff of the Mid-Atlantic Comprehensive Center (MACC) at the request of Tasha Cannon, Deputy Officer, Teacher and Leader Effectiveness Unit, Delaware Department of Education. Authors included: Beverly Mattson, Laura Taylor, Corinne Eisenhart (RMC Research Corporation), and Aimee Evan (Quill Research Associates). For more information about the Mid-Atlantic Comprehensive Center@WestEd, refer to Appendix C in the introduction section.

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How to Use the Toolkit



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Table of Contents

About the Toolkit	1
Purposes.....	1
How to Use the Toolkit	2
Organization of Toolkit	5

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About the Toolkit

Purposes

The purposes of the Delaware Teacher Selection Toolkit are to assist district/school administrators and staff in effectively:

1. Thinking strategically and comprehensively about the recruitment and selection of the district/school's most valuable assets – teachers;
2. Learning more about how to apply the most effective practices in the recruitment and selection of teachers as part of their educator effectiveness strategies;
3. Identifying immediate actions that can be taken; and
4. Using and/or adapting tools and templates that are aligned with the Delaware Performance Appraisal System (DPAS II) components, criterion, and performance levels.

How to Use the Toolkit

This toolkit is a resource for district/school administrators and other staff involved in the selection and hiring of teachers. It offers practical guidance to district/school leaders for a comprehensive approach to the selection of teachers. The contents of the Toolkit are based on the latest literature and effective practices. The toolkit includes examples, templates, resources, and references.

District/school administrators may:

1. Determine which templates the district/school wants to use and/or adapt. There are templates in each section as well as in the Compendium of Templates for Districts/Schools to Use and/or Adapt. The Toolkit includes the following types of templates that are flexible for districts/schools to use:
 - Planning effective recruitment activities
 - Timelines and/or Calendar
 - Team assignment of roles and responsibilities and team meeting notes
 - Letters/emails to successful and unsuccessful applicants/candidates
 - Tracking applicants/candidates through the processes
 - Screening and Selection Protocols
 - Evaluation of applicants/candidates

All of the above templates are aligned with the four components, criterion, and four performance levels of the DPAS II.

2. Learn more about the most effective practices in the recruitment and selection of teachers.
3. Use the information to determine which strategies the district/school is already effectively implementing;
4. Determine and implement additional strategies into the district/school's recruitment and/or selection policies and procedures; and
5. Explore the additional information and resources provided in the toolkit.

If you have the following questions, then here are suggestions for exploring the Toolkit:

Topic	Questions	Toolkit Sections for Answers
Recruitment of Teachers	<ul style="list-style-type: none"> • When and how do districts/charter schools find the best teacher applicants for their schools? • What are the most effective recruitment methods and strategies? 	<ul style="list-style-type: none"> • Comprehensive Teacher Recruitment Process
Systems for Screening and Selection of Applicants	<ul style="list-style-type: none"> • What are the major components of screening and selection systems? • How can districts/schools incorporate a competency-based selection model? • In what ways, can Delaware districts/schools incorporate DPAS-II (components, criteria, and indicators) into their screening and selection processes? 	<ul style="list-style-type: none"> • Creating Systems for Screening and Selection of Applicants and Candidates • Decision Tree
Screening Applications	<ul style="list-style-type: none"> • What processes and procedures do districts/schools use in the initial screening of applicants that align with DPAS II? • Who and how do districts/schools conduct initial screenings? • In what ways will a district/school track the screening process and procedures? 	<ul style="list-style-type: none"> • Screening Job Applications and Applicant Pools Process
Conducting On –site Interviews	<ul style="list-style-type: none"> • What are the processes and procedures for effective, structured interviews of candidates? • What are some examples of interview questions that align with DPAS II components and criterion? • How do districts/schools ensure they are following legal guidelines and best practices? 	<ul style="list-style-type: none"> • The On-site Interview Process

Topic	Questions	Toolkit Sections for Answers
Conducting Demonstration Lessons	<ul style="list-style-type: none"> • How can districts/schools design and implement a systematic demonstration lesson process and procedures as part of the selection process? 	<ul style="list-style-type: none"> • Demonstration Lessons
Checking References	<ul style="list-style-type: none"> • What are the processes and procedures for checking a candidate's references that is competency-based? • What types of questions are asked during a reference check? • What are examples of questions to ask during a reference check? 	<ul style="list-style-type: none"> • Competency-Based Reference Checking
Allowable Uses of Title II funds for recruitment, screening, and hiring	<ul style="list-style-type: none"> • What are allowable LEA uses of funds under Title II, Preparing, Training, and Recruiting High Quality Teachers, Principals or Other School Leaders under Every Student Succeeds Act (ESSA)? 	<ul style="list-style-type: none"> • General Appendices, Appendix A. Background Information on ESSA, Title II
Delaware requirements for personnel records	<ul style="list-style-type: none"> • What recruitment and selection personnel records does Delaware require districts/schools to retain? • How long must the personnel recruitment and selection records be retained? 	<ul style="list-style-type: none"> • General Appendices, Appendix B. Delaware Department of State: School District General Records Retention Schedule: Personnel Records
Forms or Templates	<ul style="list-style-type: none"> • What forms could a district/school use and/or adapt during the recruitment, screening, and selection processes? • What form letters are available for districts/schools to use and/or adapt? 	<ul style="list-style-type: none"> • Compendium of Templates for Districts/Schools to Use and/or Adapt

Organization of Toolkit

The content of the Toolkit is based on best practices and research. In addition to this introduction section, the toolkit includes the following major sections:

1	Comprehensive Teacher Recruitment Process
2	Creating Systems for Screening and Selection of Applicants and Candidates
3	Screening Job Applications and Applicant Pools Process
4	On-site Interview Process and Procedures
5	Demonstration Lessons
6	Competency-based Reference Checking
7	Glossary of Terms and Acronyms
8	Annotated Bibliography
9	General Information A. Every Student Succeeds Act (ESSA) Information on Title II, Preparing, Training, and Recruiting High Quality Teachers, Principals, or Other School Leaders B. Delaware Department of State, School District General Records Retention Schedule: Personnel Records.
10	Compendium of Templates for Districts/Schools to Use and/or Adapt

Each section includes the following	
1	Introduction
2	Guiding question(s)
3	Descriptions of the processes and procedures with examples
4	Summary
5	References
6	Resources and/or Background Information
7	Appendices with templates and examples for districts/schools to use and/or adapt

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Master Table of Contents

Introduction

Introduction	1
Delaware’s Educator Effectiveness	2
Teacher Leader and Effectiveness Branch	3
Educator Effectiveness Continuum	4
Roles of District/School Administrators in the Delaware Educator Effectiveness Continuum.....	7
Competency-based Model in Educator Effectiveness Systems.....	8
Alignment with the Delaware Framework for Teaching and Professional Teaching Standards	10
Alignment with the Delaware Performance Appraisal System II (DPAS).....	11
References	13
Appendices	15
Appendix A Delaware State Board of Education’s Strategic Plan.....	17
Delaware State Board of Education’s Four Key Pillars	17
Delaware’s Four Key Pillars Rationale, Expected Outcomes, SBE Strategy and Actions.....	18
Appendix B Delaware Professional Teaching Standards	21
Appendix C Mid-Atlantic Comprehensive Center@WestEd.....	23

Comprehensive Teacher Recruitment Process

Introduction	1
Guiding Questions for a Comprehensive Recruitment Process.....	2
Overview of a Comprehensive Recruitment Process.....	3
When and how do districts/schools prepare to find the best teacher applicants?.....	4
Examine Current Status of Staffing Needs and Recruitment Efforts	4
Develop Timelines for Recruitment and Selection	6
Example of Providence Rhode Island’s Transfer, Assignment, and Hiring 2015-16 Timelines	7
Develop/Update Clear Recruitment Materials	10
Create an Ideal Candidate Profile for Screening and Selection	11
Align all Recruitment Messages	12
Job Announcement Postings	12
District/School Profile	13
Identify Multiple Sources and Strategies for Recruitment.....	14
Prepare District/Schools’ Social Media to Recruit Teachers.....	17
Consider Differentiating Recruitment Strategies for Targeted Candidates	21
What are the most effective recruitment approaches for districts/schools?.....	25
Establish a Recruitment and Selection Team	25
Develop and Implement a Comprehensive Recruitment Plan	26
Analyze the Outcomes and Effectiveness of Recruitment Sources and Strategies.....	29
Example of Analyses of Teacher Recruitment Methods and Outcomes	31
Maintain Job Announcements, Advertising, and Recruitment Files	33
Summary	33
References.....	35

Key Web Resources for Recruitment	40
Appendices.....	45
Appendix A Suggested Delaware Proposed Teacher Recruitment and Selection Timelines.....	47
Template: To Create SY Calendar for Recruitment and Selection Timelines	49
Appendix B Examples of Job Announcement Postings	51
Appendix B.1. Example of Recruitment Messages and Materials.....	55
Examples of School District Recruitment Materials	57
Examples of Charter School Recruitment Brochures.....	63
Appendix C Template: School Profile TNTP	69
Appendix D Examples of Join Delaware Schools Web Site and Facebook Page.....	71
Appendix E Examples of Districts Using Social Media for Recruitment	77
District of Columbia’s Public Schools YouTube Page for Recruitment	77
Appendix F Example of a Recruitment Plan	83
Template: Recruitment Plan.....	85
Appendix G Template: Analysis of the Outcomes and Effectiveness of Teacher Recruitment Sources/Strategies	87
Background Information	89
Maintain Job Announcements, Advertising, and Recruitment Files	89
Example of Job Descriptions that Reflect Critical Competencies	91
Job Description Example: Opportunity Culture Subject Specialization Teacher	93

Creating Systems for Screening and Selection of Applicants and Candidates

Introduction.....	1
Guiding Questions for Creating Systems	1
Major Components in the Screening and Selection Systems	2
Determine Key Activities and Timelines in the Screening and Selection Processes	4
Overview of Toolkit’s Screening and Selection Processes	5
Tiered Approach to Screening and Selection	5
Overview of Key Steps, Activities, and Timelines in Screening and Selection	7
Establish a Selection Team.....	10
Identify a Chairperson.....	11
Delegate Assignments to Team Members	11
Ensure that All Members Maintain Confidentiality	12
Identify a Recorder for each Team Meeting.....	12
Documentation of Team Meeting(s) and Justification for Decisions.....	13
Establish Objective Screening and Selection Criteria.....	14
Selection Criteria Based on Competencies	14
Other Criteria for Consideration.....	15
Map the Competencies through the Screening and Selection Process.....	16
Example of Selection Matrix Identifying Which Competencies will be Assessed During the Selection Process for a Teaching Position	17
Determine Objective Decision-making Procedures and Evidence.....	21
Establish a Record Keeping System and Maintain All Screening and Selection Records.....	24
Summary	25
References.....	26
Appendices.....	27

Appendix A	Decision-Tree	29
Appendix B	Template: Selection Team Assignment of Roles and Responsibilities	33
Appendix C	Template: Team Meeting Notes	35
Appendix D	Delaware Teacher Selection Criteria, Example Indicators, and Levels of Performance Rubrics based on DPASII	37
Appendix E	Selection Matrix based on the DPAS II	47
	Selection Matrix Template based on the DPAS II	49
Appendix F	Template: Delaware Teacher Selection Summary Form	53
Resources and Background Information		61
U.S. Equal Employment Opportunity Commission		61
Prohibited Application and Hiring Practices		61
Laws Enforced by EEOC		62
Sources for Delaware Laws and Regulations		64

Screening Job Applications and Applicant Pools Process

Introduction		1
Guiding Questions		2
Submission of the Application Package		3
Job Applications		3
Complete Application Package		6
Documentation of Applications		7
Applicant Tracking System		8
Initial and Ongoing Communication with Applicants		8
Screening of Applications, Resumes, and Other Materials		9
Screen Cover Letters		9
Review Resumes		10
An In-Depth Overview of a Comprehensive Resume Review		12
Red Flags		14
Review Transcripts		15
Review Applicant’s Performance on Licensure/Certification and Performance Assessments		16
Review Writing Samples		23
Prioritize Applicants		24
Conduct Telephone Interview Screening, an optional step		26
Considerations for Using Commercial Teacher Selection Assessments		28
Common Teacher Screening Assessments		29
Comply with the EEOC Employer Tests and Selection Procedures		33
Moving to the Next Step in the Selection Process		34
Communicating with Applicants		34
Documentation		35
Summary		35
References		37
Appendices		41
Appendix A	Template: Applicant Tracking Form	43
Appendix B	Examples of Letter Templates	47

Template Letter: Example Letter/email for Recognition of Application Package Submission	47
Template Letter: Example Letter/email for Follow-up to an Application Package Submission	48
Template Letter: Example Letter/email for Setting up 1st Telephone Interview	49
Template Letter: Example of Non-selection Letter After Review of Application Package	50
Template Letter: Example of Non-selection Letter After Review of Application Package	51
Template Letter: Example of letter/email for a Resume on File	52
Template Letter: Example of Cancelling Telephone Interview	53
Appendix C Template: Evaluation of Applicant’s Cover Letter	55
Appendix D Examples of Resume Reviews	57
Teacher Candidate #1	57
Teacher Candidate #2	61
Appendix E Delaware Tests for Certification and Highly Qualified (HQ) Status	65
Appendix F Template: Review of Applicant’s Educational Qualifications and Experiences	75
Appendix G Template: Evaluation of Applicant’s Writing Sample	79
Appendix H Template: Summary of Evaluations of Application Package	81
Appendix I Parallel Telephone Interview Questions for Novice and Veteran Teachers	83
Appendix J Template: Evaluating Applicant for 1st Telephone Screening (optional)	85
Background Information	90
Delaware Licensure and Certification Information	90

The On-site Interview Process and Procedures

Introduction	1
Establishing the Process and Procedures for Conducting Candidate Interviews	1
Guiding Questions for the On-site Interview Process and Procedures	2
Implementing the Interview Process	2
Determine the Team Members who will Conduct the Interviews	3
Plan the Interviews	4
Guiding Questions for Planning the Interviews	5
Pre-interview Tasks	9
Conduct the Interviews	26
Evaluate the Interview Data	29
Common Interviewing Mistakes	31
Team Review and Ratings for all Candidates	33
Notifying Candidates after Interviews	33
Maintain all Interview Documentation	34
Summary	34
References	35
Resources for Interview Questions	37
Appendices	39
Appendix A Top 10 Reminders for Conducting A Successful Interview	41
Appendix B Template: A Discussion Map with an Example	43

Discussion Map Example.....	44
Appendix C.1. Interview Questions and Scenarios Aligned with DPAS II	45
Appendix C.2. Interview Questions Derived from the University of Delaware.....	59
Appendix D Lawful and Unlawful Questions.....	63
Appendix E Examples of Scenarios.....	65
Appendix F Differentiating Questions for Novice and Veteran Teachers.....	67
Appendix G Template: Team Internal Planning Protocol for Determining Interview Questions and Levels of Evidence	71
Appendix H Template Letter: Example of Interview Invitation	77
Appendix I Template: Formal Interview Protocol	79
Appendix J Template: Final Team Rating Form for an Interviewed Candidate	89
Appendix K Template: Final Team Ratings for All Interviewed Candidates	91
Appendix L Template Letter: For Unsuccessful Candidate(s) After On-site Interview	93

Demonstration Lessons

Introduction.....	1
Guiding Question.....	1
Implementing a Systematic Process and Procedures for Demonstration Lessons	2
Preparation for the Demonstration Lesson	3
Observation and Debriefing on the Demonstration Lesson	9
Evaluation of the Demonstration Lesson	11
Notification to Candidates of the Results of the Evaluation.....	13
Maintain Documentation of the Demonstration Lesson	14
Summary	14
References.....	15
Resources	15
Appendices.....	17
Appendix A Template: Letter/email Inviting Candidate to a Demonstration Lesson.....	19
Sample Letter.....	20
Appendix B Template: Demonstration Lesson Observation Form	21
Appendix C Template: Demonstration Lesson Reflection Sheet for Candidate	27
Appendix D Template: Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate.....	29
Appendix E Template: Comparison of All Candidates and Team Consensus Ratings for Demonstration Lessons	31
Appendix F Template Letter: For Unsuccessful Candidate After Demonstration Lesson.....	33

Competency Based Reference Checking

Introduction.....	1
Guiding Questions.....	2
When should a reference check be conducted?	3
Whom to contact for references?.....	5
Candidate’s Role in the Reference Checking Process.....	6
Who should conduct the reference check?.....	7

How is the reference informed of the checking process?.....	7
Selecting Questions for the Reference Check.....	8
Preliminary Questions	8
Verification Questions.....	9
Competency-based Questions	9
Format of Reference-Check Form	11
Preparation for the Reference Checker Prior to a Call	12
How is the reference informed of the checking process?.....	13
How to Conduct a Reference Check.....	14
Example of Opening	15
If the Reference Refuses to Participate.....	16
Continue the Reference Check by Asking the Other Questions.....	16
Take Detailed Notes.....	17
Concluding the Telephone Call.....	17
Review and Evaluate the Reference Check Telephone Notes.....	18
Summary	20
Reference Checklist	21
References.....	22
Appendices.....	23
Appendix A Template Letter: To Notify Reference of their Participation	25
Appendix B Potential Questions to Check References for Teachers Aligned with DPAS II.....	27
Appendix C Other Questions for Reference Check.....	33
Appendix D Template: Reference Checking Evaluation Form	39

Glossary of Terms and Acronyms (does not have a Table of Contents)

Annotated Bibliography

Recruitment and Selection of Public School Teachers	1
Recruitment and Selection of Public Charter School Teachers	8
Screening Applicants	11
Interviews.....	13
Demonstration Lessons	15
Selection	15
Competency-based Reference Checking	18

General Information

A. Background Information on Every Student Succeeds Act (ESEA)	1
Title II – Preparing, Training, and Recruiting High Quality Teachers and Principals.....	2
B. Delaware Department of State School District General Records Retention Schedule: Personnel Records	7

Compendium of Templates for Charter Schools to Use or Adapt

Overview of Toolkit Templates	i
Comprehensive Teacher Recruitment Process.....	1

1. Template: To Create SY Calendar for Recruitment and Selection Timelines.....	3
2. Template: School Profile TNTP	5
3. Template: Recruitment Plan	7
4. Template: Analysis of the Outcomes and Effectiveness of Teacher Recruitment Sources/Strategies	9
Creating Systems for Screening and Selection of Applicants and Candidates.....	11
5. Template: Selection Team Assignment of Roles and Responsibilities.....	13
6. Template: Team Meeting Notes	15
7. Template: Selection Matrix based on the DPAS II	17
8. Template: Delaware Teacher Selection Summary Form.....	21
Screening Job Applications and Applicants Pools Process.....	27
9. Template: Applicant Tracking Form.....	29
10.A. Template: A Discussion Map with an Example	33
10.B. Discussion Map Example	35
11. Template Letter: Example Letter/email for Recognition of Application Package Submission.....	37
12. Template Letter: Example Letter/email for Follow-up to an Application Package Submission.....	38
13. Template Letter: Example Letter/email for Setting up 1st Telephone Interview	39
14.A. Template Letter: Example of Non-selection Letter After Review of Application Package	40
14.B. Template Letter: Example of Non-selection Letter After Review of Application Package	41
15. Template Letter: Example letter/email for a Resume on File	42
16. Template Letter: Example of Cancelling Telephone Interview.....	43
17. Template: Evaluation of Cover Letter	45
18. Template: Review of Educational Qualifications and Experiences.....	47
19. Template: Evaluation of Applicant’s Writing Sample	51
20. Template: Summary of Evaluations of Application Package	52
21. Template: Evaluating Applicant for 1st Telephone Screening (optional).....	55
On-site Interview Process and Procedures.....	61
22. Template: A Discussion Map	63
23. Template: Team Internal Planning Protocol for Determining Interview Questions and Levels of Evidence	65
24. Template Letter: Example of Interview Invitation.....	71
25. Template: Formal Interview Protocol	73
26. Template: Final Team Rating Form for an Interviewed Candidate.....	83
27. Template: Final Team Ratings for All Interviewed Candidates	85
28. Template Letter: For Unsuccessful Candidate(s) After On-site Interview	87

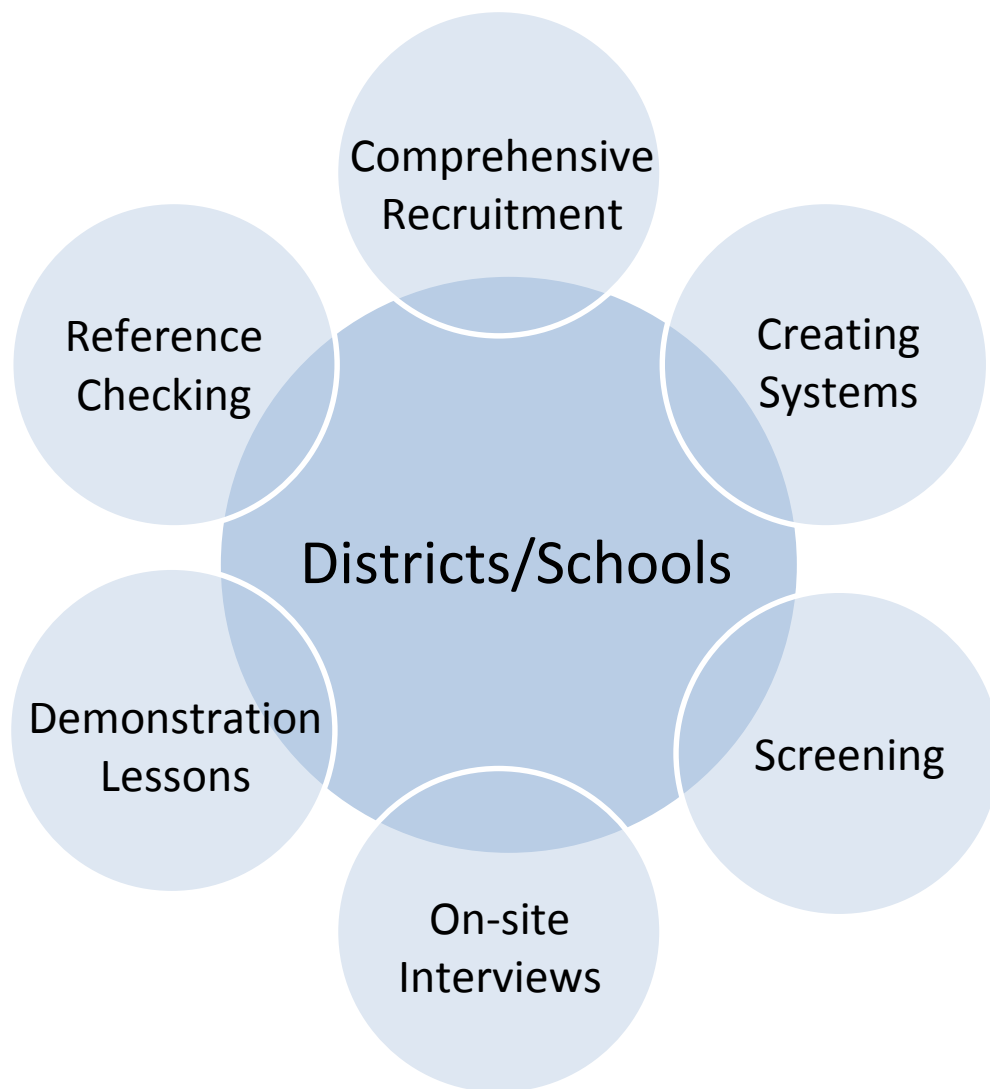
Demonstration Lessons	89
29. Template: Letter/email Inviting Candidate to a Demonstration Lesson	91
30. Template: Demonstration Lesson Observation Form	93
31. Template: Demonstration Lesson Reflection Sheet for Candidate	99
32. Template: Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate.....	101
33. Template: Comparison of All Candidates and Team Consensus Ratings for Demonstration Lessons.....	103
34. Template Letter: For Unsuccessful Candidate After Demonstration Lesson	105
Competency-based Reference Checking	107
35. Template Letter: To Notify Reference of their Participation	109
36. Template: Reference Checking Evaluation Form	111

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Introduction

to

Delaware Teacher Recruitment and Selection Toolkit



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Table of Contents

Introduction	1
Delaware’s Educator Effectiveness	2
Teacher Leader and Effectiveness Branch	3
Educator Effectiveness Continuum	4
Roles of District/School Administrators in the Delaware Educator Effectiveness Continuum	7
Competency-based Model in Educator Effectiveness Systems	8
Alignment with the Delaware Framework for Teaching and Professional Teaching Standards	10
Alignment with the Delaware Performance Appraisal System II (DPAS)	11
References	13
Appendices	15
Appendix A Delaware State Board of Education’s Strategic Plan	17
Delaware State Board of Education’s Four Key Pillars	17
Delaware’s Four Key Pillars Rationale, Expected Outcomes, SBE Strategy and Actions	18
Appendix B Delaware Professional Teaching Standards	21
Appendix C Mid-Atlantic Comprehensive Center@WestEd	23

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Introduction

“Educators are the most critical factor for student learning and achievement. Teachers and Leaders have the most direct contact with classroom instruction and student learning. Any successful educational reform or attempt to close achievement gaps must be catalyzed and embraced by educators.”

(Delaware State Board of Education Strategic Plan, 2011).

Delaware has been a leader in education reform, with over a decade of investing in bold solutions to improve student outcomes (Delaware Department of Education (DDOE), 2015c). In 2013, the Education Commission of the States awarded Delaware with the 2013 Frank Newman Award for State Innovation. This award recognized “states and territories for enacting innovative education reforms or implementing innovative programs that go beyond marginal or incremental changes to improve student outcomes on a large scale.” The award recognizes a state for: education improvement efforts that are replicable and hold valuable lessons for other states; bold and courageous policies, including existing approaches with evidence of significant impact on student achievement in the state; and policies or programs that have bipartisan, broad-based support.

Delaware’s current efforts are based on an overarching goal of the State Board of Education.

Goal of Delaware State Board of Education’s Strategic Plan

Using high standards and rigorous expectations for students, teachers, and leaders, all Delaware students graduate ready for college, career, and Citizenship.

Please refer to Appendix A in this section for a brief description of the Board’s Strategic Plan. To accomplish the goal of educating all children for college and career-readiness, schools need well-prepared, effective teachers and leaders. Therefore, one of the cornerstones of the Delaware Department of Education’s (DDOE) reform efforts is:

Ensuring an excellent teacher in every classroom and an excellent leader in every schoolhouse.

Delaware Department of Education defines an excellent teacher as fully prepared to teach in his/her assigned content area; demonstrates strong instructional practices and significant growth in student learning; and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom (DDOE, 2015b).

Delaware's Educator Effectiveness

In recent years, the Delaware Department of Education has promoted the use of educator effectiveness strategies by public school districts and charter schools as part of the Delaware State Board of Education's Strategic Plan. Human capital (in the realm of educator effectiveness) is a term that references the collective knowledge, skills, abilities, values, and motivation of an organization's employees (Society for Human Resource Management, 2004). In public education, human capital primarily refers to teachers, leaders, and staff who interact with children on a daily basis.

Managing talent is about ensuring that a district/school has an external talent pool of teacher applicants and candidates for open positions, while at the same time continuing to support and develop its existing talented teachers. The ultimate goal of managing educator effectiveness strategically is to improve student performance and teachers' instructional practices. Therefore, all aspects of the educator effectiveness strategy should be focused on the knowledge, skills, and expertise of teachers who need to implement the instructional vision of a district/school (Odden & Kelly, 2009).

Recruitment, selection, induction, mentoring, professional development, performance management, and compensation must be strategically aligned within districts and schools, to ensure that all levels of management and every step in the talent development process work towards a common goal—boosting student achievement through improved teaching.
(Odden & Kelly, 2009)

Teacher Leader and Effectiveness Branch

Vision for Educator Effectiveness in Delaware

We will ensure Delaware is a world-class destination for the strongest educators to grow and build a career in teaching and school leadership, especially for scholars who need them the most.

To reach the above vision, the DDOE created the Teacher and Leader Effectiveness Branch (TLEB). The TLEB's broad mandate is to improve the effectiveness of teachers and leaders statewide and make Delaware the employer of choice for excellent educators.

Overarching Strategies

DDOE/TLEB is focusing on four overarching strategies to reach the above vision:

1. Talent Cultivation

Help build and identify great preparation programs that cultivate talent and equip teachers and leaders with the knowledge and skills necessary for success on day one; recruit and select “top talent.”

2. Talent Development and Management

Manage and grow great teachers and leaders currently working in Delaware classrooms and schools.

3. Building Capacity

Build capacity within Local Educational Agencies (LEAs) so that they have a professional, strategic, highly functional team that focuses on educator effectiveness.

4. Educator Effectiveness Data Analytics

Unearth insights within and across DDOE and LEAs and disseminate information to improve educator effectiveness practices.

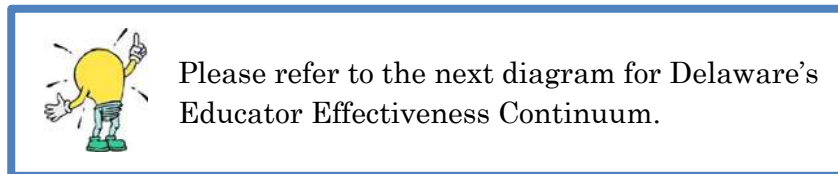
The focus of these strategies will lead to success in educator effectiveness. For example:

1. Credible distribution of Delaware’s educator performance
2. Increased job satisfaction among educators
3. Increased teacher retention
4. Increased achievement in targeted areas in high-needs schools
5. Increased percentages of educators passing a rigorous exit exam/assessment prior to service

The DDOE has embraced the charge for effective teachers and leaders through a variety of activities and projects delineated in the Race to the Top (RTTT) grant. These include revisions to the Delaware Performance Appraisal System II (DPAS II) regulations; establishing new pathways for individuals to become teachers and principals; and putting in place data coaches and development coaches to ensure administrators are effective instructional leaders (DDOE, 2015b).

Educator Effectiveness Continuum

Applying the four overarching strategies, the TLEU conceptualizes educator effectiveness in Delaware along a continuum.



While the diagram is organized by components, each component should be considered in relation to the others and in relation to a school’s mission and goals.

Educator Effectiveness Continuum



1. **Before the Classroom: Talent Cultivation**

Preparing teachers and leaders in well-designed programs and supporting them during their crucial early years in the classroom.

2. **In the Classroom: Talent Development and Management**

Implementing and refining a sophisticated way to measure educator performance, and building compensation structures and career pathways to keep more educators in Delaware.

At Every Point: Statewide Supports

3. **LEA & Partner Capacity-Building**: Providing responsive technical assistance and documenting exemplary practices for our LEAs to follow individually or as part of networks/cohorts so they build their own highly functioning educator effectiveness teams.

4. **Data Analytics**: Analyze data within and across LEAs and disseminate information to improve educator effectiveness practices: where educators are recruited, where they are prepared, where they teach/lead, how they perform, how their students perform, how long they stay, and how satisfied they are in their roles.

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Roles of District/School Administrators in the Delaware Educator Effectiveness Continuum

“Principals must tie school improvement strategies to their work at recruiting, selecting, developing, and retaining effective teachers.” (Kimball, 2011, p. 13).

District/school administrators play a key role in the implementation of the Delaware educator effectiveness continuum. For example, district/school staff are involved in:

- ❖ the recruitment, selection and retention of talented staff;
- ❖ the orientation and socializing of new staff;
- ❖ the improvement of instructional practices;
- ❖ the evaluation of staff performance with feedback; and
- ❖ the planning and monitoring of professional development and improvement processes at the individual and school levels (Milanowski & Kimball, 2010).

Administrators who are strategically managing talent:

- ❖ Recruit and select teachers and staff who share the same vision;
- ❖ Induct and mentor new teachers to support the improvement of the vision;
- ❖ Design, implement, and evaluate district/school professional development;
- ❖ Manage performance using teacher evaluation and district/school outcome data;
- ❖ Create leadership opportunities and change schedules to allow time for collaboration; and
- ❖ Compensate and recognize success (Kimball, 2011).

Given the responsibilities of district/school leaders in the Delaware educator effectiveness continuum, the Delaware Department of Education requested the development of this toolkit.

Competency-based Model in Educator Effectiveness Systems

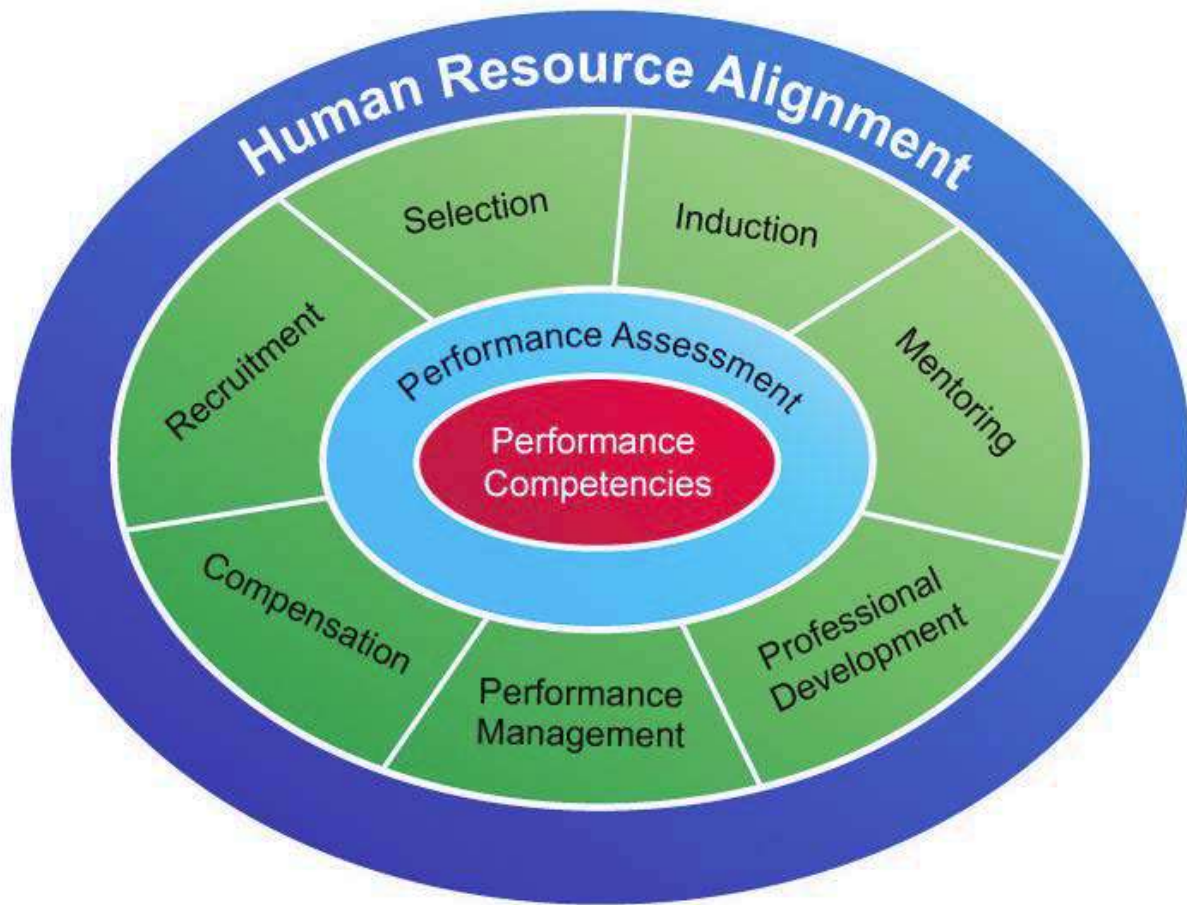
Throughout the Toolkit, there are references to the employment of rigorous competency-based models to make hiring decisions.

A competency is a pattern of thinking, feeling, acting, or speaking that causes persons to be successful in a job or role (U.S. Department of Education, 2012).

Ennis (2008) describes a competency as the capability of applying or using knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks, specific functions or operate in a given role or position (p. 4-5).

Position-specific competencies include the capabilities of applying or using knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks, specific functions or operate in a given role or position (Ennis, 2008, GuideStar, 2007). Organizational competencies refer to the qualities and attributes that characterize success across an entire organization. These competencies often include: fit within the organization’s management style, work pace and volume, physical environment, and risk tolerance (GuideStar, 2007).

Odden and Kelly (2009) suggest that districts/schools should align their systems to recruit, develop, reward and retain teachers around the district’s definition of teachers’ core performance competencies – the competencies needed to implement the district’s instructional program (see diagram on next page).



The competencies referred to in this toolkit are based on two key Delaware documents:

- Delaware Framework for Teaching
- Delaware Performance Appraisal System II (DPAS)

Alignment with the Delaware Framework for Teaching and Professional Teaching Standards

The Delaware Framework for Teaching, the basis for the DPAS II, is aligned with the Delaware Professional Teaching Standards. It is based on Charlotte Danielson’s book, *Enhancing Professional Practice: A Framework for Teaching* (2nd edition) (Delaware Department of Education, 2015). The Delaware Professional Teaching Standards, outlined in regulation, establish a common set of knowledge, skills, and attributes expected of Delaware’s teachers (Delaware Department of Education, 2015a).



Please refer to Appendix B in this section for the Delaware Professional Teaching Standards.

Alignment with the Delaware Performance Appraisal System II (DPAS)

The DPAS II is Delaware's statewide educator evaluation system. DPAS II is used to assess and support student improvement by evaluating a teacher's current practice, identifying ways to support that teacher's professional growth, and measuring student growth for each teacher (Delaware Department of Education, 2015a).

As a statewide system, DPAS II establishes consistent educator and student performance expectations and outcomes across the schools addressing the following:

- DPAS II for Teachers
- DPAS II for Specialists
- DPAS II for Administrators
 - Principals
 - Assistance Principals
 - District Administrators

The main purposes of DPAS II are to assure and support:

- Educators' professional growth
- Continuous improvement of student outcomes
- Quality educators in every school building and classroom.

The five components of the DPAS II and Delaware's Framework for Teachers are:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities
5. Student Improvement

The five components of DPAS II identify five separate areas of teacher practice and responsibility. Effective practice within a component is characterized by evidence tied to several criteria that highlights the essential knowledge and skills particular to each component. Each element is a specific and observable area of knowledge and skills that is directly related to specific component.

Each section of the Toolkit references the DPAS II, particularly the first four components and their criterion. In addition, the team designed the evaluation templates to reflect the four components and their criterion of the DPAS II. Third,

the Toolkit includes a rubric that identifies the DPAS II components, criterion, and four performance levels.

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Appendices

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Appendix A

Delaware State Board of Education's Strategic Plan

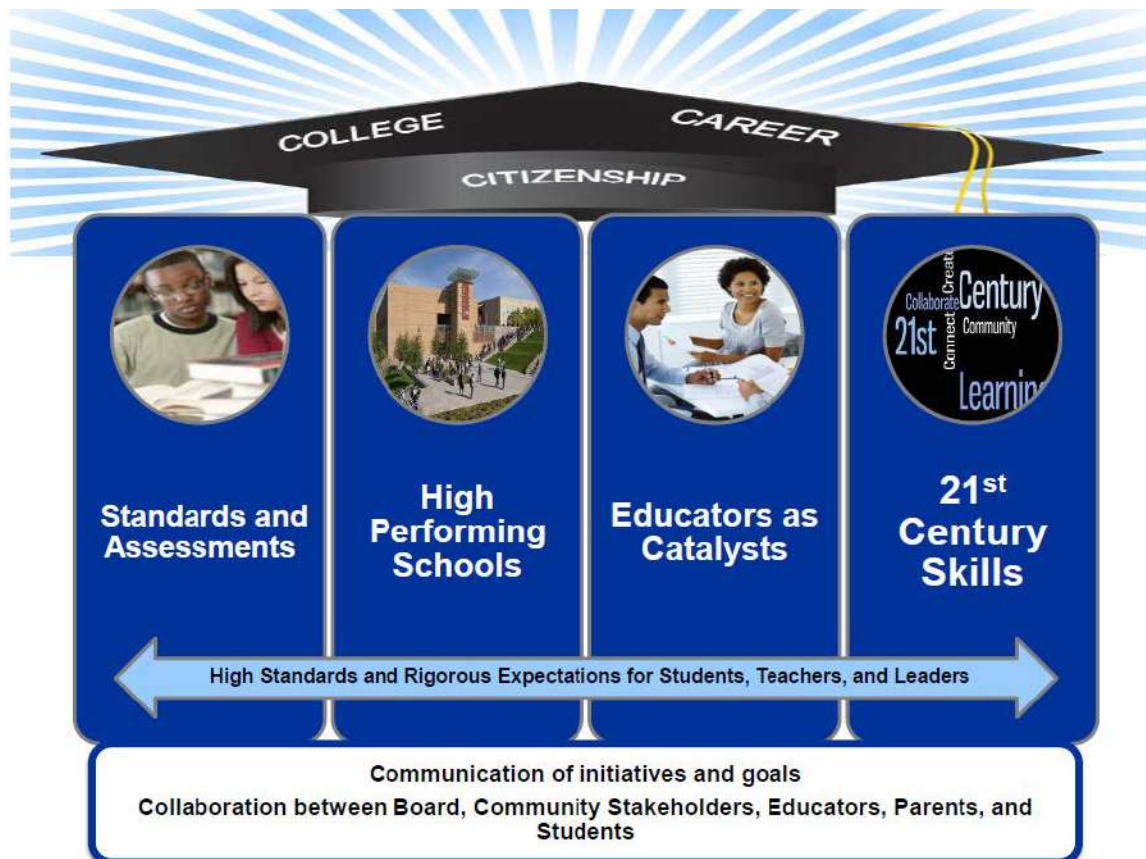
In collaboration with community and stakeholders, the Delaware State Board of Education serves as the primary voice for Delaware citizens on education policy to create a world class education system for every student. The Board has defined its purpose and leadership through the adoption of a well thought out and clearly articulated vision and mission as well as long range goals which impact all aspects of public education in the State.

The overarching goal of the 2011-2015 Strategic Plan is:

Using high standards and rigorous expectations for students, teachers, and leaders all Delaware students graduate ready for college, career, and Citizenship.

To address, the above goal, the State Board of Education identified four key pillars for strategies and activities reflected in the following diagram:

Delaware State Board of Education's Four Key Pillars



Delaware’s Four Key Pillars Rationale, Expected Outcomes, SBE Strategy and Actions

Standards and Assessments	High Performing Schools	Educators as Catalysts	21st Century Skills
<p>RATIONALE:</p> <p>College and Career Ready Standards provide a consistent, clear framework of what students are expected to learn, are informed by best evidence and benchmarked against international standards; and designed to be relevant to real world knowledge and skills.</p> <p>EXPECTED OUTCOMES:</p> <ul style="list-style-type: none"> • High and consistent standards for core content areas within and across states • Rigorous common assessments based upon college and career ready standards • Clear expectations of students for parents, teachers and general public • Students are well prepared for college, post-secondary training and 21st century careers <p>SBE STRATEGY:</p> <ul style="list-style-type: none"> • Monitor implementation of common core state standards across the state 	<p>RATIONALE:</p> <p>High performing schools reflect a microcosm of an integrated system that works – high student achievement underpinned by great teachers and leaders working collaboratively to deliver rigorous and diverse curriculum, high quality instruction, relevant experiences, strong accountability for student outcomes and overall well-being.</p> <p>EXPECTED OUTCOMES:</p> <ul style="list-style-type: none"> • More high performing public schools available to all Delaware students • Improvements in student learning and proficiency • Narrowing of achievement gaps • Increase graduation rate and decrease high school drop outs <p>SBE STRATEGY:</p> <ul style="list-style-type: none"> • Develop and Implement an Accountability system of growth and achievement that is fair and consistent for all public schools • Strengthen authorizing process to result in more high performing charter schools 	<p>RATIONALE:</p> <p>Educators are the most critical factor for student learning & achievement. Teachers and Leaders have the most direct contact with classroom instruction and student learning. Any successful educational reform or attempt to close achievement gaps must be catalyzed and embraced by educators</p> <p>EXPECTED OUTCOMES:</p> <ul style="list-style-type: none"> • Attraction and retention of top talent to education careers in DE • Improved teaching and learning for all, particularly students in high need areas <p>SBE STRATEGY:</p> <ul style="list-style-type: none"> • Celebrate Great Teaching & Leadership • Focus on delivery of student outcomes • Strengthen Teacher and Leader Preparation, Induction, Professional Development, and Evaluation • Promote “the village” factor to enhance educator effectiveness 	<p>RATIONALE:</p> <p>Competitiveness in this 21st century global society requires a breadth of knowledge and skills including digital literacy, analytical reasoning, multicultural competence and effective communications (oral and written – with advantage for the multilingual).</p> <p>EXPECTED OUTCOMES:</p> <ul style="list-style-type: none"> • Students are well prepared for college and careers in global economy • More Delaware students enroll and complete college/post-secondary • A highly skilled workforce that attracts more high skill jobs with higher salaries for Delaware <p>SBE STRATEGY:</p> <ul style="list-style-type: none"> • Increase focus on Early Childhood Education including an emphasis on literacy acquisition • Encourage STEM education & careers • Strengthen programs involving financial literacy, world

Standards and Assessments	High Performing Schools	Educators as Catalysts	21st Century Skills
<ul style="list-style-type: none"> • Monitor implementation of Next Generation Science Standards • Advise on and monitor implementation of next generation assessments • Raise awareness of new standards and assessments among families, communities and stakeholders <p>ACTIONS:</p> <ul style="list-style-type: none"> • Sponsor information sessions with community and stakeholders • Participate as a governing state with Smarter Balanced Assessment Consortia (SBAC) • Participate in professional development & study workshops • Advise on transition to SBAC and use of data in accountability • Empowering Parents and Policy leaders to make informed decisions from sound data regarding CCSS, NGSS, and SBAC 	<ul style="list-style-type: none"> • Highlight the best practices and support their replication across schools/districts • Outreach more with schools, learning environments, and stakeholders <p>ACTIONS:</p> <ul style="list-style-type: none"> • Revise and improve current Academic Framework for use with new assessments and with all public schools through Accountability system • Facilitate regulatory change to utilized revised Performance framework and strengthen the Charter Authorizing process • Invite dialogue and sharing with schools on SBE Agenda • Make personal visits and contacts with area schools • Review performance and plans of partnership zone schools and restructuring schools • Support development of Local and Charter Board knowledge and capacity 	<p>ACTIONS:</p> <ul style="list-style-type: none"> • Recognize Outstanding DE Teacher and Administrators • Support and monitor implementation of policies to strengthen teacher preparation as aligned with SB 51 • Support efforts to measure educator effectiveness which impact and increase student performance and readiness for college and careers • Supports efforts to reform teacher compensation and School funding models • Engage local leaders to inform and mobilize the community 	<p>languages, and arts education</p> <ul style="list-style-type: none"> • Embrace Deeper Learning strategies and Personalized Learning structures • Foster business and community partnerships to enrich education <p>ACTIONS:</p> <ul style="list-style-type: none"> • Promote use of digital technology from classroom to boardroom • Showcase STEM activities and opportunities in Delaware • Literacy Campaign Focus areas: Birth to PreK Initiatives and Community Involvement • Support the adoption of technology literacy standards for students and educators • Encourage the development of connections with Financial literacy standards, arts standards, and career technical frameworks to CCSS and NGSS

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Appendix B

Delaware Professional Teaching Standards

The Delaware Professional Teaching Standards establishes a common set of knowledge, skills, and attributes expected of Delaware’s teachers (Delaware Department of Education, 2014). These standards are outlined in regulation. Examples of teacher competencies are addressed in the Delaware Professional Teaching Standards and include:

Delaware Professional Teaching Standards		
1	Content	The teacher understands the core concepts and structure(s) of the discipline(s) and creates learning experiences that make the content meaningful to students.
2	Human Development and Learning	The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of the students.
3	Diverse Learners	The teacher understands how students differ and adapts instruction for diverse learners.
4	Communication	The teacher understands and uses effective communication.
5	Learning Environment	The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.
6	Planning for Instruction	The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware’s student content standards.
7	Instructional Strategies	The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.
8	Assessment	The teacher understands multiple assessment strategies and uses them for the continuous development of students.

Delaware Professional Teaching Standards		
9	Professional Growth	The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.
10	Professional Relationships	The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.
11	Educational Technology	The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.
12	Professional Conduct	The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.

Appendix C

Mid-Atlantic Comprehensive Center@WestEd

The Mid-Atlantic Comprehensive Center, (MACC@WestEd, a federally-funded Center, is a partnership of technical and organizational experts who bring years of relevant experience working with states to address real-world challenges and further educational change. Core Team Partners include: RMC Research Corporation, Quill Research Associates, and IMPAQ International, LLC.

The Mid-Atlantic Comprehensive Center helps state leaders with their initiatives to implement, support, scale up, and sustain statewide education reforms. We work closely with state leaders in the Mid-Atlantic region of Delaware, Maryland, New Jersey, Pennsylvania, and the District of Columbia.

MACC@WestEd focuses in the key reform areas of:

- ❖ Standards and assessments;
- ❖ Educator and leader effectiveness;
- ❖ School turnaround;
- ❖ Early childhood school readiness;
- ❖ College and career readiness;
- ❖ Scaling up of innovative approaches that improve student outcomes;
- ❖ Effective use of data to improve education; and,
- ❖ Capacity building.

For more information, refer to the MACC website: <http://macc-atwested.org/>

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C omprehensive

Teacher Recruitment Process



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Table of Contents

Introduction	1
Guiding Questions for a Comprehensive Recruitment Process	2
Overview of a Comprehensive Recruitment Process	3
When and how do districts/schools prepare to find the best teacher applicants?.....	4
Examine Current Status of Staffing Needs and Recruitment Efforts	4
Develop Timelines for Recruitment and Selection	6
Example of Providence Rhode Island’s Transfer, Assignment, and Hiring 2015-16 Timelines	7
Develop/Update Clear Recruitment Materials	11
Create an Ideal Candidate Profile for Screening and Selection	12
Align all Recruitment Messages.....	13
Job Announcement Postings.....	13
District/School Profile	14
Identify Multiple Sources and Strategies for Recruitment	15
Prepare District/Schools’ Social Media to Recruit Teachers	18
Consider Differentiating Recruitment Strategies for Targeted Candidates.....	22
What are the most effective recruitment approaches for districts/schools?.....	26
Establish a Recruitment and Selection Team	26
Develop and Implement a Comprehensive Recruitment Plan.....	27
Analyze the Outcomes and Effectiveness of Recruitment Sources and Strategies.....	30
Example of Analyses of Teacher Recruitment Methods and Outcomes	31
Maintain Job Announcements, Advertising, and Recruitment Files	33
Summary	33

References	35
Key Web Resources for Recruitment	40
Appendices	45
Appendix A Suggested Delaware Proposed Teacher Recruitment and Selection Timelines.....	47
Template: To Create SY Calendar for Recruitment and Selection Timelines	49
Appendix B Examples of Job Announcement Postings	51
Appendix B.1. Example of Recruitment Messages and Materials	57
Examples of School District Recruitment Materials	59
Examples of Charter School Recruitment Brochures.....	65
Appendix C Template: School Profile TNTP.....	71
Appendix D Examples of Join Delaware Schools Web Site and Facebook Page.....	73
Appendix E Examples of Districts Using Social Media for Recruitment.....	79
District of Columbia’s Public Schools YouTube Page for Recruitment	79
Appendix F Example of a Recruitment Plan	85
Template: Recruitment Plan	87
Appendix G Template: Analysis of the Outcomes and Effectiveness of Teacher Recruitment Sources/Strategies.....	89
Background Information	91
Maintain Job Announcements, Advertising, and Recruitment Files.....	91
Example of Job Descriptions that Reflect Critical Competencies.....	93
Job Description Example: Opportunity Culture Subject Specialization Teacher.....	95

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

Introduction

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

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

- ✓ Prioritizing the recruitment of educators;
- ✓ Projecting hiring needs through vacancy/attrition data;
- ✓ Delivering clear and early messages;
- ✓ Building talent pipelines/partnerships at the local and state levels; and
- ✓ Positioning school/district leaders to make key hiring decisions

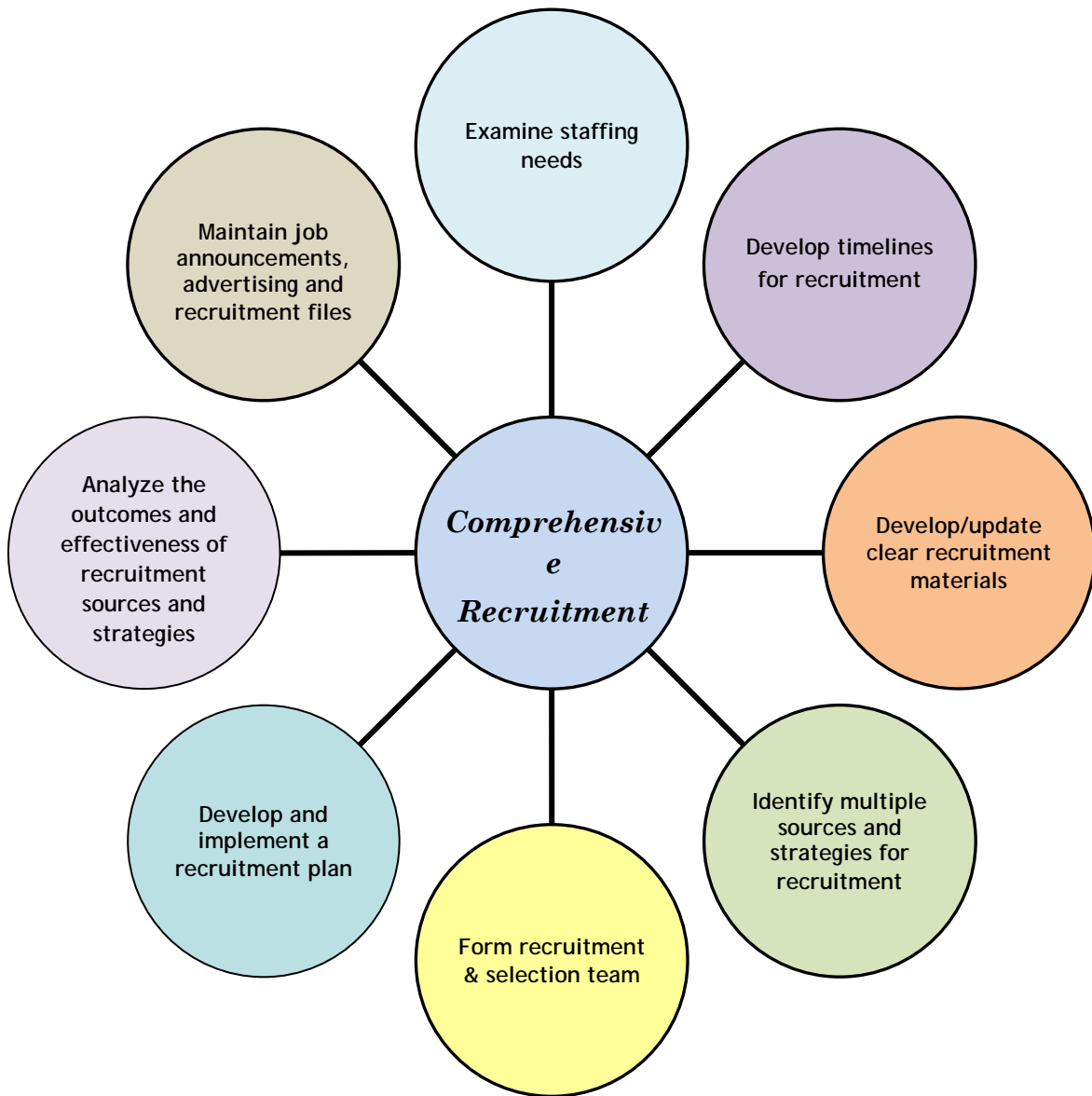
This section of the guide provides an overview of a comprehensive approach to the recruitment of staff, particularly teachers.

Guiding Questions for a Comprehensive Recruitment Process

1. When and how do districts/schools prepare to find the best teacher applicants?
2. What are the most effective recruitment methods and activities?

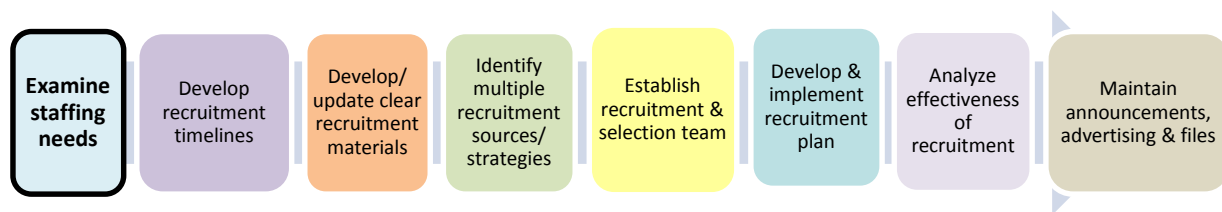
The figure below presents a graphic representation of the key aspects of a comprehensive recruitment process that will answer each of the guiding questions.

Overview of a Comprehensive Recruitment Process



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

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



Examine Current Status of Staffing Needs and Recruitment Efforts

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

- **Qualifications and Experience**
 - What percentages of teachers are teaching outside their certification area?
 - What percentages of teachers are on provisional/emergency licenses?
 - What is the number of teachers with a master's degree in a content area?
 - What are the percentages of non-traditional teachers (e.g., long-term substitutes, visiting teachers)?
 - What percentages of teachers are in their first year of teaching?
 - What percentages of teachers received evaluations of ineffective or are on probation?
- **Current and/or Anticipated Shortages**
 - What percentages of teachers leave during the academic year?
 - When do teachers leave in their career? What percentages of teachers leave in the first three years of employment?
 - Have you considered all retirements, resignations, non-renewals, and/or teachers on waivers?
 - Does your district/school anticipate any changes in student enrollment? If yes, what are the implications for staffing?

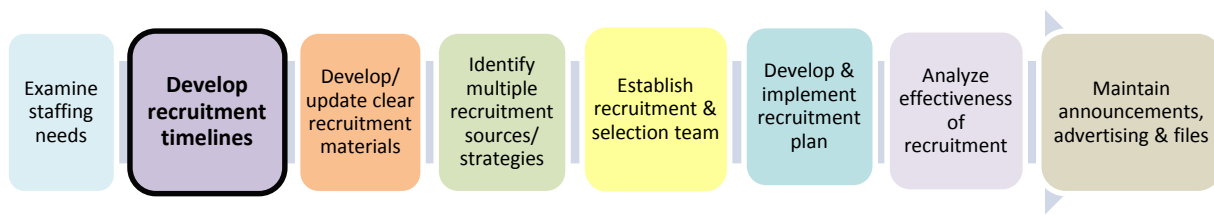
- Equity Gaps*
 - How many high-needs schools have inexperienced teachers (less than 3 years of teaching experience)? Which high-needs schools have more inexperienced teachers?
 - Which high-needs schools have higher rates of teacher turnover?
 - What percentages of teachers leave by race/ethnicity?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

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

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

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

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



Develop Timelines for Recruitment and Selection

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

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

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

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

- ✓ Plan ahead by projecting hiring needs/developing a staffing plan for the next school year;
- ✓ Post general job announcements for anticipated and known vacancies early in the school year;
- ✓ Define the ideal teacher and competencies needed and develop/update recruitment materials early in the school year;

- ✓ Identify key talent pipeline sources and strategies for distribution of district/school materials;
- ✓ Develop and implement a comprehensive recruitment plan for the next year;
- ✓ Analyze the outcomes and effectiveness of recruitment sources and strategies; and
- ✓ Maintain job announcements, advertising, and recruitment files.

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

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


December 17	Principals will send staffing sheets to Executive Directors for review (MS & HS)
February 16-19	Executive Directors will meet with HR and Principals to determine staffing (MS & HS)
February 22-26	Executive Directors will meet with HR and Principals to determine staffing (ES)
February 1	Superintendent & the Finance Department will review staffing adds and cuts
February 1	ES Principals begin scheduling current students in Skyward
February 8	Executive Directors will readjust staffing needs, if necessary
February 17	Layoff notifications, if necessary
February 22	Layoff recommendations presented to School Board, if necessary
Phase II: Identification of Vacancies, Displaced Teachers and Interview Committees	
January 11-15	Mutual Consent Process for eligible positions
January 12-26	Identify Interview Committee Members
January 12-20	Dept. Teacher Leader Opt-out
January 25	Preference sheets distributed.
January 29	Preference sheets due.
March 3	Completion of staffing/Displaced teachers notified
March 1-4	Interview Committee Training
Phase III: Tenured/Probationary Teacher Mutual Consent Hiring	
March 10 go live date	Vacancies posted after clearing Recall Layoff list, candidates begin application process and teams begin application screening process
March 16	Application deadline.

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

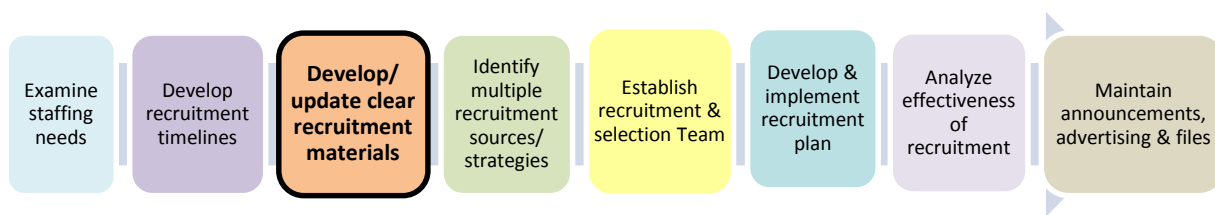
Phase IV: Displaced Teacher Assignment	
June 3	Reassignment of remaining displaced teachers to former school, if position becomes available.
June 6	Displaced Teacher Assignment Process begins
June 14 (MS HS) June 15 Elementary & Special Groups)	Displaced Teacher Assignment Meeting
Phase V: Criterion-Based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

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

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



Please refer to Appendix A for Suggested Teacher Recruitment and Selection Timelines and Recruitment Calendar Template.



Develop/Update Clear Recruitment Materials

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

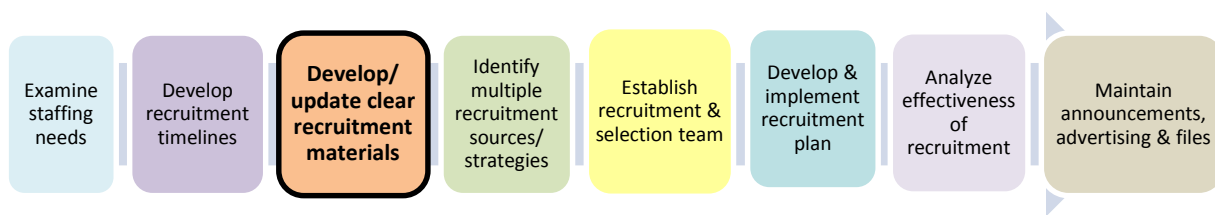
- ✓ Job announcement postings;
- ✓ Specific recruitment messages;
- ✓ Recruitment brochures;
- ✓ Recruitment district/school profile; and
- ✓ Recruitment webpage with application information and email address.

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



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

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



Create an Ideal Candidate Profile for Screening and Selection

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

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

Several examples of statements on ideal candidates are included.

The Peak to Peak Charter School’s statement includes:

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

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

- ✓ A commitment to the Office of School Improvement values and a belief that our students can beat the odds;
- ✓ A comfort level with transparent and public sharing of data;
- ✓ Priority focus on increasing student skills as measured by test scores;
- ✓ Full implementation of the well-managed schools model and active participation as an advisor;
- ✓ Authentic commitment to pre-planned and strategic professional learning both individually and in groups; and

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

Align all Recruitment Messages

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

Job Announcement Postings

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

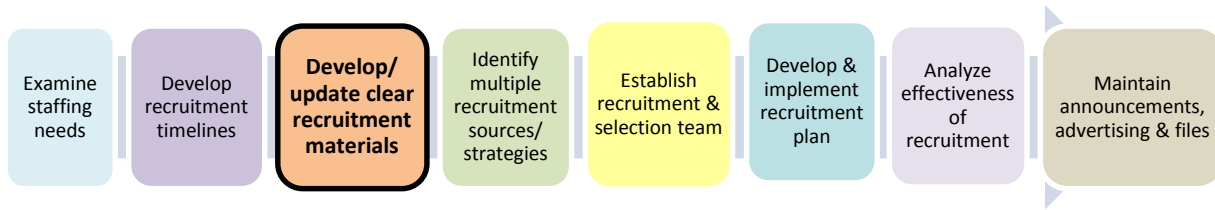
Usually a job announcement includes a title, minimum qualifications, application procedure, and the typical Equal Employment Opportunity (EEO statement).

The major components of a job announcement include:

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




Please refer to Appendix B for examples of job announcement postings and recruitment materials.



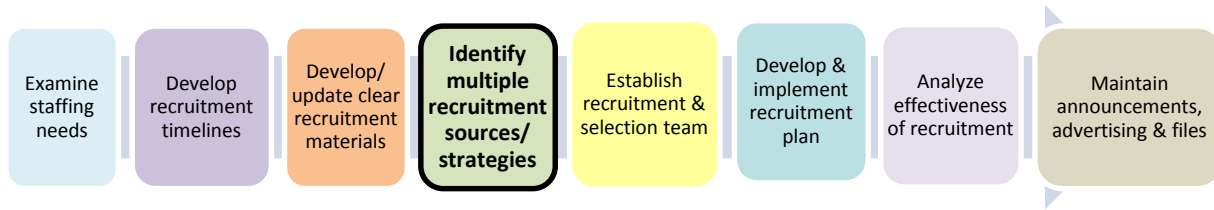
District/School Profile

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

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



Please refer to Appendix C for a School Profile TNTP Template.



Identify Multiple Sources and Strategies for Recruitment

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

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

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

Aspiring educators used the following sources for employment opportunities:

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



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

A Delaware statewide recruitment portal

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

JoinDelawareSchools

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

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

The screenshot shows the 'Join Delaware Schools' website interface. At the top left is the logo for 'Join Delaware Schools' featuring a map of Delaware. To the right is a search bar with the text 'Search this website...' and a 'GO' button. Further right are social media icons for RSS, Facebook, and Twitter, followed by an 'Apply/Join' button. Below the search bar is a navigation menu with links: Home, Why Delaware?, Search Jobs, Paths to Employment, Schools & Districts, News, and About. The 'Schools & Districts' link is highlighted. Below the navigation menu is a breadcrumb trail: Home > Schools & Districts. The main content area is titled 'Schools & Districts' and has a sub-section 'School Districts'. A list of 20 school districts is provided, each with its name, county, and website URL. To the right of the list are two blue call-to-action boxes. The top box says 'Join Delaware Schools. Browse and apply to jobs. Advance your career. Make a difference in Delaware.' The bottom box says 'Delaware Educator Data System (DEEDS) Apply for Delaware licensure and certification.'

Schools & Districts

School Districts

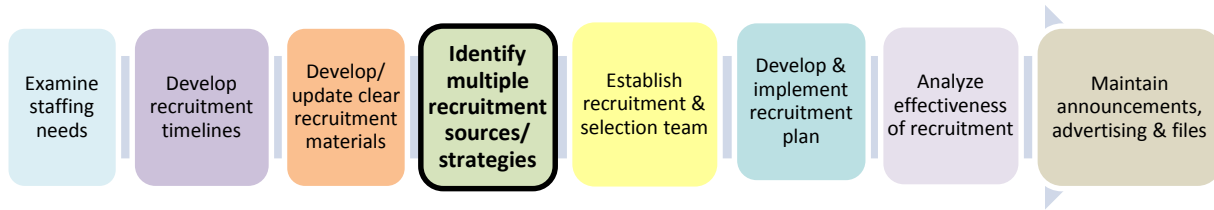
- Caesar Rodney School District, Kent County, DE | www.cr.k12.de.us
- Capital School District, Kent County, DE | www.capital.k12.de.us
- Lake Forest School District, Kent County, DE | www.lf.k12.de.us
- Milford School District, Kent County, DE | milfordschooldistrict.org
- Polytech School District, Kent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

Charter Schools

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

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


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



Prepare District/Schools’ Social Media to Recruit Teachers

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

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



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

Facebook www.facebook.com

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

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

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

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

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

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

LinkedIn



<https://www.linkedin.com/>

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


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

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

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

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

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

Twitter  <https://twitter.com/>

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

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

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

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

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

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

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




<https://www.youtube.com/>

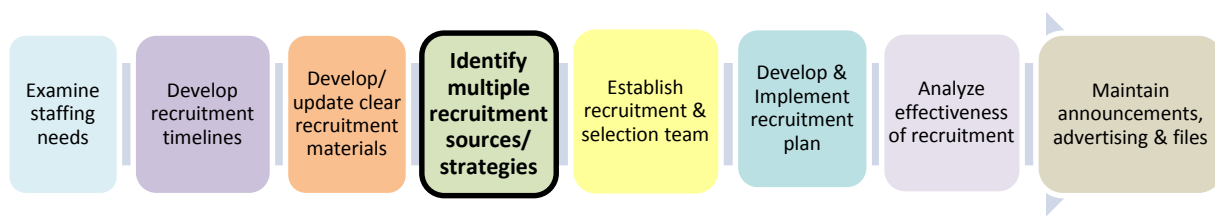
You Tube, a (Google-owned) video-sharing website, is a platform on which users can upload, share, and view videos. A wide variety of user-generated video content is displayed, including film and TV clips as well as amateur content, such as video blogging,

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

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



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



Consider Differentiating Recruitment Strategies for Targeted Candidates

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

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

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

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

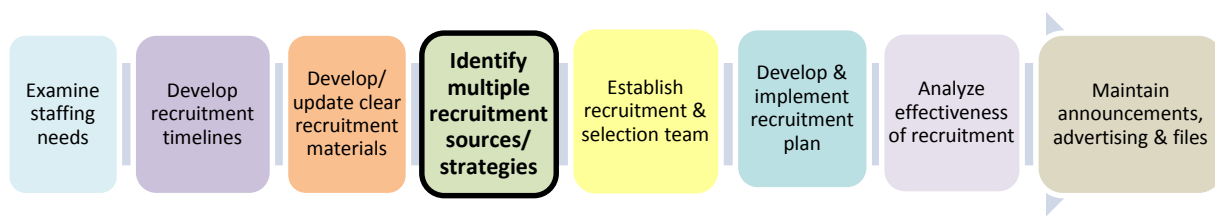
1. Involve current teachers of diverse races/ethnicities in the recruitment planning and strategizing processes. Include representatives on the recruitment and selection teams.
2. Develop partnerships with local and/or regional Historically Black Colleges and Universities to identify potential applicants.
3. Explore the career sites of national organizations, such as the Hispanic Association of Colleges and Universities and the National Alliance of Black School Educators.
4. Reach out to local and regional community and faith-based organizations (e.g., Urban League, NAACP, churches, Asian community organizations, etc.).
5. Tailor marketing messages and images to include adults and children representative of diverse races/ethnicities and testimonials.
6. Advertise positions in local, regional, and national minority-focused publications.
7. Consider scholarship support and/or other financial incentives to future teachers that are tied to the effectiveness of their preparation program and their performance.

8. Recruit teachers who are familiar with the languages and cultures of English language learners.
9. Recruit/support minorities who currently work as paraprofessionals to enroll in teacher preparation programs (e.g., grow-your-own program).

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

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

The citations are fully described in the Annotated Bibliography and include additional examples of each strategy.



Recruitment Strategies for Hard-to-Staff Positions

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

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

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

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

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

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

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

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

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

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

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

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

5. Develop differentiated pay systems to attract prospective teachers.

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

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

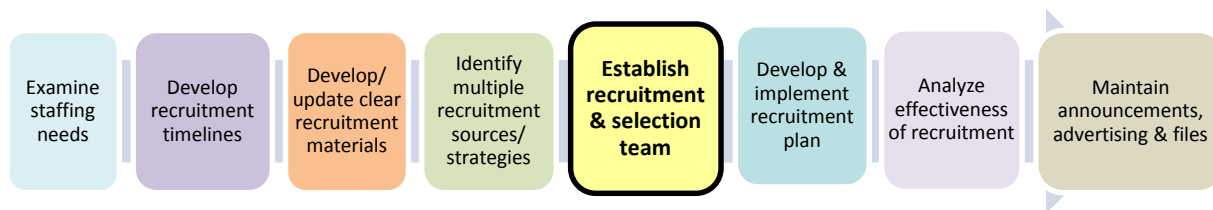
TNTP (2014) suggests that districts consider offering a strong teacher candidate an open contract before a position becomes available. This is a great way to lock up top talent before a rival school or district can hire the person. However, a district must be certain that it will have an eventual position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

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

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

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

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



Establish a Recruitment and Selection Team

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

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

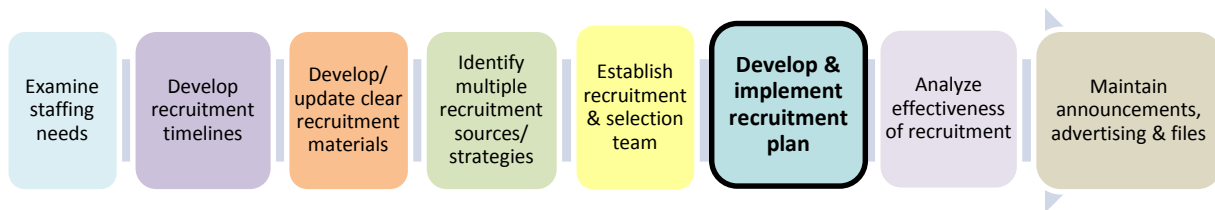
Representation. It is recommended that the team or committee include individuals with different perspectives and expertise and a demonstrated commitment to diversity.

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

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

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

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



Develop and Implement a Comprehensive Recruitment Plan

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

A recruitment plan usually entails the following steps.

1. Set goals.

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

2. Identify action steps.

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

3. Set timelines.

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

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

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

5. Identify budget and resources needed.

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

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

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

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



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

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



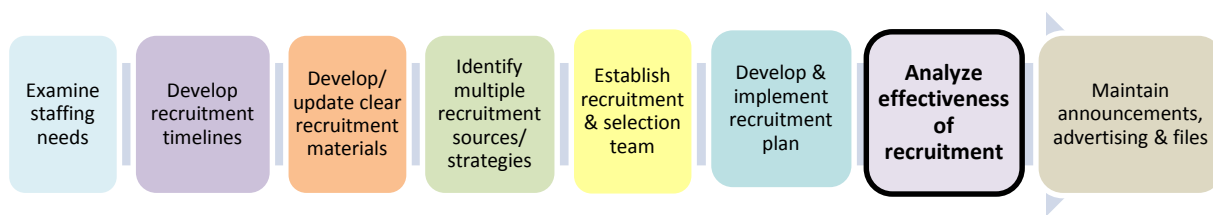
Please refer to the Toolkit's General Information Section for more details about Title II, Part A., Section 2103, Local Uses of Funds under the 2015 Every Student Succeeds Act (ESSA).

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

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

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

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



Analyze the Outcomes and Effectiveness of Recruitment Sources and Strategies

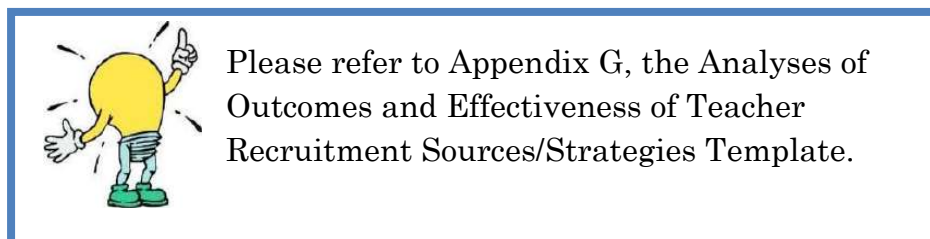
Tracking the sources of all applicants as they enter the district’s/school’s recruitment pipeline provides opportunities to review the data at the end of the hiring season and revise the recruitment process and strategies (TNTP, 2012). The 2015 *Delaware Talent Practices Report* found that thirteen districts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

Potential questions for the analyses of recruitment data:

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

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

An example of analysis plan is on the next page.

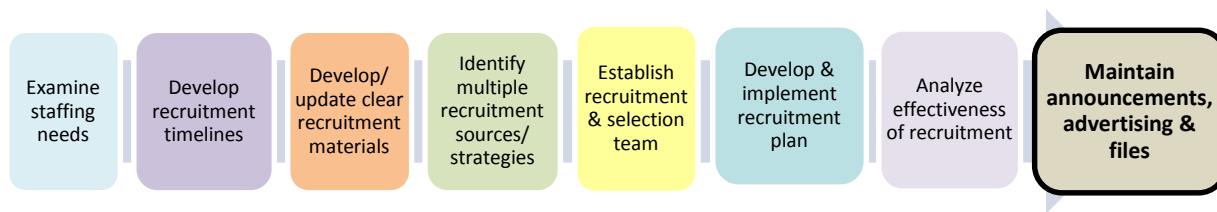


Example of Analyses of Teacher Recruitment Methods and Outcomes

Method	# of Hires	# of Great Hires	Cost	Analysis	Try Again?
Word of Mouth	3	2	0	Best results, best candidates, pursue all angles!	Yes
Plain Dealer	4	2	\$700+	Best local resource, hit or miss (one hire left CA)	Yes
ODE Website	0	0	0	It's free, keep using it	Yes
Teachers-Teachers	0	0	\$750 / year	We are paid through April, keep using till then	Yes
Teach For America	0	0	0	Great, continue using	Yes
HBCU Connect Site	0	0	\$250 / post	Expensive, not focused on education	No
Idealist.org	0	0	\$60 / post	Not commonly used in Midwest, not effective	No
Craigslist.com	0	0	0	Lots of decent applicants, worth using again	Yes
Career Fairs	0	0	\$300 / event	To increase awareness of CA, not great for hires	Yes
Job Fair	0	0	variable	Good to build relationships with area schools	Yes

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

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Maintain Job Announcements, Advertising, and Recruitment Files

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

1. Copies of published notifications sent to the media, individuals, and other recruitment services which contain the institution’s policy of nondiscrimination; and
2. Listing of all advertising and recruitment sources for filling present or future vacation job position must be retained for three years or through final disposition of charges of discrimination or legal action.

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



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

Summary

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

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Key Web Resources for Recruitment

Join Delaware Schools

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

One Application. All Schools.

The goal of this website is to:

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

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

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

Additional Postings on Top School Jobs web site

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

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

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

The New Teacher Project (TNTP)

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

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

Teacher Talent Toolbox

Web site: <http://tntp.org/teacher-talent-toolbox/>

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

Hispanic Association of Colleges and Universities (HACU)

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

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

ProTalent: The HACU Resume Database for Hispanic Professionals

Web site:

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

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

National Alliance of Black School Educators (NASBE)

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

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

NASBE Career Center

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

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

National Alliance for Charter Schools

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

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

Charter Schools Job Board

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

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

National Charter School Resource Center

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

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

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

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

Other Delaware Relevant Resources

Delaware Department of Education

Teacher Leader Effectiveness Unit and Educators

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

Educator Evaluation: Delaware Performance Appraisal System II

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

Delaware Professional Standards Board

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

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

Delaware Department of State, Delaware Public Archives

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Web site:

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

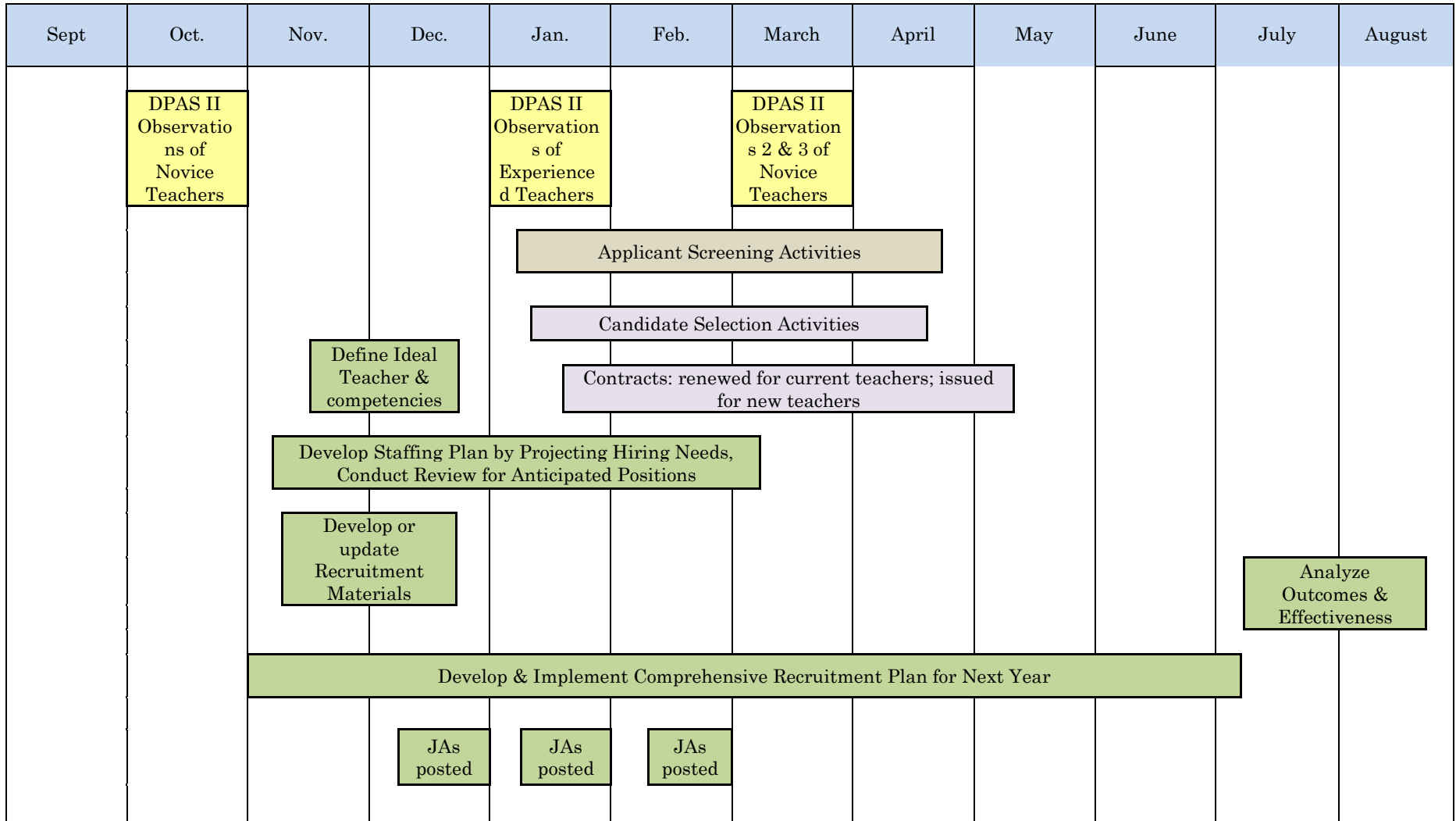
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Appendices

- A Suggested Delaware Proposed Teacher Recruitment and Selection Timelines**
- B Examples of Job Announcement Postings**
 - B.1. Example of Recruitment Messages and Materials**
- C Template: School Profile TNTP**
- D Examples of Join Delaware Schools web site and Facebook page**
- E Examples of Districts Using Social Media for Recruitment**
- F Example of a Recruitment Plan**
- G Template: Analysis of the Outcomes and Effectiveness of Teacher Recruitment Sources/Strategies**

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Appendix A Suggested Delaware Proposed Teacher Recruitment and Selection Timelines



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

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Template: To Create SY Calendar for Recruitment and Selection Timelines

[District/School Letterhead]

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

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

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Appendix B
Examples of Job Announcement Postings

Piute County School District Job Announcement

IDEA Public Charter School Job Announcement for Teachers

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Examples of Job Announcement Postings



Piute County School District

Job Announcement:

Full Time

Special Education Director/SPED Teacher

Coaching Girls Volleyball/Basketball Available With This Position But Not Required

Qualifications:

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

Job Description and Function:

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

Salary and Compensation Package:

Insurance Provided
Retirement Benefits
Salaries Will Be Based On Education

Opening Date: *April 30, 2015*

Closing Date: *May 15, 2015*

Application Procedure:

Complete Piute County School District Application
Provide a Resume Of Experience/Education
List Of References
Educators License Displaying Credentials
College Transcripts
Two Letters Of Recommendation

Submit Applications to:

Piute County School District
500 North Main
PO Box 69
Junction, Utah 84740

Pick applications up at the district office or by calling 435-577-2912 ext.1
or visit our website @ www.piutek12.org

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

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

Examples of Job Announcement Postings



Integrated Design Electronics Academy (IDEA) Public Charter School

Teaching Positions: SY 2012-13

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

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

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

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

Working at Integrated Design Electronics Academy

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

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

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

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

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Appendix B.1. Example of Recruitment Messages and Materials

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

What makes Mastery a top destination for educators?

Culture of high expectation

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

One-Team Approach

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

Leadership Development

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

Rewards for Success

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

Examples of School District Recruitment Materials

The School District of Palm Beach County Teacher Recruitment

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

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Example of School District Recruitment Materials



[Calendar](#)
[Log In](#)
[Directory](#)
[Forms](#)

The School District of Palm Beach County

S D P B C

[S](#)
[D](#)
[P](#)
[B](#)
[C](#)

Quick Links >
Jobs >
Teaching Jobs
Non-Instructional Jobs
Administrative Jobs
Substitute Teacher Office >
FFEA

SDPBC > Jobs > Teach In Palm Beach

Teacher Recruitment



Search and Apply for Jobs

If you are ready to begin your search for a teaching position in Palm Beach County, click the appropriate box below. The preferred web browser is Internet Explorer, Safari, Firefox, and Google Chrome users may experience technical difficulties.

External Applicants - Apply Now

Internal Applicants - Apply Now

Teacher Resources

- > Instructional Hiring Guide
- > Apply for FL Certification
- > Certification Exam
- > Teacher Hidden Paycheck
- > Salary Information
- > Alternative Certification (ACP)
- > I-Teach Program
- > New Educator Support
- > Collective Bargaining Agreement
- > Frequently Asked Questions

Information

Now Hiring - Apply Online

Teacher Recruitment Incentive



Teach In Palm Beach

Instructional Employment

Welcome to the Instructional Employment page, and thank you for your interest in becoming a teacher with The School District of Palm Beach County! We are committed to hiring the most talented educators who will provide opportunities for our students to succeed. The Department of Recruitment & Retention actively recruits beginning and experienced teachers, as well as candidates considering a transition into the field of education.

Teachers Needed!

Opportunities to teach at the beach are available throughout the entire school year. Our mission is to fill our nearly 13,000 teacher positions with an inspiring teacher who will guide his or her students to their highest potential. Critical needs areas include Science, Math, English, Reading, Elementary, Exceptional Student Education, Speech Language Pathologists, and more. Send your resume to the recruiters today and take steps towards your teaching career with Palm Beach County!

Email the Recruiters

Recruitment

The School District of Palm Beach County is far from your average school system. We actively seek and recruit the most promising teachers on a national level. Our recruitment team attends and sponsors events across the country to meet with talented teachers, and help them to secure employment in a Palm Beach County school.

A Recruitment & Retention Incentive can provide teachers up to \$5,000! [Click here for details!](#)

Hiring Process Overview

The hiring process to become a teacher can begin in more than one way. All candidates must submit an online application. Applications are then viewed by the principal or another hiring supervisor.

1

Apply Online

Apply using our online job application for all positions of interest. Vacancies are available throughout the school year, and each application is made available to the school principal. The preferred web browser is Internet Explorer, Safari, Firefox, and Google Chrome users may experience technical difficulties.

2

Submit Documents

Once you have created an applicant profile and submitted an application, review and submit the hiring documents outlined in the hiring guide. Be sure to include your applicant ID number when submitting items.

Example of School District Recruitment Materials

3 Interview Process

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

4 Job Offers

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

5 New Employee Orientation (NEO)

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

6 Begin Working

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

Employer Visa Sponsorship

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

[Click to provide feedback regarding this site, the hiring process, or the Dept. of Recruitment & Retention.](#)

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

NOTICE: Under Florida law email addresses are public record. If you do not want your email addresses released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. To report waste, fraud, corruption, or abuse, please call the Inspector General Hotline: 📞 1-800-352-7637.

Example of School District Recruitment Materials

Teton County School District, Jackson, WY

OPPORTUNITY

Teach. Live. Play.

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

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

District Website:
www.tcsd.org

- Go to the "Employment" tab for the human resources web page.
- For our program website go to "Schools"—"Jackson Elementary"—"At Jackson Elementary"—"Dual Immersion"

**\$54,582
base salary**

Spanish-Speaking TEACHERS WANTED

Example of School District Recruitment Materials

WANTED

Spanish-Speaking Elementary Teachers

Dual Immersion and Elementary Spanish

◆Great community support ◆Dedicated school

board and administrators

◆50:50 program model

◆team teaching



School District

Great benefits package:

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

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

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

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

Come Join Us!!



Working Environment

- Planning time every day—specialists for PE, Music, Art, Computers, and Library
- Low class size: <20 students per class
- Quality, job-embedded professional development: new teacher mentor program, instructional facilitators, 15 full professional days each year.
- Commitment to technology: student computers, multiple mobile labs, Interactive White Boards in every classroom, etc.
- Brand new K-2 elementary that is Gold LEED certified—no building in the district is more than 17 years old.

Vibrant Community

- Small town feel, big city services: theater companies, excellent public transportation, direct airport services, concerts...
- Young, active community
- Affordable housing
- Outdoor Mecca—Gateway to Grand Teton and Yellowstone; world-class skiing, hiking, biking, snowmobiling, whitewater rafting, climbing, etc.
- Over 97% of the county is public land

2012-2013

Examples of Charter School Recruitment Brochures


Bullis Charter School, Los Altos, CA

Green Tech High Charter School, Albany, NY

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Example of Charter School Recruitment Brochure

BULLIS CHARTER SCHOOL



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

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

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

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

THE COMMUNITY

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

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

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



BULLIS CHARTER SCHOOL

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

Design: Alexander Atkins Design, Inc.



BULLIS CHARTER SCHOOL

K-8 TEACHERS AND SPECIALIST TEACHERS

OUR MISSION

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

Example of Charter School Recruitment Brochure

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

WILLIAM BUTLER YEATS

THE POSITION

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

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

SALARY

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

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

OTHER BENEFITS

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

REQUIREMENTS

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

Bullis Charter School is an Equal Opportunity Employer

SELECTION PROCESS

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

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

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

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

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

SEND ALL APPLICATION MATERIALS TO:

Wanny Hersey
Superintendent/Principal
Bullis Charter School
102 West Portola Avenue
Los Altos, Ca 94022

Faxed applications will not be accepted

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

Example of Charter School Recruitment Brochure

The School...



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



Something Different

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



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

The Mission...

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



Albany's First All-Male Charter High School



Small ~ Safe ~ College Prep

Recruiting Teachers in the Following Disciplines:

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

Opening September 2008!

518-694-3400

www.greentechhigh.org

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



Example of Charter School Recruitment Brochure

The Teachers...

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

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



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



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

The Difference...

- **Small, Safe, Interpersonal Learning Environment** — In alignment with observed best practices at other high performing high schools, GTH has adopted a unique student support model that includes small faculty advising groups, social services, tutoring sessions, and college counseling that begins in ninth grade. In addition, all staff are given school-sponsored cell phones to be accessible to their students after school hours. 
- **Single Sex Education** — Research proves that students in single sex classes have superior performance over their co-ed peers and a more positive attitude towards learning.
- **Commitment to Excellence** — GTH's entire school program design is built upon research-based instructional strategies and best practices from the highest performing high schools in the country.
- **Opportunities for Experiential Learning** — All students at GTH will participate in Service Learning projects and week long summer experiences (academic & work-related) all across the country.
- **Mentoring Partnerships** — Each Green Tech High student will be paired with a mentor who is selected on the basis of shared interests. 

The Model...

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

- ♦ MATCH Charter High School (Media & Technology Charter High), Boston, Mass.
- ♦ YES College Preparatory School, Houston, Texas
- ♦ KIPP: Houston High School, Houston, Texas
- ♦ Noble Street High School, Chicago, Illinois

$$\begin{array}{r} 2a + 4b = 18 \\ 2a - 3b = 4 \\ \hline 7b = 14 \\ b = 2 \end{array}$$



**Be Part of the
Green Tech Team!**

Teachers Needed in the Following Disciplines:

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

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

Appendix C

School Name

Template: School Profile TNTP

School motto or slogan

School Name

School Address

City, State 10002

Introductory text:

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

Message from the Principal

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

“Quote from a teacher about working in the school”

*Teacher Name,
teacher at School
since 2001*

General information:

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

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

School information and statistics:

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

Personal profile:

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

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

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Appendix D

Examples of Join Delaware Schools Web Site and Facebook Page

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Example of Join Delaware Schools Web Site and Facebook Page

Downloaded from: <https://www.facebook.com/JoinDelawareSchools/>

The screenshot shows the top portion of the Join Delaware Schools website. On the left is the logo for Join Delaware Schools, featuring a blue outline of the state of Delaware with the text "Join DELAWARE SCHOOLS" below it. To the right of the logo is a search bar with the placeholder text "Search this website..." and a "GO" button. Further right are social media icons for RSS, Facebook, and Twitter, followed by a yellow "Apply/Join" button. Below these elements is a navigation menu with links for "Home", "Why Delaware?", "Search Jobs", "Paths to Employment", "Schools & Districts", "News", and "About". The main banner features a photograph of a smiling woman, Sandra Hall, with the text "Teacher of the Year" and "Delaware's 2015 Teacher of the Year, Sandra Hall". Below the photo is a row of ten small circles, with the first one filled. At the bottom of the banner, there is a dark blue bar with the text "Join Delaware Schools Today!" on the left and a yellow "APPLY NOW" button on the right.

This section contains four blue rectangular boxes, each with a title and a short paragraph of text. The first box is titled "Our Educators Have a Voice" and states that Delaware listens to feedback about teaching and learning conditions, and mentions a 2013 TELL Delaware Survey. The second box is titled "Our Investments in Teacher-Leadership" and describes a network of teacher-leaders dedicated to building high quality units and lessons. The third box is titled "Our Support System for Novice Educators" and explains that Delaware provides mentoring and induction programs to develop essential knowledge, skills, and experiences for new educators. The fourth box is titled "Our Commitment to Equity" and notes that Delaware's highest needs schools deserve the best, mentioning the Delaware Talent Cooperative.



Example of Join Delaware Schools Web Site and Facebook Page

Downloaded from: <https://www.facebook.com/JoinDelawareSchools?fref=ts>

Join Delaware Schools
Education

1,490 people like this

Invite friends to like this Page

ABOUT

- Ask for Join Delaware Schools's address
- Ask for Join Delaware Schools's phone
- <http://joindelawareschools.org/>

PHOTOS

Join Delaware Schools
February 29 at 11:37am ·

29 jobs were posted last week. Explore all open job postings and apply across the state with just one application. Visit joindelawareschools.org and Join Delaware Schools today.

Like Comment Share

9

Write a comment...

Join Delaware Schools
February 25 at 10:11am ·

Check out the great things happening in Delaware schools each month in the Take Note newsletter. The February edition features stories on Capital School District's Young Senators program, how Appoquinimink School District is preparing students for the spring SAT, dual enrollment programs in The Delmar School District and Polytech School District are reducing college remediation rates among their graduates and what 13 schools from across Delaware did to earn state honors for academic progress.

<http://archive.constantcontact.com/.../arc.../1123877409448.html>

LIKED BY THIS PAGE

Wesley College Like

Example of Join Delaware Schools Web Site and Facebook Page

The screenshot shows the Facebook page for 'Join Delaware Schools'. The page header includes the name 'Join Delaware Schools', a search bar, and navigation links for 'Bonnie', 'Home 2', and 'Find Friends'. On the left sidebar, there is a 'Like' button for 'Delaware State Univer...' and a 'Like' button for 'Delaware State Univer...'. Below this, there are links for 'English (US)', 'Privacy', 'Terms', 'Cookies', 'Advertising', 'Ad Choices', and 'More'. The main content area shows three posts from 'Join Delaware Schools'. The first post is from February 24 at 7:13am and promotes the '2nd Annual Recruitment Fair' on Saturday, February 27 in Ocean City MD. The second post is from February 22 at 11:32am and promotes the 'Second Annual Teacher Recruitment Fair' on Saturday, February 27 in Ocean City MD. Both posts include a link to 'www.joindelawareschools.org' and a 'Write a comment...' box. The third post is from February 17 at 10:07am and says 'Join Delaware Schools shared their post.' Below this, there is a 'Chat (1)' button.

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Appendix E

Examples of Districts Using Social Media for Recruitment

Des Moines Public Schools Social Media Page

Des Moines Public Schools LinkedIn Page for Recruitment

Dallas Intermediate School District Facebook Page for Recruitment

District of Columbia's Public Schools YouTube Page for Recruitment

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Examples of Districts Using Social Media for Recruitment

Des Moines Public Schools Social Media Website

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



Social Media

Where you can follow DMPS online

Des Moines Public Schools uses several social media tools in order to share news, information, announcements and more with parents, staff, the community and anyone interested in Iowa's largest provider of public education.

The social media sites used by DMPS all have free smartphone and tablet apps available, making it easy to connect from anywhere and at anytime.

The following is a list of current DMPS social media sites, a link to each, and a brief description of how each is used:



	Facebook: DMPS uses Facebook for a little bit of everything - announcements about student and staff honors, links to stories about our schools, reminders about upcoming events, and more. "Liking" the DMPS Facebook page is a good way to receive regular updates from the school district.
	Flickr: The school district is building a photojournalist-quality library of images covering a range of events and activities in our schools. Images from our Flickr page are for the use of the district and schools; for the personal use of individuals in the photos; and for use by the news media (with attribution given to Des Moines Public Schools).
	Instagram: From professional photographs to phone snapshots, DMPS shares a variety of images of the day-to-day activities at our schools. Follow us on Instagram and tag your school photos with #DMPS365 to join us.
	LinkedIn: Des Moines Public Schools is the fifth largest employer in the metro, and the district's Human Resources department uses LinkedIn as a means to share information about job openings as well as recent hires.
	Pinterest: From our schools to arts and sports news to our alumni - including Pinterest founder Ben Silbermann - DMPS "pins" a variety of stories and images using Pinterest.
	Twitter: Much like Facebook, the school district uses Twitter to share links to a range of stories. In addition, Twitter is used for announcements and reminders about events and schedules. Adding the school district to your Twitter contacts is another good way to receive regular updates.
	YouTube: The school district is home to DMPS-TV, a 24/7 cable outlet that airs on Mediacom channels 85 or 97.3. In addition, all DMPS-TV programming may also be viewed online on our YouTube channel.

Please note that Des Moines Public Schools reserves the right to remove comments and/or block users on any of its social media sites who post comments which, in the school district's sole discretion, bully, intimidate, or harass any individual; contain obscenity, nudity or gratuitous violence; are commercial or political solicitations; are factually erroneous, libelous, or wildly off-topic; are from anonymous blog trolls; or that otherwise violate State law, school district policy, or the guidelines of the social media sites.

A copy of the social media guidelines for DMPS employees can be downloaded [here](#).

DMPS Foundation
DMPS-TV
For The Record
Legislative Priorities
Mobile App
News Releases
Public Records
Social Media
TheWeek@DMPS



Examples of Districts Using Social Media for Recruitment

Des Moines Public Schools LinkedIn Site

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

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



Keep up with Des Moines Public Schools



Stay up to date with company news



Discover new job opportunities



See how you're connected to employees

Join LinkedIn to get the latest news, insights, and opportunities from over 3 million companies. It's free!

[Join LinkedIn](#)



Des Moines Public Schools

Education Management
1001-5000 employees

3,303 followers

[Follow](#)

Home



Des Moines Public Schools employees



Carter Staci
Teacher

[See how you're connected](#)

Des Moines Public Schools is home to more than 32,000 students, and offers the most educational choices in Iowa. DMPS is home to the state's top Advanced Placement program, is Iowa's only district to offer the International Baccalaureate Programme as well as a public Montessori school, and has nationally recognized programs at Central Campus and the Downtown School.

DMPS also offers employees the most career choices and the best benefits in Central Iowa, including a tuition-free Master's degree from Drake University for new teachers.

The Des Moines Independent Community School District is accredited by the North Central Association of Secondary Schools and Colleges and the Iowa Department of Education.

Website

<http://www.dmschools.org/>

Industry

Education Management

Type

Educational Institution

Headquarters

2323 Grand Avenue Des Moines,
Iowa 50312 United States

Company Size

1001-5000 employees

Founded

1907



Connect with co-workers

Learn more about who they are.

[Add your position](#)

People Also Viewed



Recent Updates

Des Moines Public Schools Know someone looking for a new opportunity? We are hiring more than 200 teachers for the 2016-17 school year. Register now and reserve an interview time!

DMPS Educator Career Fair 2016

Examples of Districts Using Social Media for Recruitment

Dallas Intermediate School District Facebook Page for Recruitment

<https://www.facebook.com/DallasISDRecruitment>

<https://www.facebook.com/DallasISDRecruitment>

Dallas ISD Recruitment
Education · Business Services

1,705 people like this

11 people have been here

Open · 8:00AM - 5:00PM
Get additional info

Invite friends to like this Page

4.6 ★ 4.6 of 5 stars · 17 reviews
View Reviews

ABOUT

3807 Ross Ave
Dallas, Texas
(972) 925-4200
<http://www.dallasisd.org/>

PHOTOS

Dallas ISD Recruitment at Embassy Suites by Hilton
Miami International Airport
February 22 at 6:32pm · Miami, FL, United States ·

ATTENTION MIAMI EDUCATORS:
As a teacher in Dallas ISD, your impact goes far beyond the students sitting in the desks of your classroom. For many students, just having an adult who believes in them can be life-changing.
Want to know more about our district? We will conduct information sessions on March 8th & 10th, from 6-8pm.... See More

Dallas ISD Interviews - March 8 - 11, 2016 (Miami)
Dallas Independent School District: Miami Teacher Interviews March 8-11, 2016. Teach where you're needed most: in Dallas! Dallas students have big...
SIGNUPGENIUS.COM | BY SIGNUPGENIUS

Like · Comment · Share

5 · Chronological

45 shares

Daniel Lopez Ledezma Coming to Mexico?
Like · Reply · 1 · February 22 at 7:24pm

Dallas ISD Recruitment Mr. Daniel Lopez Ledezma at the moment we are not going to Mexico, but be sure to look at our dallasisd.org/hcm/jobfair and Facebook page for updates.

Career Center / Teacher Job Fairs
Dallas ISD HCM department is hiring teachers in all certification areas, including English language arts, special education...

Examples of Districts Using Social Media for Recruitment

District of Columbia Public Schools Recruitment on YouTube

Retrieved from: <https://www.youtube.com/user/dcpubl>

The image is a screenshot of a web browser displaying the YouTube channel for DC Public Schools. The browser's address bar shows the URL <https://www.youtube.com/user/dcpubl>. The YouTube interface includes a search bar, an 'Upload' button, and a 'Sign in' button. The channel banner features a smiling young boy and the DC Public Schools logo. Below the banner, the channel name 'DC Public Schools' is displayed with a 'Subscribe' button and a subscriber count of 1,112. The navigation menu includes 'Home', 'Videos', 'Playlists', 'Channels', 'Discussion', and 'About'. The 'Uploads' section shows four video thumbnails with titles and view counts: 'Explore Cornerstones in DCPS' (1,281 views), 'Chancellor Kaya Henderson Addresses "Further Together"' (95 views), 'Career Education Programs at DCPS HD' (115 views), and 'DCPS PARCC Results Message from Chancellor Kaya Hendersc...' (412 views). A 'Popular channels' sidebar on the right lists 'Ryan ToysReview', 'BuzzFeedYellow', 'Family Fun Pack', 'BuzzFeedVideo', 'Toy Freaks', and 'McJuggerNuggets', each with a 'Subscribe' button. At the bottom, the YouTube logo and utility links for 'Language: English', 'Country: Worldwide', 'Restricted Mode: Off', 'History', and 'Help' are visible.

Appendix F

Example of a Recruitment Plan

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

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

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

Template: Recruitment Plan

[District/School Letterhead]

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

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

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

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

Appendix G

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

[District/School Letterhead]

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

School Year:		Date:	
Recruitment Goal:			

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

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

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Background Information

Maintain Job Announcements, Advertising, and Recruitment Files

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

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

Refer to the following web site for more information:

http://archives.delaware.gov/govsvcs/general_records_retention_schedules/school%20district/personnel%20records.shtml

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Example of Job Descriptions that Reflect Critical Competencies

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

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

The major components of a job description include:

1. Job Heading;
2. Job Summary;
 - a. Provides a snapshot or describes the main purpose of the job, consisting of no more than three to five sentences.
 - b. The job summary should start with an action word, then explain the job's requirements, and, if necessary, explain the why or how of the job.
3. Essential Duties, Tasks and Responsibilities;
 - a. Duties describe what, how and why.
 - b. Start with action verbs. Duties should be essential to the position and avoid listing marginal duties.
4. Working Conditions and Physical Requirements; and
5. Qualifications.
 - a. Education, Experience, Knowledge, Skills, Abilities, Special Skills,
 - b. Licensures, and Certifications.

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

Example of a job description with competencies is provided.

Job Description Example: Opportunity Culture Subject Specialization Teacher

Summary

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

Responsibilities

Planning and Preparation

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

Classroom Environment

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

Instruction

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

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

Professional Responsibilities

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

Qualifications

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

Hours

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

Pay

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

Reports to: Principal or Chief Academic Officer.

Retrieved from http://opportunityculture.org/wp-content/uploads/2012/05/Selection_Development_Evaluation_Toolkit-Public_Impact.pdf

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C

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Screening and Selection of
Applicants and Candidates



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Table of Contents

Introduction	1
Guiding Questions for Creating Systems.....	1
Major Components in the Screening and Selection Systems	2
Determine Key Activities and Timelines in the Screening and Selection Processes.....	4
Overview of Toolkit’s Screening and Selection Processes.....	5
Tiered Approach to Screening and Selection	5
Overview of Key Steps, Activities, and Timelines in Screening and Selection	7
Establish a Selection Team	10
Identify a Chairperson	11
Delegate Assignments to Team Members	11
Ensure that All Members Maintain Confidentiality.....	12
Identify a Recorder for each Team Meeting	12
Documentation of Team Meeting(s) and Justification for Decisions.....	13
Establish Objective Screening and Selection Criteria	14
Selection Criteria Based on Competencies	14
Other Criteria for Consideration.....	15
Map the Competencies through the Screening and Selection Process	16
Example of Selection Matrix Identifying Which Competencies will be Assessed During the Selection Process for a Teaching Position.....	17
Determine Objective Decision-making Procedures and Evidence	21
Establish a Record Keeping System and Maintain All Screening and Selection Records.....	24
Summary	25
References.....	27
Appendices	29
Appendix A Decision-Tree	31
Appendix B Template: Selection Team Assignment of Roles and Responsibilities	35
Appendix C Template: Team Meeting Notes	37

Appendix D Delaware Teacher Selection Criteria, Example Indicators, and Levels of Performance Rubrics based on DPASII	39
Appendix E Selection Matrix based on the DPAS II.....	49
Selection Matrix Template based on the DPAS II	51
Appendix F Template: Delaware Teacher Selection Summary Form	55
Resources and Background Information	63
U.S. Equal Employment Opportunity Commission.....	63
Prohibited Application and Hiring Practices	63
Laws Enforced by EEOC	64
Sources for Delaware Laws and Regulations	66

“By looking for research-based qualities of effective teachers during the selection process, we increase the likelihood of selecting the best teacher applicants.”
(Stronge & Hindman, 2006, p. 19).

Introduction

This section provides an overview of the major steps in creating systems for the screening and selection of applicants and candidates.

This section addresses one of the components under Selection of the Delaware Human Capital Strategy. The other components under selection include:



Please refer to the Introduction Section for the overview of the Delaware Human Capital Strategy.

- Employing rigorous, competency-based models to make hiring decisions, and
- Integrating Delaware Performance Appraisal System (DPAS-II) evaluation findings and other data to selection model for future years.

A screening process is usually the first step that a district/school takes after receiving an application for employment from an applicant. It usually involves reviewing the application package. Teacher selection is the process by which a district/school chooses the most qualified and effective teacher candidate to fill a position. (A candidate is a job applicant who was screened and deemed minimally qualified for a position.)

A good selection system should result in the hiring of teacher candidates on the basis of an objective review of qualifications and competencies. Teacher selection is often one of the main opportunities to strengthen a district/school’s curriculum and instruction, better assess current student needs, and improve learning outcomes.

Guiding Questions for Creating Systems

1. What are the major components of screening and selection systems?
2. How can districts/schools incorporate a competency-based selection model?
3. In what ways can districts/schools integrate the DPAS-II components, criteria, and indicators into a competency-based selection model?

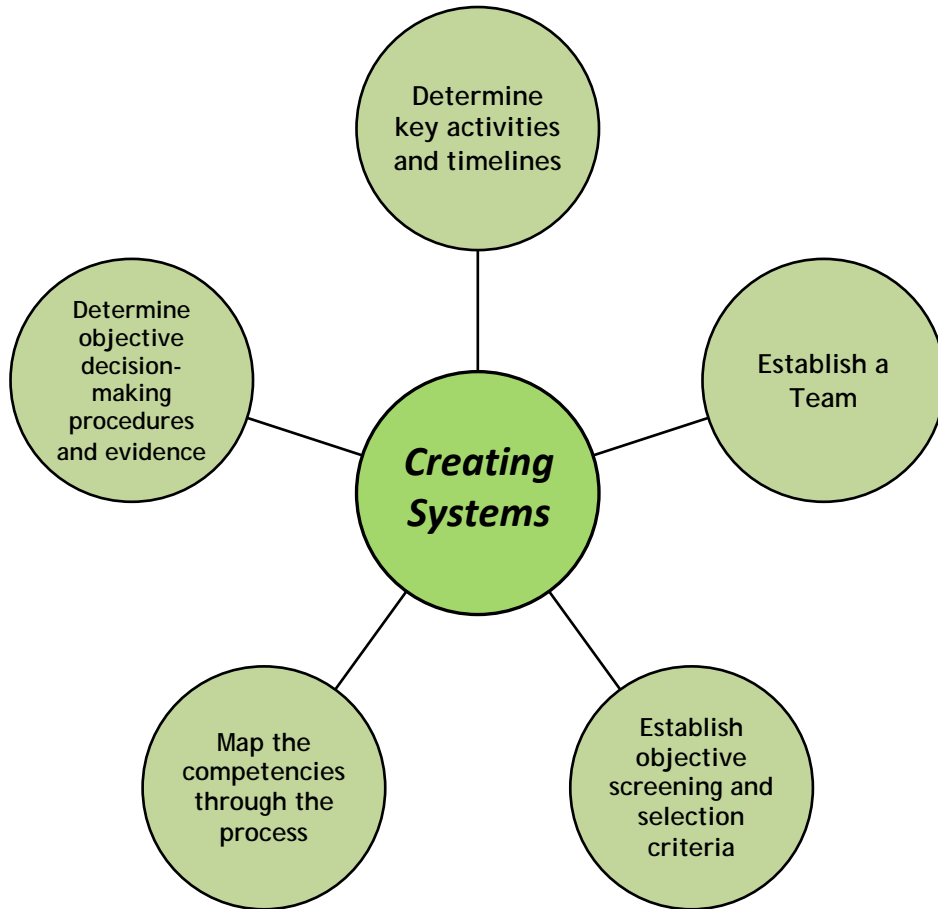
Major Components in the Screening and Selection Systems

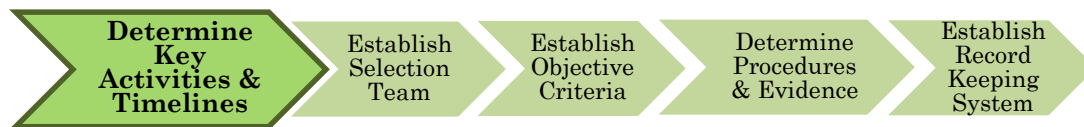
A comprehensive screening and selections system includes: steps, activities, criteria, timelines, persons responsible, and forms/templates for documentation. In this section, we will identify the typical components in creating systems for the screening and selection of applicants and candidates comprehensive selection process. These include:

Major Components in the Screening and Selection Systems	
1	Determine key activities and timelines in the screening and selection processes
2	Assign roles and responsibilities to members of a Selection Team
3	Establish screening and selection criteria and map competencies through the screening and selection processes
4	Determine objective decision-making procedures and evidence
5	Establish a record-keeping system and maintain records on the screening and selection criteria process and outcomes

Each of these components will be described.

Major Components in the Screening and Selection Systems





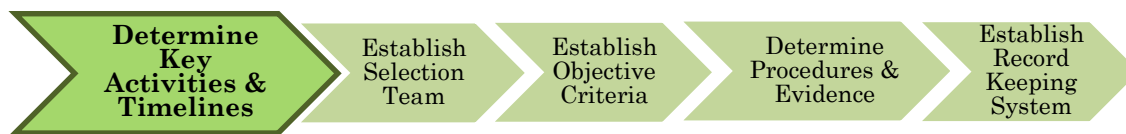
Determine Key Activities and Timelines in the Screening and Selection Processes

Initially, a district/school needs to decide on the steps and activities in the screening and selection processes. This will be influenced by: the number of personnel available for implementing the steps and activities, the time available, and the number of applicants that a district/school may receive.

TNTP (2012) suggests that an effective process should:

- ❖ Provide a district/school a means to gather all the evidence needed to evaluate applicants and candidates;
- ❖ Provide adequate opportunities for candidates to demonstrate their skills and evidence of prioritized school competencies;
- ❖ Provide opportunities for a district/school to view candidates through multiple lenses and determine his/her areas of strength and development;
- ❖ Offer candidates opportunities to learn about the district/school's expectations;
- ❖ Be efficient; and
- ❖ Involve multiple staff.

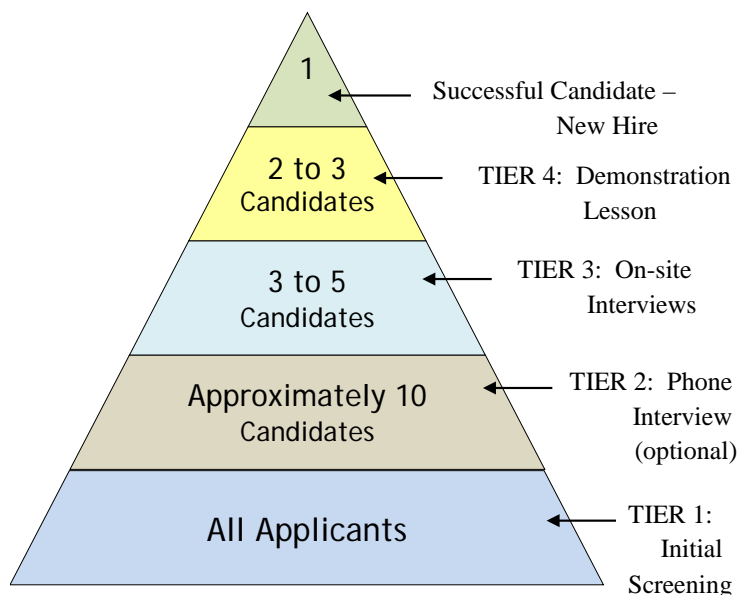
Refer to the next few pages for the key activities in the toolkit's screening and selection processes, particularly the overview.



Overview of Toolkit’s Screening and Selection Processes

It is helpful to think of the screening and selection processes as a series of steps represented by a tiered triangle. The ultimate goal of the steps in the screening and selection processes is to identify highly qualified teachers who are good matches for a district/school and the position. In the first tier, a district/school reviews all applicants for a teaching position and conducts initial screening of applicant packages to determine if applicants meet the minimum position requirements. Based on the results of the screening of applicants, the next potential optional step would involve the Selection Team members conducting telephone interviews with applicants. The goal of Tier 2 is to review the candidates selected after the first screening, gather more information, and determine whether a candidate is a potential good match for the position and the goals of the district/school. After the second screening, the district/school invites the top three to five candidates for formal on-site interviews with the Selection Team members (Tier 3). Based on the results of the on-site interviews, the Selection Team invites the top two to three candidates to conduct demonstration lessons at a school with specific classes. The next page delineates the key steps, activities, and timelines within the tiered approach.

Tiered Approach to Screening and Selection



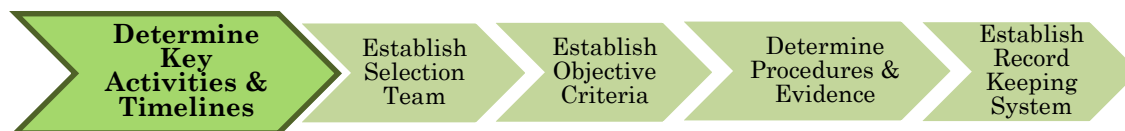
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Overview of Key Steps, Activities, and Timelines in Screening and Selection

Key Steps	Activities	Estimated Length of Time for Activities	Day(s) in the process
Initial Application	1. District/School acknowledges application package <ul style="list-style-type: none"> • Documentation of district/school receiving application • Establish applicant tracking system 	30 min.	1
Screening Process of Applicants	2. Screen application packages, including evaluation of: <ul style="list-style-type: none"> • Cover letters, • Applications, • Resumes, • Transcripts, • Praxis results and • Writing samples • Document screening process and criteria 	1-2 hours	1-2
	3. Prioritize applicants based on screening criteria <ul style="list-style-type: none"> • Notify applicants of next steps in selection process or reject 	1 hour	2-3
Optional Step in Screening Process	4. Conduct screening telephone interview <ul style="list-style-type: none"> • Plan and arrange phone interviews • Conduct phone interviews • Evaluate phone interview notes with criteria • Notify applicants of next step in the selection process or reject 	1-3 hours	3-4

Overview of Key Steps, Activities, and Timelines in Screening and Selection

Key Steps	Activities	Estimated Length of Time for Activities	Day(s) in the process
Selection Process	5. Conduct on-site interviews of top tiered candidates <ul style="list-style-type: none"> • Plan & prepare for on-site interview(s) 	1-2 hours	4-5
	<ul style="list-style-type: none"> • Conduct district/school-site interview(s) • Evaluate the interview(s) • Notify candidates of results and either reject or determine next step in the selection process 	1-2 hours	5-8
	6. Request demonstration lessons by top tiered candidates <ul style="list-style-type: none"> • Plan & prepare for demonstration lesson(s) 	1-2 hours	8-9
	<ul style="list-style-type: none"> • Conduct demonstration lessons 	1 hour	8-10
	<ul style="list-style-type: none"> • Evaluate demonstration lesson(s) • Determine final recommendations for administration 	1-2 hours	8-10
	<ul style="list-style-type: none"> • Notify Candidates of Decisions 	1 hour	8-10
	7. Conduct reference checking	1-2 hours	Optional
	8. Offer letter(s) of employment to final candidate(s) and confirm acceptance	1 hour	8-10



Refer to Appendix A for the Decision Tree aligned with the above activities.

Determine a timeline for each key activity in the screening and selection process. This will depend on how quickly the district/school needs to make a decision after the last interviews of and demonstration lessons by all candidates. A suggested estimated day(s) in the process and estimated length of time are included in the previous overview table.



Refer to Section the Comprehensive Teacher Recruitment Process for Suggested Teacher Selection Timelines to complete during the school year.

Be sure to notify all applicants as soon as possible after each decision is made in the screening and selection process.

The remaining sections of the Toolkit describe each process and procedures in the screening and selection process, including:

- Screening Job Applications and Applicant Pools,
- The On-Site Interview Process and Procedures,
- Demonstration Lessons, and
- Competency-based Reference Checking.

In addition, each section includes examples and templates for districts/charter schools to use and/or adapt.

Once a district/school identifies the major steps and activities, the next step is to assign roles and responsibilities for each step to members of the Selection Team.



Establish a Selection Team

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

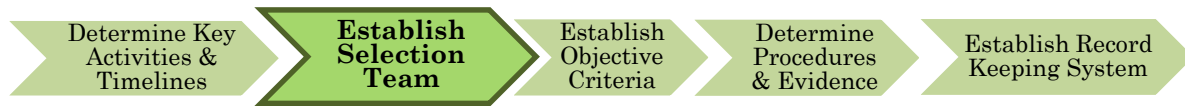
1. Screening submitted application packages and conducting initial phone interviews;
 2. Conducting and evaluating on-site interviews and demonstration lessons of candidates; and
 3. Making final hiring recommendations to the district/school administrator(s).
- Remember that the Team serves in an advisory capacity. Ultimate responsibility for hiring decision rests with the district/school administrator(s).

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

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

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

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



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

Once a district/school identifies members of the team, it is recommended that a district/school assign the following roles and responsibilities.

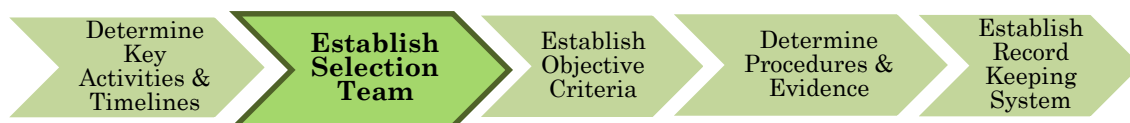
Identify a Chairperson

The Chairperson schedules the meeting(s); contacts the members for assignments and Team meetings; facilitates the Team meetings and the completion of all assignments; and relays recommendations and information to the appropriate administrator(s) This person is responsible for ensuring the integrity of the process by maintaining an organized and systematic approach to filling a position.

Delegate Assignments to Team Members

Identify which members of the Team will be involved in the following steps of the screening and selection process:

- Screening applications and application packages;
- Conducting phone interviews (optional);
- Leading and participating in the on-site interviews;
- Participating in the demonstration lessons;
- Checking a candidate’s references;
- Making final recommendations;
- Recording meeting notes; and
- Maintaining all records.



All Team members should have the following available to them during the screening and selection process:

- Job description(s) and job posting announcement(s);
- Selection criteria and rating templates; and
- Information on each applicant/candidate.



Refer to Appendix B, Selection Team Template for Assignment of Roles and Responsibilities, in this section.

Ensure that All Members Maintain Confidentiality

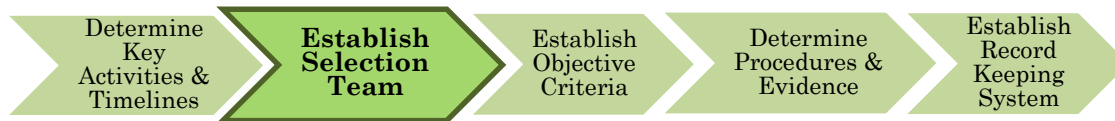
It is important that all team members maintain confidentiality throughout the screening and selection process. A breach of confidentiality may result in the cancellation of the selection process. It can also lead to a loss of time and money as well as the loss of qualified candidates.

Identify a Recorder for each Team Meeting

Whenever the team meets, a recorder should be assigned. A recorder needs to be sure he/she captures the notes from each meeting accurately.



Refer to Appendix C, Team Meeting Notes Template.



Documentation of Team Meeting(s) and Justification for Decisions

- ❖ Ensure the recorder has identified the process by which all decisions are made and the final decision(s).
- ❖ Document the reasons for selection or non-selection in relation to the required qualifications and competencies. Be sure to include any documentation of distinctions that were made between candidates.
- ❖ Attend to notes, comments, and/or justifications and ensure they do not include any biased language (e.g., any references to race, color, religion, sex, national origin, age, disability or genetic information on candidates).



Establish Objective Screening and Selection Criteria

The selection process includes criteria for selection and procedures for selecting candidates. Each of these will be briefly described.

Selection Criteria Based on Competencies

Selection criteria are the factors that a district/school will use to assess each applicant and candidate. It is recommended that the selection criteria be limited and focus on the key essential job requirements and competencies with indicators.

A competency is a pattern of thinking, feeling, acting, or speaking that causes a person to be successful in a role or job (U.S. Department of Education, 2012). Competency-based criteria are descriptions of skills, knowledge, or other factors required for successful performance of a job (TNTP, 2012). They are defined in terms of observable behaviors, and therefore can be assessed or measured.

Selection criteria should be:

- ❖ Understandable by all Team members who are reviewing each candidate;
- ❖ Clear;
- ❖ Concise; and
- ❖ Easy to understand by people outside of the organization.

A district/school should develop selection criteria for each major step of the screening and selection process. For example, the Toolkit includes criteria for screening application packages as well as templates for districts/schools to use and adapt.

In the toolkit, we have aligned competencies with the broad components and criterion identified in the DPAS II, including:

- Planning and Preparation;
- Classroom Environment;
- Instruction; and
- Professional Responsibilities.



Please refer to Appendix D for the Toolkit’s Criteria, Example Indicators, and Levels of Performance Rubric based on the DPAS II.

Other Criteria for Consideration

In addition to competencies, consider the following:

- How well does a candidate match the minimum qualifications of the position?
- Does a candidate’s profile align with a district/school’s vision and mission?
- Does a candidate offer a unique set of experiences that other district/school staff does not have?
- Does a candidate have skills or training that would be beneficial to other faculty?
- Does a candidate appear flexible and have the ability to fill a variety of educational roles in a district/school? (Gross & DeArmond, 2011).
- Does a candidate demonstrate interests and skills that match a district/school’s culture and needs?
- Does a candidate convey a reasonable understanding of potential challenges involved in teaching at a school?
- Does a candidate display a willingness to adapt classroom management style to meet the particular needs or culture of a school? (TNTP, 2012)



All selections must be made without regard to age, race, color, religion, creed, national origin, sex, marital status, disability, veterans status, pregnancy, gender, ancestry, medical condition, and/or any other protected group status.

Refer to Resources and Background Information in this section for additional information on prohibited application and hiring practices and federal laws enforced by the U.S. Equal Opportunity Employment Commission. In addition, there are web sites listed for major Delaware laws and regulations.



Map the Competencies through the Screening and Selection Process
































Once a district/school identifies the key competencies for a position, it is recommended that a district/school map out where and how the competencies will be assessed during the screening and selection processes. For example, a selection matrix maps the selection process activities and submissions in relation to the selection criteria. This helps the Team members know when the candidates have opportunities to demonstrate their competencies, including knowledge, skills, and dispositions. Ideally, candidates will have multiple opportunities to address each of the criteria.





































See next page for an example of a selection matrix. The matrix can also be used as a training tool for selection personnel to help them understand where they are to look for certain competencies during the screening and selection processes.
















Please refer to Appendix E for the Selection Matrix Template.

Example of Selection Matrix Identifying Which Competencies will be Assessed During the Selection Process for a Teaching Position

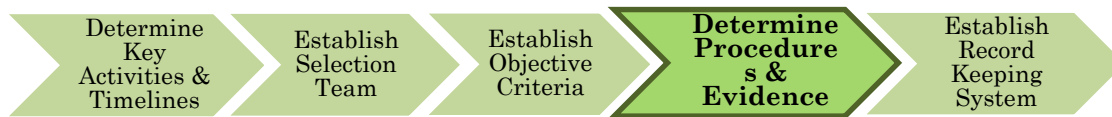
Selection Criteria (DPAS II Components, Criterion, and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Telephone Screening Interview	On-site Interview	Demonstration Lesson	Reference Checks
Component 1: Planning and Preparation					
1.a. Selecting Instructional Goals					
1.b. Designing Coherent Instruction					
1.c. Demonstrating Knowledge of Content & Pedagogy Knowledge					
1.d. Demonstrating Knowledge of Students					
1.e. Designing Student Assessments					
Component 2: The Classroom Environment					
2.a. Managing Classroom Procedures					
2.b. Managing Student Behavior					
2.c. Creating an Environment to Support Learning					
2.d. Organizing Physical Space					

Selection Criteria (DPAS II Components, Criterion, and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Telephone Screening Interview	On-site Interview	Demonstration Lesson	Reference Checks
Component 3: Instruction					
3.a. Engaging Students in Learning					
3.b. Demonstrating Flexibility & Responsiveness					
3.c. Communicating Clearly and Accurately					
3.d. Using Questioning & Discussion Techniques					
3.e. Using Assessments in Instruction					
Component 4: Professional Responsibilities					
4.a. Communicating with families					
4.b. Recording Data in a Student Record System					
4.c. Growing & Developing Professionally					
4.d. Reflecting on Professional Practice					

Selection Criteria (DPAS II Components, Criterion, and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Telephone Screening Interview	On-site Interview	Demonstration Lesson	Reference Checks
Component 5: Student Improvement					
5. To be determined by the district/school					
Other Criteria/Competencies to Be Determined by a District/School					
Cultural Fit with District/School and Position					
Commitment to District/School Mission					
Educational Philosophy					
Cultural Competence					

Note: We provided examples under other criteria/competencies to be determined by a district/school. A district/school will need to determine what specific components will be addressed in this category.

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Determine Objective Decision-making Procedures and Evidence

Generally, the selection procedures should:

- ✓ Be objective, fair, and defensible;
- ✓ Be based on accurate and complete information gathered through the screening and selection process; and
- ✓ Efficiently result in identifying and hiring the best qualified candidate for a specific teaching position.

Each section of the Toolkit (e.g., screening applicant packages and applicant pools, on-site interviews, and demonstration lessons) outlines procedures by which Team members may evaluate an applicant or candidate in comparison to criteria. For example, it is recommended that each Team member independently review his/her notes immediately after a screening or selection activity. Then compare the applicant/candidates' qualifications, responses, and behaviors revealed in the notes to the competencies and performance level criteria.

Performance Levels and Criteria

Throughout the Toolkit, there are references to at least four performance levels that are aligned with the DPAS II performance levels:

- Ineffective,
- Needs Improvement,
- Effective, or
- Highly Effective.

For each performance level, it is recommended that a district/school identify the criteria. The Toolkit includes the Delaware Selection Criteria and Indicators Rubrics based on DPAS II. The rubrics include: DPAS II components and criterion, potential screening and selection activity for demonstration of the criterion, and descriptors of the four performance levels: Ineffective, Needs Improvement, Effective, and Highly Effective.

The points for each performance level vary depending upon the activity and tasks. The Toolkit uses rating scales ranging from 0 points to 4 points per response or sub-task.



It is important to have clear comments/justification for any ratings given to an applicant or candidate.



Please refer to Appendix D for the Toolkit's Criteria, Indicators, and Levels of Performance Rubric based on the DPAS II.

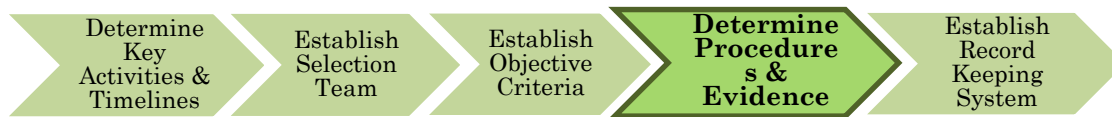
Evaluation Forms

Each section of the Toolkit includes suggested evaluation templates for districts/schools to use and/or adapt. There is also a section titled Compendium of Templates for Districts/Schools to Use or Adapt.

Appendix F in this section includes the Delaware Selection Summary Form. This form summarizes information across the screening and teacher selection processes. The Teacher Selection Summary Form includes: a summary of a team's final recommendations and a recommendation summary; summaries of evaluation ratings and performance levels assigned to an applicant's cover letter, educational qualification and experience, writing sample; reference-checking and telephone screening interview; on-site interview; demonstration lesson; and a summary of performance on the DPAS II levels of performance.



Please refer to Appendix F for the Delaware Teacher Selection Summary Form.



Team Review and Ratings

If two or more Team members are involved in a selection activity (e.g., interviews or demonstration lessons), they should each independently review and rate an applicant or candidate before Team discussions. Once the independent ratings are completed, then Team members should compare notes, ratings, and supporting evidence.

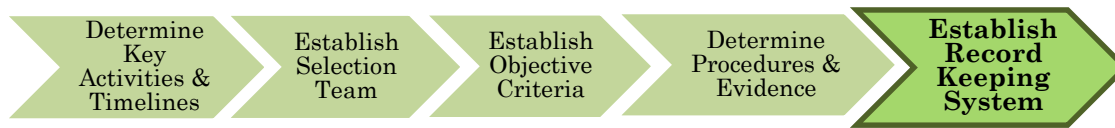
A rating system can be as simple as acceptable or unacceptable. Throughout the Toolkit, we have used a four-point rating system (e.g., 0 = unable to evaluate, 1 = ineffective, 2 = needs improvement, 3 = effective, and 4 = highly effective).

Two approaches are typically used for team ratings: average or consensus.

- For the average approach, each Team member individually assigns rating scores to each candidate. Then the ratings are averaged across Team members.
- In the consensus approach, all Team members discuss a candidate and assign a final rating as a whole Team.



Once criteria and ratings are finalized, Team members may need to be trained on the criteria and processes for decision-making.



Establish a Record Keeping System and Maintain All Screening and Selection Records

An important aspect of the screening and selection systems are the establishment of record-keeping systems for all application packages and candidates as they progress through a district/school's screening and selection processes. With that in mind, the next section, Screening Application Packages and Applicant Pools, includes a Template for an Applicant Tracking System. In addition, each section of the Toolkit includes templates that may be used and/or adapted by districts/schools for record-keeping. The Toolkit also includes a Compendium of Templates for districts/schools to use and/or adapt.

It is important to be aware of the requirements for maintaining all records. In 2008, the Delaware Department of State identified what personnel records must be maintained by school districts.



Please refer to General Information for Delaware Department of State's Requirements for Record-Keeping.

The following must be maintained:

- ✓ Job announcement postings;
- ✓ Advertising and recruitment files;
- ✓ Successful and unsuccessful applications (including applications, resumes, transcripts, DD2214 for Military Records, letters of commendation or recommendation);

- ✓ Interview documentation (tests, structured interview questions and procedures for screening applicants, and explanation of scoring process if applied and/or ranked);
- ✓ Employee contracts; and
- ✓ Equal Employment Opportunity Sheets and Commission EEO5 Reports.

Once a district/school has completed the above processes and procedures, it is ready to move to start screening the application packages presented in the next section.

Summary

This section of the Toolkit presents an overview of the major steps in creating systems for the screening and selection of applicants and candidates. Initially, a district/school needs to identify and determine the key activities and timelines in its screening and selection processes. We presented an overview of the key steps, activities, and timelines described in the Toolkit. Then, a district/school needs to assign roles and responsibilities to Members of a Selection Team to carry out the key steps and activities in its processes. Next, a district/school needs to establish objective screening and selection criteria, based on competencies, and map the competencies through the screening and selection process. As part of the process, a district/school needs to establish objective, decision-making procedures that will be used during the screening and selection processes. Finally, a district/school needs to establish record-keeping systems in which all required documentation is maintained.

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References

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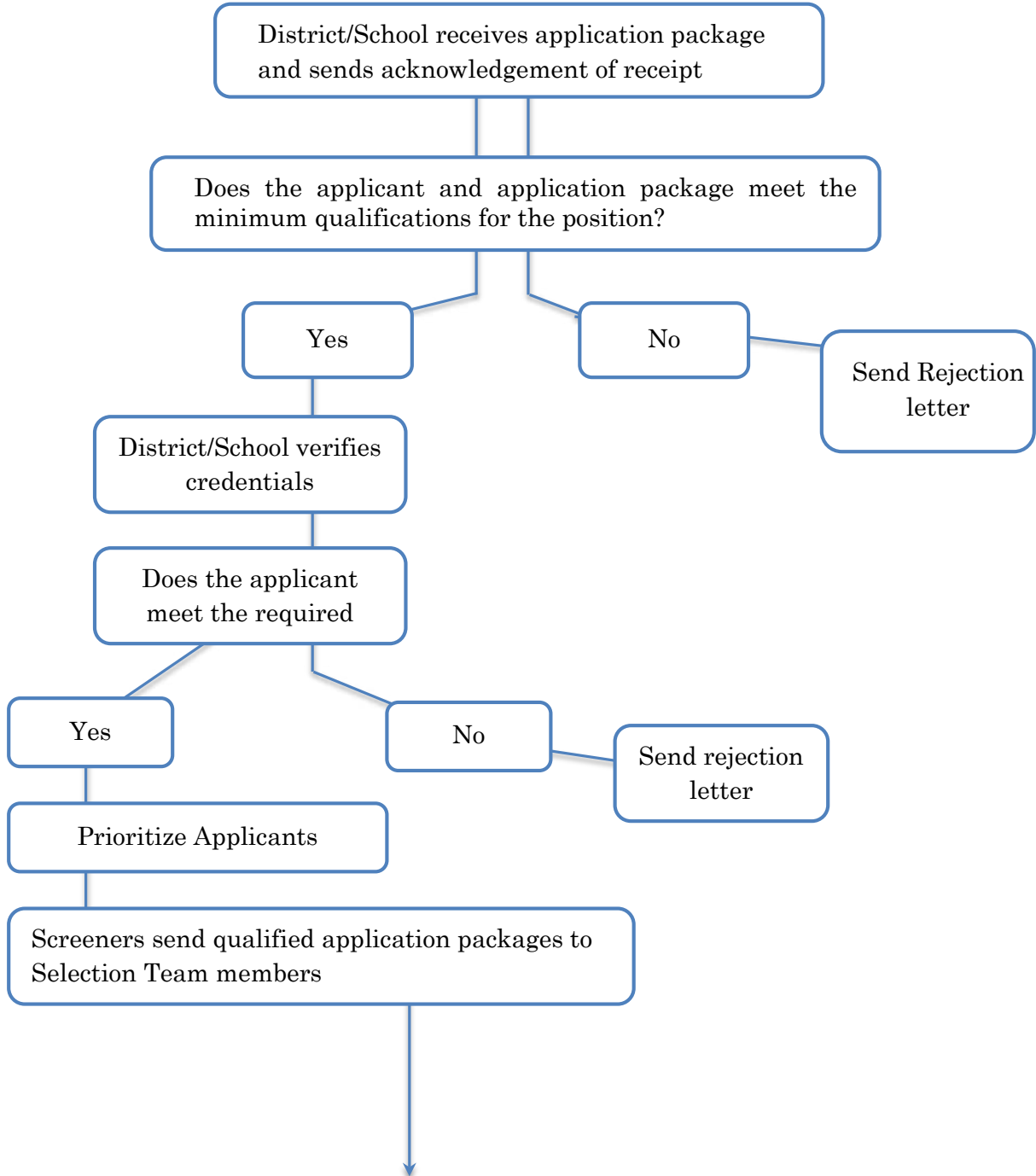
For additional articles, please refer to the Annotated Bibliography.

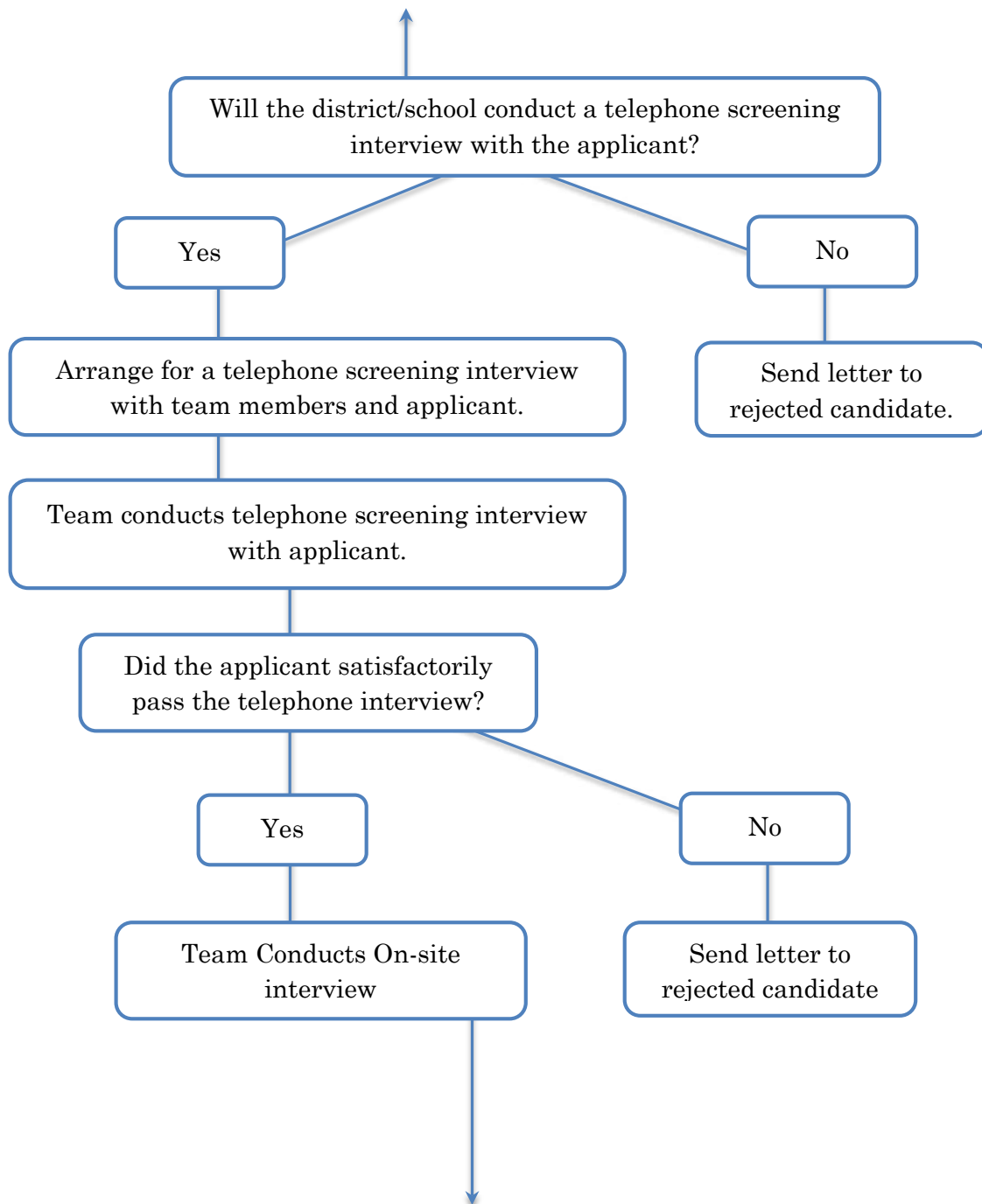
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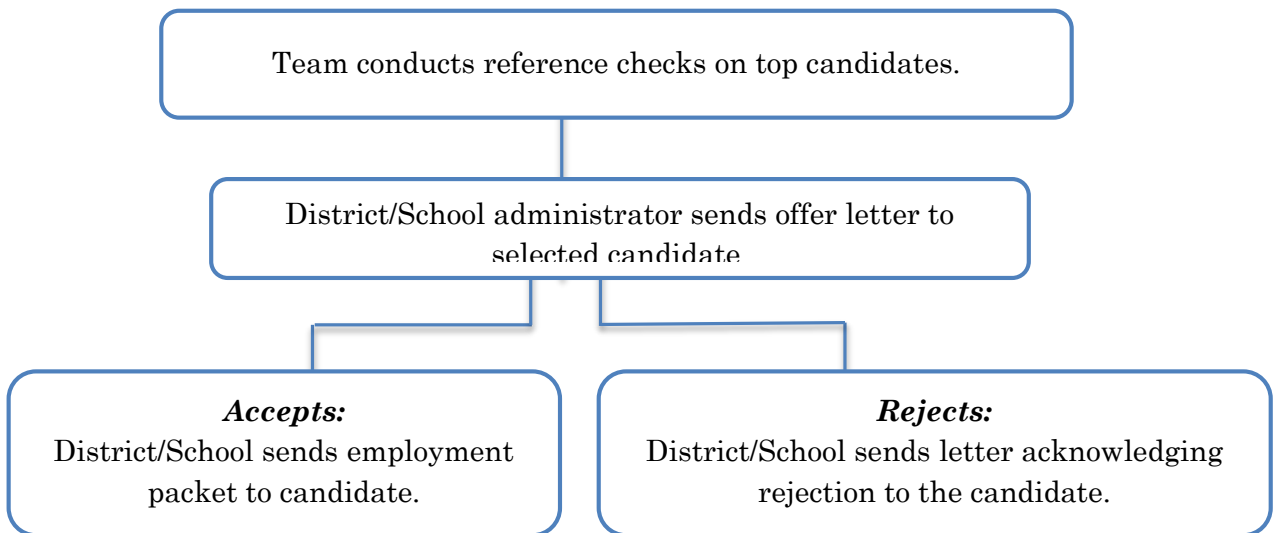
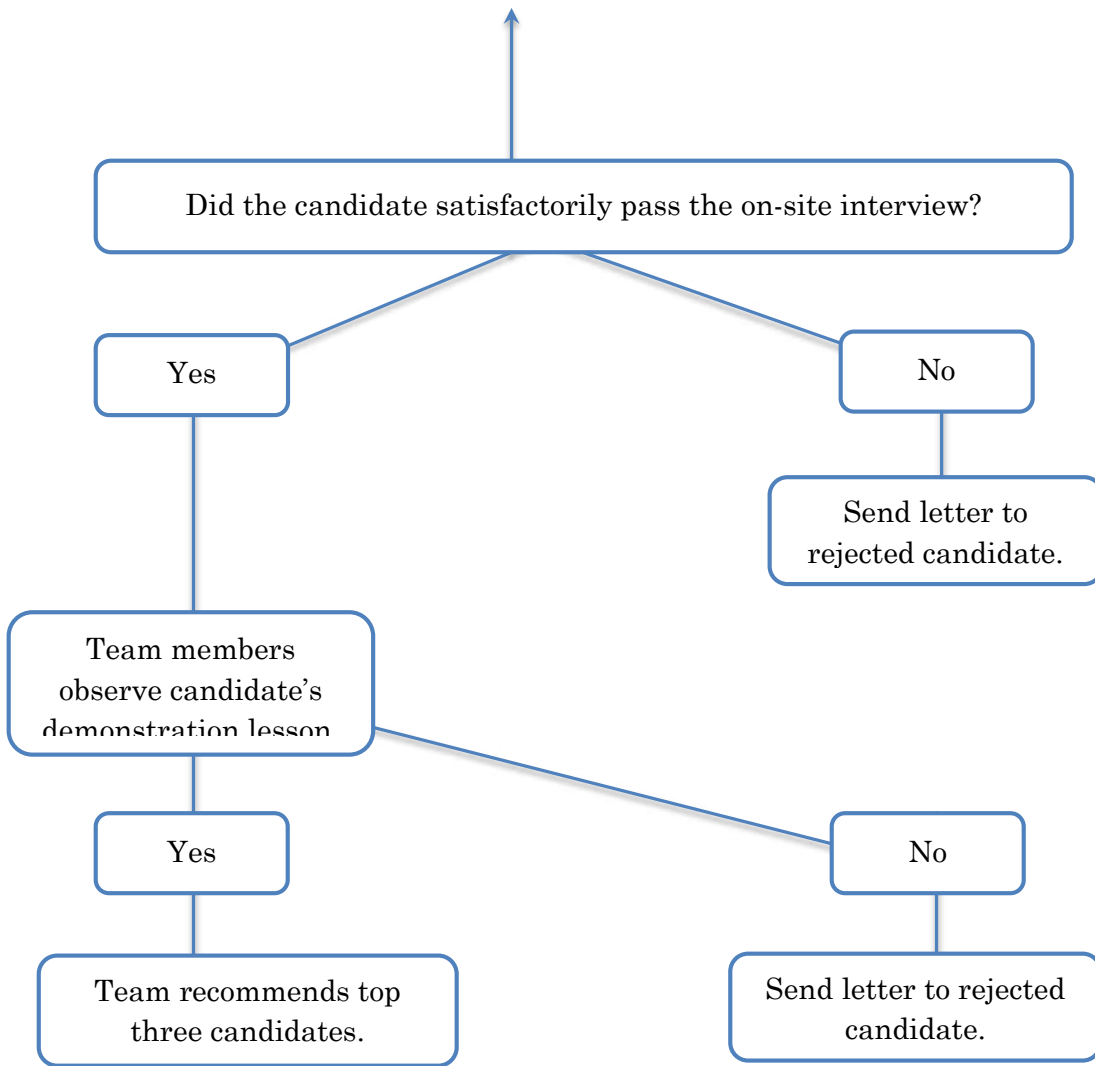
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Appendix A Decision-Tree

Decision Tree







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Appendix B

Template: Selection Team Assignment of Roles and Responsibilities

[District: School:]

Once the selection team delegates assignments, please complete the following template:

Advertised Position:		Dates of Team Meetings:	
Chairperson:		Other:	

Steps in the Screening/ Selection Process	Activities	Team Members
Initial Application(s)	1. District/School acknowledges application package(s) <ul style="list-style-type: none"> • Documentation of district/school receiving application(s) • Establish applicant tracking system 	
Screening Process of Applicants	2. Screen application package(s), including evaluation of: <ul style="list-style-type: none"> • Cover letters • Applications • Resumes • Transcripts • Praxis results and • Writing samples • Document screening process and criteria 	
	3. Prioritize applicants based on screening criteria <ul style="list-style-type: none"> • Notify applicants of next steps in selection process or reject 	

Steps in the Screening/ Selection Process	Activities	Team Members
Optional Step in Screening Process	<p>4. Conduct screening telephone interview(s)</p> <ul style="list-style-type: none"> Plan and arrange telephone interview(s) Conduct telephone interview(s) Evaluate telephone interview(s) notes with criteria Notify applicant(s) of next step in the selection process or reject 	
	Selection Process	<p>5. Conduct on-site interview(s) of top tiered candidates</p> <ul style="list-style-type: none"> Chairperson identified Plan & prepare for on-site interview(s) Schedule interview(s)
<ul style="list-style-type: none"> Conduct district/school on-site interview(s) 		
<ul style="list-style-type: none"> Evaluate the interview(s) Team Recorder 		
<ul style="list-style-type: none"> Notify candidates of results and either reject or determine next step in the selection process 		
<p>6. Request demonstration lesson(s) by top tiered candidates</p> <ul style="list-style-type: none"> Plan & prepare for demonstration lesson(s) 		
<ul style="list-style-type: none"> Conduct demonstration lesson(s) 		
<ul style="list-style-type: none"> Evaluate demonstration lesson(s) Determine Final Recommendations 		
<ul style="list-style-type: none"> Notify Candidate(s) of Decision(s) 		
<p>7. Conduct reference checks</p>		
<p>8. Offer letter of employment to final candidate(s) and confirm acceptance</p>		

Appendix C

Template: Team Meeting Notes

[District: School:]

The recorder of selection team meetings may use the template to take notes of team meetings.

Advertised Position:		Date of Team Meeting:	
Chairperson:		Recorder:	
Team Members Present:			
Applicant(s)/Candidate(s):			
Notes:			

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Appendix D
Delaware Teacher Selection
Criteria, Example Indicators, and Levels of Performance
Rubrics based on DPASII

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Delaware Teacher Selection

Criteria, Example Indicators, and Levels of Performance Rubrics based on DPAS II

II. DPAS II and the Delaware Framework for Teachers

Component 1: Planning and Preparation

SELECTED THROUGH	CRITERION	LEVEL OF PERFORMANCE			
		INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> On-site Interviews Demonstration Lessons Competency-based Reference Checking 	1a: Selecting Instructional Goals	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.
<ul style="list-style-type: none"> On-site Interviews Demonstration Lessons Competency-based Reference Checking 	1b: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
<ul style="list-style-type: none"> Screening Process On-site Interviews Demonstration Lessons Competency-based Reference Checking 	1c: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject, or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when

SELECTED THROUGH	CRITERION	LEVEL OF PERFORMANCE			
		INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
				knowledge.	describing instruction or seeking causes for student misunderstanding.
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	1d: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	1e: Designing Student Assessments	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of the students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and uses clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

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Component 2: The Classroom Environment

SELECTED THROUGH	CRITERION	LEVEL OF PERFORMANCE			
		INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	2a: Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	2b: Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	2c: Creating an Environment to Support Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.

SELECTED THROUGH	CRITERION	LEVEL OF PERFORMANCE			
		INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	2d: Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe and students contribute to ensuring that the physical environment supports the learning of all students.

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Component 3: Instruction

SELECTED THROUGH	CRITERION	LEVEL OF PERFORMANCE			
		INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> Screening Process On-site Interviews Demonstration Lessons Competency-based Reference Checking 	3a: Engaging Students in Learning	Students are not at all intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<ul style="list-style-type: none"> Screening Process On-site Interviews Demonstration Lessons Competency-based Reference Checking 	3b: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.
<ul style="list-style-type: none"> Screening Process On-site Interviews Demonstration Lessons Competency-based Reference Checking 	3c: Communicating Clearly and Accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
<ul style="list-style-type: none"> Screening Process On-site Interviews Demonstration Lessons Competency-based Reference Checking 	3d: Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by most students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion. Teacher employs cognitive coaching in questioning.

SELECTED THROUGH	CRITERION	LEVEL OF PERFORMANCE			
		INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	3e: Using Assessment in Instruction	Assessment is used for the purpose of grading rather than informing instruction. Students are not aware of the assessment criteria; the teacher does not monitor progress of students, nor provide feedback to them. Students are not engaged in self-assessment.	Assessment is occasionally used to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. Assessment is primarily summative, although formative and informal assessments are used occasionally.	Assessment is regularly used during instruction through monitoring of progress of learning by teacher and/or students and through high quality feedback to students. Occasional formative assessment is used and students are aware of most summative assessment criteria.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. Formative assessment is used regularly and students are aware of summative assessment criteria.

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Component 4: Professional Responsibilities

SELECTED THROUGH	CRITERION	LEVEL OF PERFORMANCE			
		INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Competency-based Reference Checking 	4a: Communicating with Family	The teacher provides little or no information to families and makes no effort to engage families in the instructional program.	The teacher complies with school procedures/policies for providing information to families and makes an effort to engage families in the instructional program.	The teacher communicates frequently with families and successfully engages families in the instructional program.	The teacher communicates frequently with families; communication is sensitive to families' cultures and values.
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Competency-based Reference Checking 	4b: Recording Data in a Student Record System	The teacher does not maintain and record accurate data which results in errors and confusion.	The teacher maintains accurate data, but the teacher officially records data in a rudimentary and ineffective manner.	The teacher maintains and records accurate data in an efficient and effective manner.	The teacher maintains and records accurate data in an efficient and effective manner. Data are always recorded in a timely manner and
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Competency-based Reference Checking 	4c: Growing and Developing Professionally	The teacher does not participate in professional development activities even when such activities are clearly needed for the development of teaching	The teacher has limited participation or involvement in professional development activities.	The teacher actively participates in professional development activities and contributes to the profession.	The teacher makes a substantial contribution to the profession through activities such as action research and
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	4d: Reflecting on Professional Practice	The teacher does not accurately reflect on the lesson or propose ideas on how the lesson could be improved.	The teacher's reflection on the lesson is generally accurate and the teacher makes global suggestions about how the lesson may be improved.	The teacher's reflection on the lesson is accurate, citing general characteristics of the lesson, and the teacher provides specific suggestions about how the lesson may be improved.	The teacher's reflections on the lesson are accurate and perceptive, citing specific examples within the lesson and specific suggestions for improvement. The

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Appendix E

Selection Matrix based on the DPAS II

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Selection Matrix Template based on the DPAS II

(District / or School Name)

Advertised Position: _____

Date: _____

Team

Members: _____

Once a team has identified the key competencies for the advertised position, it is recommended that the team identify where in the selection process the competencies will be assessed.

Selection Criteria (DPAS II Components, Criterion, and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Telephone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
Component 1: Planning and Preparation					
1.a. Selecting Instructional Goals					
1.b. Designing Coherent Instruction					
1.c. Demonstrating Knowledge of Content & Pedagogy Knowledge					
1.d. Demonstrating Knowledge of Students					
1.e. Designing Student Assessments					

Selection Criteria (DPAS II Components, Criterion, and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Telephone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
Component 2: The Classroom Environment					
2.a. Managing Classroom Procedures					
2.b. Managing Student Behavior					
2.c. Creating an Environment to Support Learning					
2.d. Organizing Physical Space					
Component 3: Instruction					
3.a. Engaging Students in Learning					
3.b. Demonstrating Flexibility & Responsiveness					
3.c. Communicating Clearly and Accurately					
3.d. Using Questioning & Discussion Techniques					
3.e. Using Assessments in Instruction					

Selection Criteria (DPAS II Components, Criterion, and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Telephone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
Component 4: Professional Responsibilities					
4.a. Communicating with families					
4.b. Recording Data in a Student Record System					
4.c. Growing & Developing Professionally					
4.d. Reflecting on Professional Practice					
Component 5: Student Improvement					
5. To be determined by the district/school					
Other Criteria/Competencies to Be Determined by a District/School					
Cultural Fit with District/School and Position					
Commitment to District/School Mission					
Educational Philosophy					
Cultural Competence					

Note: We provided examples under other criteria/competencies to be determined by a district/school. A district/school will need to determine what specific components will be addressed in this category.

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Appendix F

Template: Delaware Teacher Selection Summary Form

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Delaware Teacher Selection Summary Form

(District / or School Name)

Applied Position: _____ Date: _____ Candidate Name: _____

Team Members: _____

This form summarizes information and evaluation results across the screening and selection process. It may be completed as a candidate moves through the selection process until the final step or whenever the candidate has completed the steps and will not move forward.

Final Recommendation

<input type="checkbox"/>	Candidate not recommended (does not meet the selection model)
<input type="checkbox"/>	Candidate recommended with some concerns (needs improvement)
<input type="checkbox"/>	Candidate recommended (effectively meets the selection model)
<input type="checkbox"/>	Candidate highly recommended (highly effective)

Recommendation Summary

In the space below, please provide a paragraph supporting the decision to recommend or not to recommend this candidate for acceptance. In the paragraph, be sure to address the following questions, using specific evidence observed throughout the selection process:

1. Reasons for Recommendation.
2. If recommended, why did the candidate spike in a given competency? If not, why not?
3. What were the candidate's particular strengths and/or weaknesses in competencies?
4. Areas of concern.
5. Other comments.

Candidate Name: _____

Summary of Evaluations During the Screening and Selection Processes

Application with Cover Letter	Educational Qualifications and Experience		Writing Sample	
<p>Cover Letter Criteria</p> <p>___ 1. Is it personalized to the position?</p> <p>___ 2. Is it free of spelling, grammatical, and syntax errors?</p> <p>___ 3. Does it identify what is included in the application?</p> <p>___ 4. Does it include the applicant's complete contact information?</p> <p>___ 5. Does it contain an introductory paragraph that explains why the applicant is applying for the position?</p> <p>___ 6. Does it contain 1-2 paragraphs highlighting the applicant's most relevant skills, accomplishments, and experiences to the position?</p> <p>___ Total number of checks (12) (2 points per check)</p> <p>___ Performance Level (0-2 Ineffective, 3-6 Needs Improvement, 7-9 Effective (potentially yes), 10-12 Highly Effective yes)</p>	<p>Applicant's resume, transcripts, licensure and certifications, and Praxis Test Scores</p> <p>___ 1. Current license and certification in area / ___ or waiting for certification (2 points yes)</p> <p>___ 2. Add-on Certifications (1 point per certification, up to 2 points)</p> <p>___ 3. Praxis Core Academic Skills Scores meets Delaware requirements (1 point for each subject, up to 3 points)</p> <p>___ 4. Content Knowledge Exams (Praxis II or ACTFL Score(s) meets Delaware certification requirements (2 points)</p> <p>___ 5. Degree meets Delaware requirement (2 points)</p> <p>___ 6. Graduate degree (2 points)</p> <p>___ 7. Major or Minor in subject to be taught (2 points Major, 1 point Minor)</p>	<p>___ 8. Cumulative GPA in BA / BS degree (3.0 higher) (2 points)</p> <p>___ 9. Coursework / Experience with instructional technology (2 points)</p> <p>___ 10. Teaching experience (1 point per year up to 5)</p> <p>___ 11. Student teaching/field experience (2 points)</p> <p>___ 12. Other relevant experiences (2 points)</p> <p>___ 13. Other: (school identifies)</p> <p>___ Total number of points (24+)</p> <p>___ Performance Level (0-6 Ineffective, 7-13 Needs Improvement, 14-21 Effective, 21-27+ Highly Effective)</p>	<p>___ 1. Communication Skills (written proficiency in English language)</p> <p>___ 2. Critical Thinking</p> <p>___ 3. Achievement (sets and meets ambitious, measurable goals)</p> <p>___ 4. Personal Responsibility</p> <p>___ 5. Professional Interaction</p> <p>___ 6. Commitment</p> <p>___ 7. Constant Learning</p> <p>___ Total number of checks (21) (3 points per check)</p> <p>___ Indicate Performance Level (0-5 Ineffective, 6-10 Needs Improvement, 11-16 Effective, 17-21 Highly Effective)</p>	<p align="center">Indicate DPAS II Component/Element Addressed</p> <p>___ 1.a. Selecting Instructional Goals</p> <p>___ 1.b. Designing Coherent Instruction</p> <p>___ 1.c. Demonstrating Knowledge of Content and Pedagogy</p> <p>___ 1.d. Demonstrating Knowledge of Students</p> <p>___ 1.e. Designing Student Assessments</p> <p>___ 2.a. Managing Classroom Procedures</p> <p>___ 2.b. Managing Student Behavior</p> <p>___ 2.c. Creating an Environment to Support Learning</p> <p>___ 3.a. Engaging Students in Learning</p> <p>___ 3.b. Demonstrating Flexibility and Responsiveness</p> <p>___ 3.c. Communicating Clearly and Accurately</p> <p>___ 3.d. Using Questioning and Discussion Techniques</p> <p>___ 3.e. Using Assessment in Instruction</p> <p>___ 4.a. Communicating with Families</p> <p>___ 4.b. Recording student data in a Student Record System</p> <p>___ 4.c. Growing and Developing Professionally</p> <p>___ 4.d. Reflecting on Professional Practice (reflective thinking how to improve instruction and learning for all students)</p>

Performance Levels: IN : Ineffective NI : Needs Improvement EF : Effective HE : Highly Effective

Candidate Name: _____

Screening and Selection Processes			
Reference Checking		Telephone Interview	
<input type="checkbox"/> Verify date of employment <input type="checkbox"/> Verify current/ previous job title (starting/final) <input type="checkbox"/> Verify salary (starting/final)	<input type="checkbox"/> Total number of points (20) (2 points per Questions 1-10) <input type="checkbox"/> Indicate Performance Level (based on Total Points) 0-5 Ineffective; 6-10 Needs Improvement; 11-15 Effective; 16-20 Highly Effective)	Insert Question and Level of Performance	
		1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____	7. ____ 8. ____ 9. ____ 10. ____ ____ Total number of points (20) (2 points per question) ____ Indicate Performance Level (0-5 Ineffective; 6-10 Needs Improvement; 11-15 Effective; 16-20 Highly Effective)
(Questions to be determined & inserted)		Indicate DPAS II Component/Element Addressed	
1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10. ____	<p style="text-align: center;">Planning and Preparation</p> <input type="checkbox"/> 1.a. Selecting Instructional Goals <input type="checkbox"/> 1.b. Designing Coherent Instruction <input type="checkbox"/> 1.c. Demonstrating Knowledge of Content and Pedagogy <input type="checkbox"/> 1.d. Demonstrating Knowledge of Students <input type="checkbox"/> 1.e. Designing Student Assessments	<p style="text-align: center;">Instruction</p> <input type="checkbox"/> 3.a. Engaging Students in Learning <input type="checkbox"/> 3.b. Demonstrating Flexibility and Responsiveness <input type="checkbox"/> 3.c. Communicating Clearly and Accurately <input type="checkbox"/> 3.d. Using Questioning and Discussion Techniques <input type="checkbox"/> 3.e. Using Assessment in Instruction	
	<p style="text-align: center;">Classroom Environment</p> <input type="checkbox"/> 2.a. Managing Classroom Procedures <input type="checkbox"/> 2.b. Managing Student Behavior <input type="checkbox"/> 2.c. Creating an Environment to Support Learning <input type="checkbox"/> 2.d. Organizing Physical Space	<p style="text-align: center;">Professional Responsibilities</p> <input type="checkbox"/> 4.a. Communicating with Families <input type="checkbox"/> 4.b. Recording student data in a Student Record System <input type="checkbox"/> 4.c. Growing and Developing Professionally <input type="checkbox"/> 4.d. Reflecting on Professional Practice (reflective thinking how to improve instruction and learning for all students)	

Performance Levels: IN : Ineffective NI : Needs Improvement EF: Effective HE : Highly Effective

Candidate Name: _____

On-site Interview		Demonstration Lessons	
<p>(Questions to be determined)</p> <p>Planning and Preparation</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Classroom Environment</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>Instruction</p> <p>7. _____</p> <p>8. _____</p>		<p>9. _____</p> <p>10. _____</p> <p>11. _____</p> <p>Other</p> <p>12. _____</p> <p>13. _____</p> <p>_____ Total number of points (Insert)</p> <p>_____ Indicate Performance Level (insert – range of total number of points per performance level)</p>	
<p>Indicate DPAS II Component/Element Addressed</p> <p>Planning and Preparation</p> <p>___ 1.a. Selecting Instructional Goals</p> <p>___ 1.b. Designing Coherent Instruction</p> <p>___ 1.c. Demonstrating Knowledge of Content and Pedagogy</p> <p>___ 1.d. Demonstrating Knowledge of Students</p> <p>___ 1.e. Designing Student Assessments</p> <p>Classroom Environment</p> <p>___ 2.a. Managing Classroom Procedures</p> <p>___ 2.b. Managing Student Behavior</p> <p>___ 2.c. Creating an Environment to Support Learning</p> <p>___ 2.d. Organizing Physical Space</p>		<p>Instruction</p> <p>___ 3.a. Engaging Students in Learning</p> <p>___ 3.b. Demonstrating Flexibility and Responsiveness</p> <p>___ 3.c. Communicating Clearly and Accurately</p> <p>___ 3.d. Using Questioning and Discussion Techniques</p> <p>___ 3.e. Using Assessment in Instruction</p> <p>Professional Responsibilities</p> <p>___ 4.a. Communicating with Families</p> <p>___ 4.b. Recording student data in a Student Record System</p> <p>___ 4.c. Growing and Developing Professionally</p> <p>___ 4.d. Reflecting on Professional Practice (reflective thinking how to improve instruction and learning for all students)</p>	
<p>Indicate DPAS II Component/Element Addressed</p> <p>Planning and Preparation</p> <p>___ 1.a. Selecting Instructional Goals</p> <p>___ 1.b. Designing Coherent Instruction</p> <p>___ 1.c. Demonstrating Knowledge of Content and Pedagogy</p> <p>___ 1.d. Demonstrating Knowledge of Students</p> <p>___ 1.e. Designing Student Assessments</p> <p>Classroom Environment</p> <p>___ 2.a. Managing Classroom Procedures</p> <p>___ 2.b. Managing Student Behavior</p> <p>___ 2.c. Creating an Environment to Support Learning</p> <p>___ 2.d. Organizing Physical Space</p>		<p>Instruction</p> <p>___ 3.a. Engaging Students in Learning</p> <p>___ 3.b. Demonstrating Flexibility and Responsiveness</p> <p>___ 3.c. Communicating Clearly and Accurately</p> <p>___ 3.d. Using Questioning and Discussion Techniques</p> <p>___ 3.e. Using Assessment in Instruction</p> <p>Professional Responsibilities</p> <p>___ 4.a. Communicating with Families</p> <p>___ 4.b. Recording student data in a Student Record System</p> <p>___ 4.c. Growing and Developing Professionally</p> <p>___ 4.d. Reflecting on Professional Practice (reflective thinking how to improve instruction and learning for all students)</p>	
<p>Performance Levels:</p>		<p>IN : Ineffective NI : Needs Improvement EF : Effective HE : Highly Effective</p>	

Summary of Performance on Rubrics

Candidate Name: _____

DPAS II Components & Criterion	Levels of Performance				Strengths	Areas of Concern
	Ineffective	Needs Improvement	Effective	Highly Effective		
Component 1: Planning and Preparation						
1.a. Selecting Instructional Goals						
1.b. Designing Coherent Instruction						
1.c. Demonstrating Knowledge of Content & Pedagogy						
1.d. Demonstrating Knowledge of Students						
1.e. Designing Student Assessments						
Summary on Planning and Preparation						
Component 2: The Classroom Environment						
2.a. Managing Classroom Procedures						
2.b. Managing Student Behavior						
2.c. Establishing a Culture for Learning						
2.d. Organizing Physical Space						
Summary on Classroom Environment						

Summary of Performance on Rubrics *continued*

Candidate Name: _____

DPAS II Components & Elements	Levels of Performance				Strengths	Areas of Concern
	Ineffective	Needs Improvement	Effective	Highly Effective		
Component 3: Instruction						
3.a. Engaging Students in Learning						
3.b. Demonstrating Flexibility & Responsiveness						
3.c. Communicating Clearly and Accurately						
3.d. Using Questioning & Discussion Techniques						
3.e. Using Assessments in Instruction						
Summary on Instruction						
Component 4: Professional Responsibilities						
4.a. Communicating with Families						
4.b. Recording Student Data in a Student Record System						
4.c. Growing & Developing Professionally						
4.d. Reflecting on Professional Practice						
TOTALS ACROSS Components						

Resources and Background Information

U.S. Equal Employment Opportunity Commission

The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. It is also illegal to discriminate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Most employers with at least 15 employees are covered by EEOC laws (20 employees in age discrimination cases).

Web site for publications:

<http://www1.eeoc.gov/eeoc/publications/index.cfm?redirected=http://www.eeoc.gov/eeoc/index.cfm>

Prohibited Application and Hiring Practices

- It is illegal for an employer to discriminate against a job applicant because of his or her race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. For example, an employer may not refuse to give employment applications to people of a certain race.
- An employer may not base hiring decisions on stereotypes and assumptions about a person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information.
- If an employer requires job applicants to take a test, the test must be necessary and related to the job and the employer may not exclude people of a particular race, color, religion, sex (including pregnancy), national origin, or individuals with disabilities. In addition, the employer may not use a test that excludes applicants age 40 or older if the test is not based on a reasonable factor other than age.
- If a job applicant with a disability needs an accommodation (such as a sign language interpreter) to apply for a job, the employer is required to provide the accommodation, so long as the accommodation does not cause the employer significant difficulty or expense.

Laws Enforced by EEOC

Title VII of the Civil Rights Act of 1964 (Title VII)

This law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate applicants' and employees' sincerely held religious practices, unless doing so would impose an undue hardship on the operation of the employer's business.

The Pregnancy Discrimination Act

This law amended Title VII to make it illegal to discriminate against a woman because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

The Equal Pay Act of 1963 (EPA)

This law makes it illegal to pay different wages to men and women if they perform equal work in the same workplace. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

The Age Discrimination in Employment Act of 1967 (ADEA)

This law protects people who are 40 or older from discrimination because of age. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Title I of the Americans with Disabilities Act of 1990 (ADA)

This law makes it illegal to discriminate against a qualified person with a disability in the private sector and in state and local governments. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate the known physical or mental limitations of an otherwise

qualified individual with a disability who is an applicant or employee, unless doing so would impose an undue hardship on the operation of the employer's business.

Sections 102 and 103 of the Civil Rights Act of 1991

Among other things, this law amends Title VII and the ADA to permit jury trials and compensatory and punitive damage awards in intentional discrimination cases.

Sections 501 and 505 of the Rehabilitation Act of 1973

This law makes it illegal to discriminate against a qualified person with a disability in the federal government. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless doing so would impose an undue hardship on the operation of the employer's business.

The Genetic Information Nondiscrimination Act of 2008 (GINA) Effective - November 21, 2009

This law makes it illegal to discriminate against employees or applicants because of genetic information. Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about any disease, disorder or condition of an individual's family members (i.e. an individual's family medical history). The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Sources for Delaware Laws and Regulations

Delaware Title 14 Education

Web site: <http://delcode.delaware.gov/title14/index.shtml>

Delaware Title 19 Labor

Web site: <http://delcode.delaware.gov/title19/>

General Provisions

Chapter 7. Employment Practices

Subchapter II. Discrimination in Employment

Web site: <http://delcode.delaware.gov/title19/c007/index.shtml>

Delaware Department of State, Delaware Public Archives. (2008). School District General Records Retention Schedule Personnel Records.

Web site:

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

This document is also included in the Toolkit's General Information Section.

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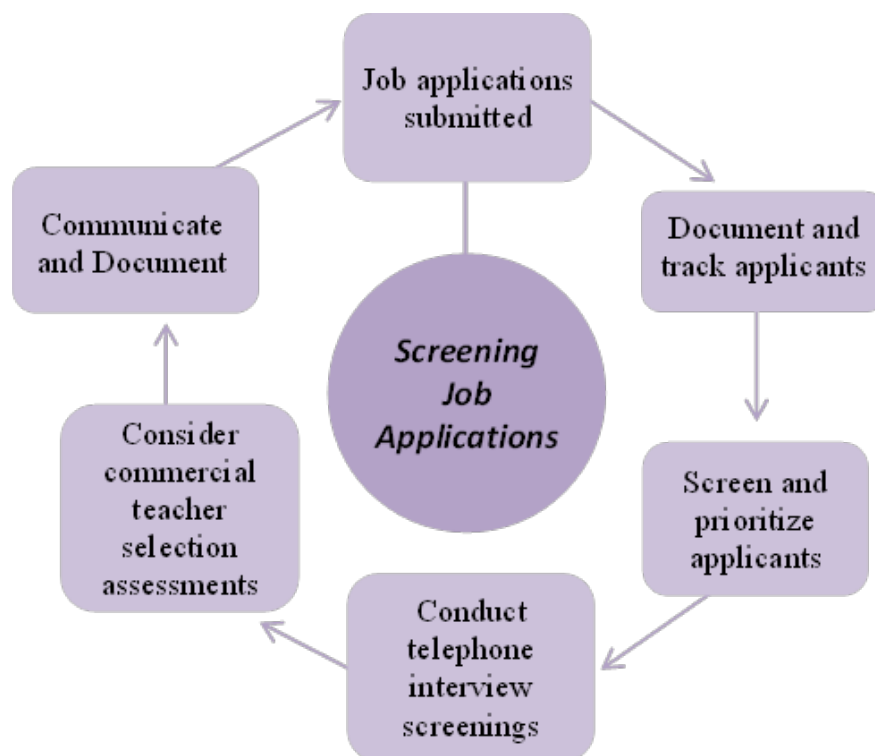
Table of Contents

Introduction	1
Guiding Questions	2
Submission of the Application Package.....	4
Job Applications.....	4
Complete Application Package	9
Documentation of Applications.....	10
Applicant Tracking System.....	11
Initial and Ongoing Communication with Applicants	11
Screening of Applications, Resumes, and Other Materials	12
Screen Cover Letters	12
Review Resumes	13
An In-Depth Overview of a Comprehensive Resume Review.....	15
Red Flags	17
Review Transcripts.....	18
Review Applicant’s Performance on Licensure/Certification and Performance Assessments.....	19
Review Writing Samples.....	27
Prioritize Applicants.....	28
Conduct Telephone Interview Screening, an optional step	30
Considerations for Using Commercial Teacher Selection Assessments.....	32
Common Teacher Screening Assessments	33
Comply with the EEOC Employer Tests and Selection Procedures	38
Moving to the Next Step in the Selection Process.....	39
Communicating with Applicants	39
Documentation	40
Summary	40
References	41

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

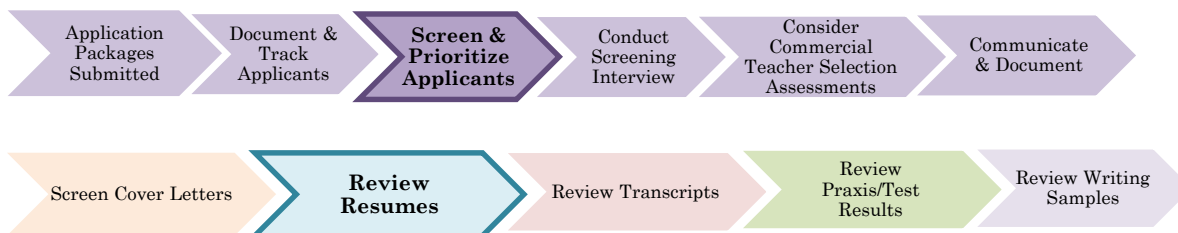
When screening cover letters, it is suggested that a district/school review that the letter has the correct titles and specifics of the position. If communication skills are essential to the position, the cover letter will provide a means of assessing an applicant’s writing skills.

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.



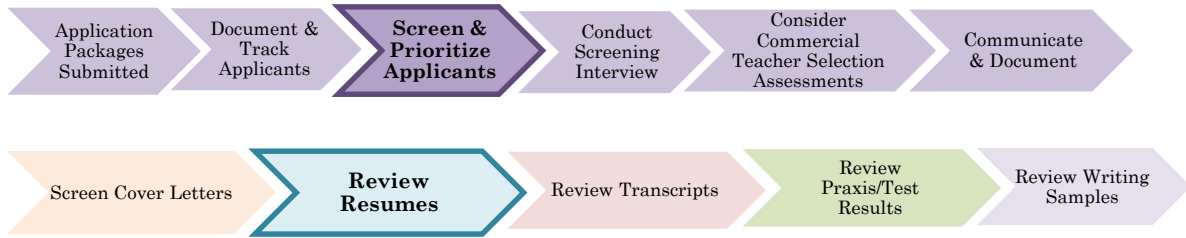
Resumes, transcripts, and Praxis scores should be reviewed at this stage in order to assess whether the applicant has met the minimum (required) qualifications (e.g., education, experience, licenses/certifications) essential to the position as well as begin to assess the level of content and pedagogical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

Review Resumes

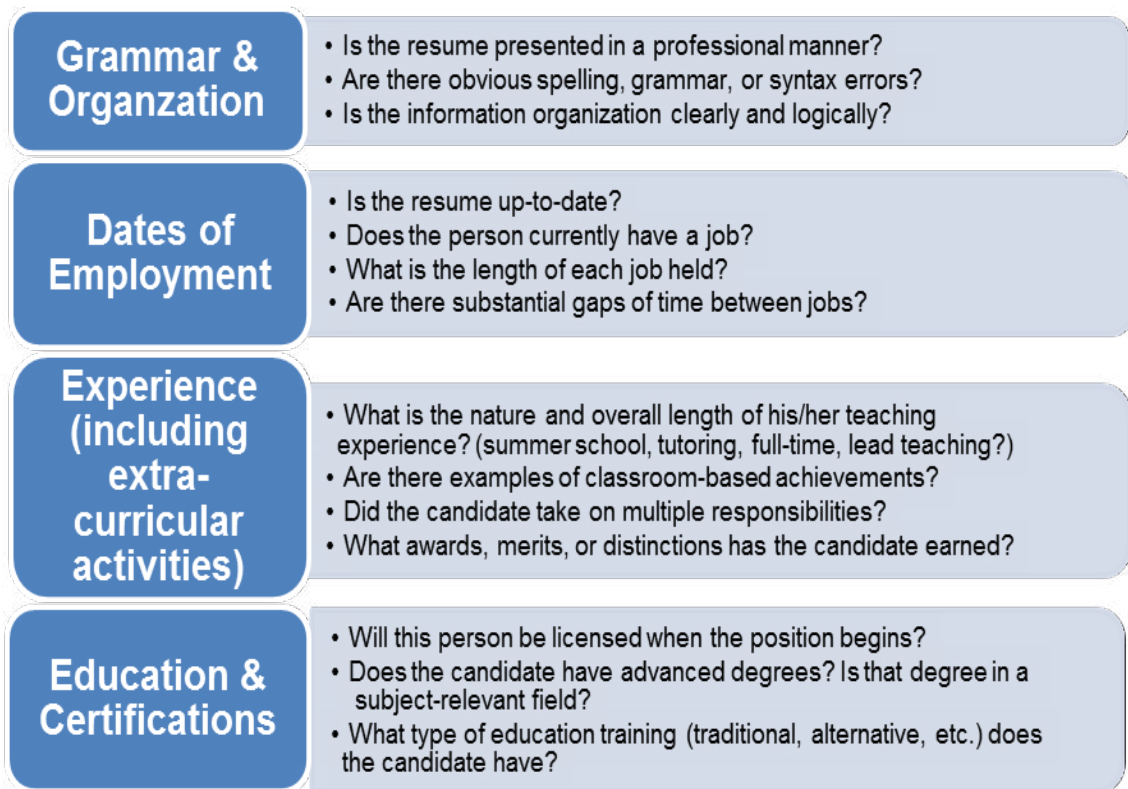
When screening resumes, review the applicant's educational background and licensing, teaching experience, and employment history in comparison to the job description and ideal candidate profile. Also check to make sure the resume is free of typos and incorrect grammar. One or two mistakes are not detrimental,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

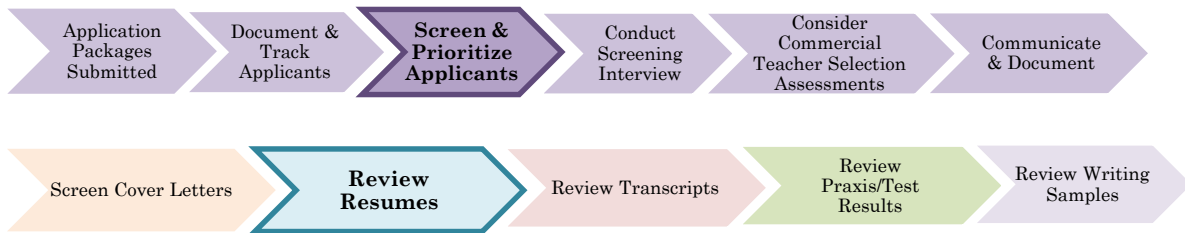


Please refer to Appendix D for Examples of Resume Reviews.



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

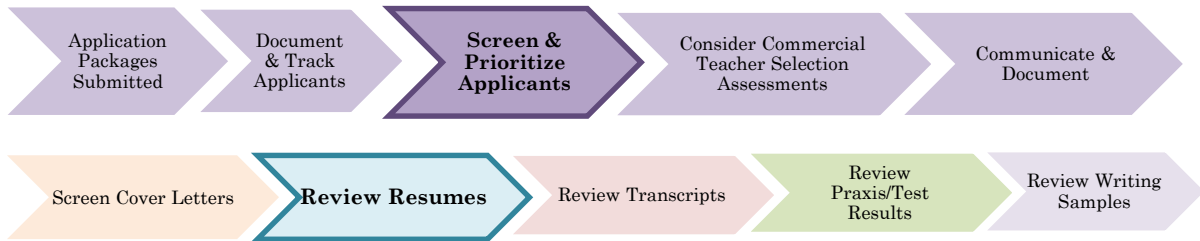
In addition to the above overview, districts/schools may want to examine categories of information in more detail.

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

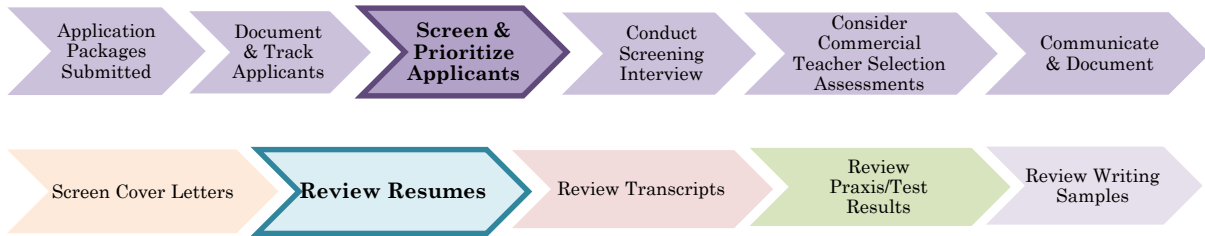
1. Did the applicant have a student teaching experience? For how long? In what grade levels and subjects?
2. Does the applicant have other experience that may be relevant to the position (e.g., coaching, tutoring experience)?

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.



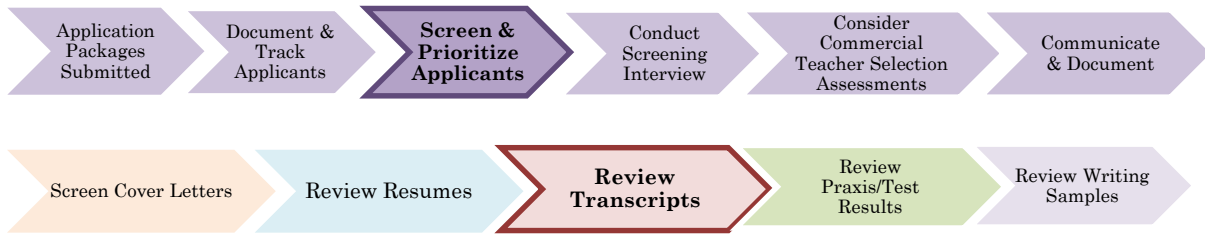
Determine the level of consistent employment. As you screen resumes, make note of applicants with large gaps in their employment history, who held jobs less than two years, or who left a school in mid-year. Further red flags are below.

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.



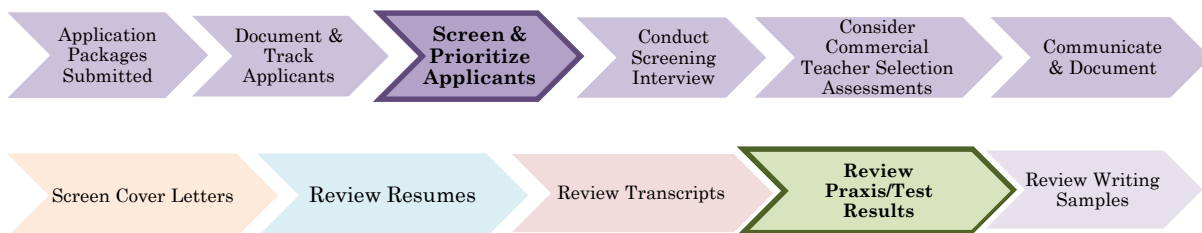
Review Transcripts

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

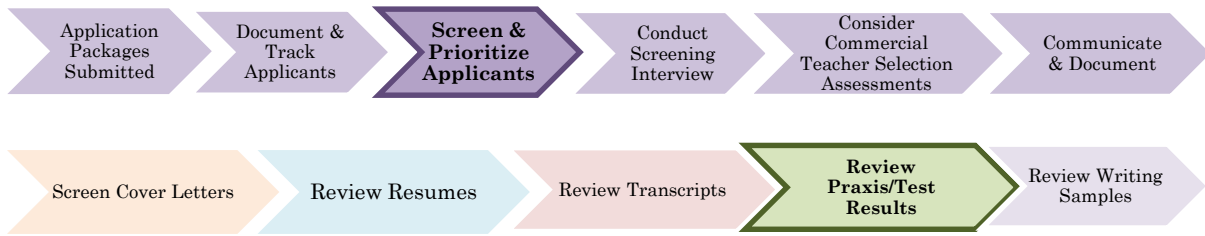
For licensure and certification in Delaware, the state requires a number of subject assessments and performance assessments. (Refer to Appendix E and Background Information in this section).

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
	and	
	<i>Writing</i>	162
	and	
	<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

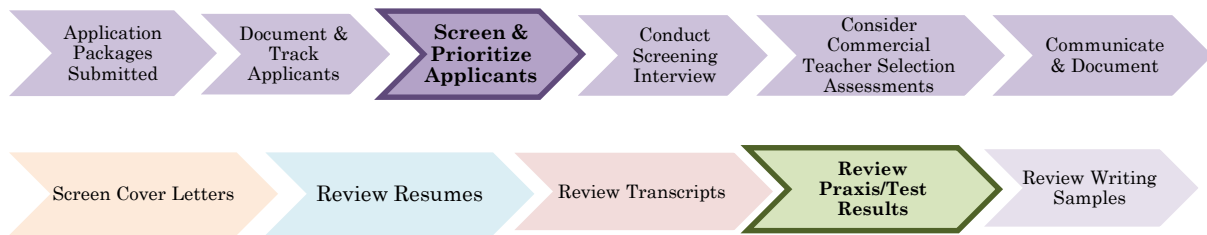
Some questions to consider in reviewing Praxis results are:

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.

EdTPA Performance Assessment	Current Delaware Passing Score
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:

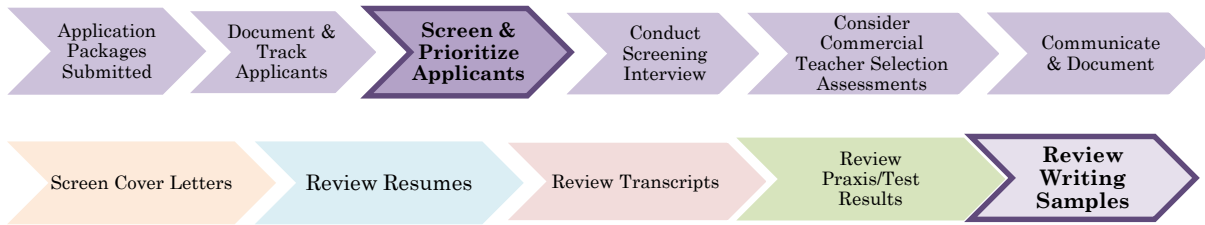
- Task 1: Knowledge of Students and the Learning Environment
- Task 2: Assessment and Data Collection to Measure and Inform Student Learning (contains three steps)
- Task 3: Designing Instruction for Student Learning (contains four steps)
- Task 4: Implementing and Analyzing Instruction to Promote Student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

Praxis Performance Assessment	Current Delaware Passing Score
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.

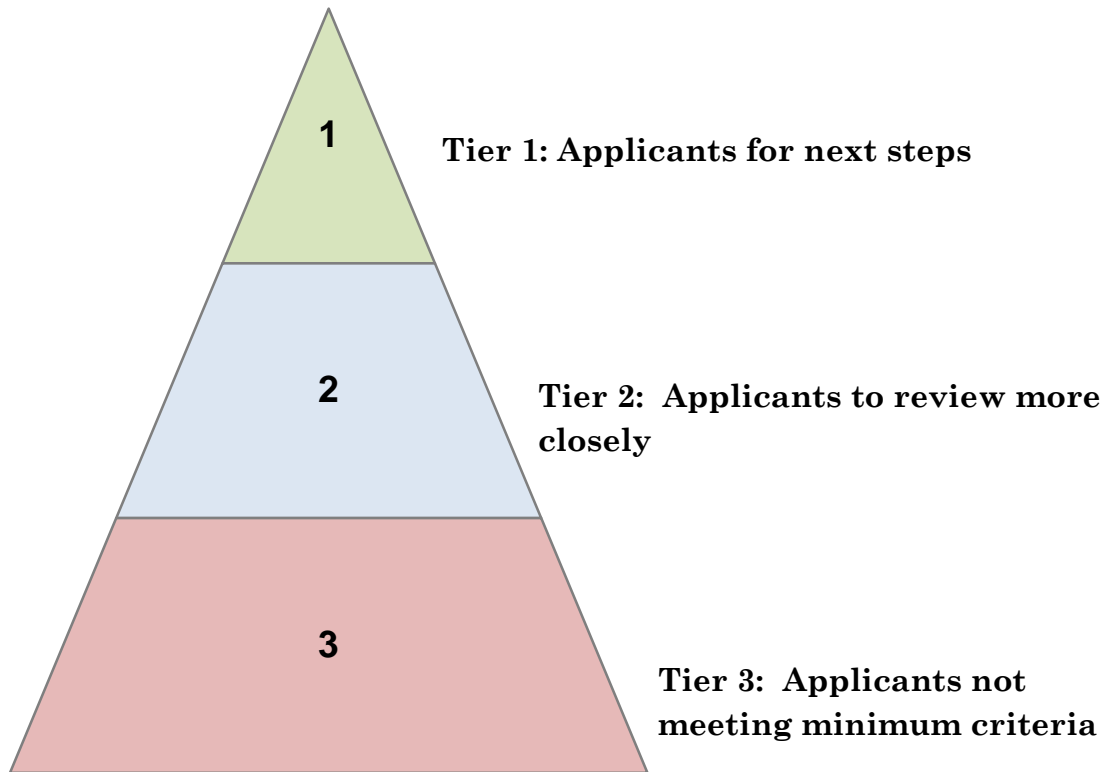
When a district/school has screened all applicants and their application packages, the next step in the screening process is to prioritize them for future screening activities.

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 1st 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.

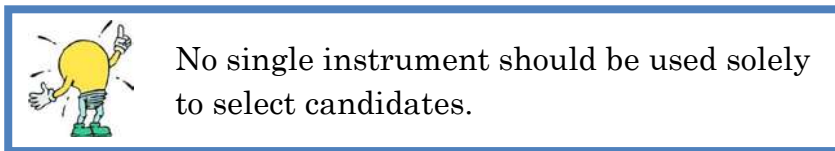
Be Sure the Assessment is Reliable

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

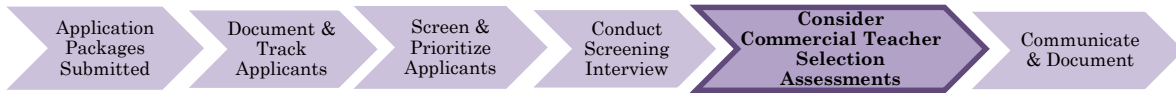
The TQI Building Level Interview contains 13 prompt/questions across the same dimensions identified above. It takes approximately 35-45 minutes to conduct. The protocol includes: a summary page, the prompts/questions, quality indicators, spaces for notes, and the 0-4 point rating system for each prompt/question. 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.

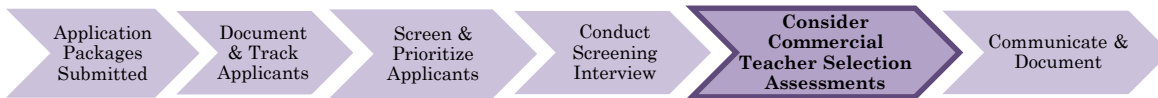


Comply with the EEOC Employer Tests and Selection Procedures

http://www.eeoc.gov/policy/docs/factemployment_procedures.html

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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Appendices

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Appendix A Template: Applicant Tracking Form

(District/ School Letterhead)

Applicant Name:		Applied Position:	
Contact Information:		Date:	

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
1. Application received				
<ul style="list-style-type: none"> • Record and acknowledge application 				
Screening Process				
2. Application package screened				
<ul style="list-style-type: none"> • completed application 				
<ul style="list-style-type: none"> • cover letter 				
<ul style="list-style-type: none"> • resume 				
<ul style="list-style-type: none"> • transcript(s) 				
<ul style="list-style-type: none"> • licensures and certifications, including Praxis Test scores and performance assessments 				
<ul style="list-style-type: none"> • writing sample 				
<ul style="list-style-type: none"> • Other (identify) 				

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

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

Applicant Name:		Applied Position:	
Team Members:		Date:	

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?		
Total Number of Checks multiplied by 2	/12	Performance Level:

Adapted from Denver Public School (2007).

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

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

Additional Comments/Justification:

Appendix D Examples of Resume Reviews

Teacher Candidate #1

email/phone

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.

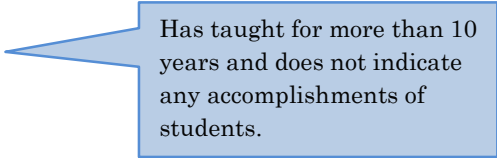
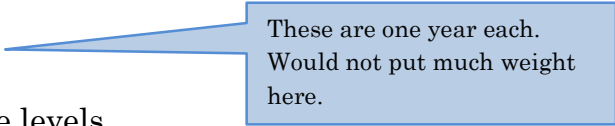
1997-2001 Coursework towards PhD in Astronomy/Astrophysics
 State University, Town, State

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 5th – 7th 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 – 7th 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 9th 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 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
Agriscience Required 9-12, valid 6-8 in a middle level school	5701 NEW TEST	Agriculture	147	9/1/14	HQ not required
Art K-12	5134	Art: Content Knowledge	158	9/1/12	Art
Biology Required 9-12; valid 6-8 in a middle level school	5235	Biology: Content Knowledge	157	9/1/10	Science †
Business Education Required 9-12; valid 6-8 in a middle level school	5101	Business Education	154	9/1/10	HQ not required
Chemistry Required 9-12, valid 6-8 in a middle level school	5245	Chemistry: Content Knowledge	158	2/16/06	Science †
World Language Chinese Mandarin Birth – GR 2	5665 NEW TEST	Education of Young Children	164	9/1/14	Chinese (Mandarin)

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
Early Childhood Birth – Gr 2	5024 NEW TEST	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)
Earth Science 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
<p>Elementary Education K- 6: Multiple Subjects</p>	<p>5001 NEW TEST</p>	<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>	<p>N/A</p>	<p>9/1/14</p>	<ul style="list-style-type: none"> ▪ Elementary Education ▪ Special Education (elementary) ▪ Gifted & Talented (elementary) ▪ Bilingual or ELL/ ESL (elementary) ▪ An option for secondary Special Education teachers who teach to alternate achievement standards

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
English Secondary Required 9-12, valid 6-8 in a middle level school	5038	English Language, Literature, and Composition: Content Knowledge	167	9/1/13	English †
English Language Arts Middle Level Required 6-8	5047	Middle School English Language Arts	164	9/1/13	English Language Arts in a Middle Level school
Exceptional Children K - 12	5354	Special Education: Core Knowledge and Applications	151	9/1/10	Need a core content area certificate
Family and Consumer Science Required 9-12, valid 6-8 in a middle level school	5121 NEW TEST	Family and Consumer Science	153	9/1/14	HQ not required
French World Language 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
German World Language K – 12	5183	German: World Language	163	9/1/10	German
Gifted and Talented Students	5358	Gifted Education	157	1/11/15	HQ not required
Health Education K-12	5551	Health Education	162	9/1/13	HQ not required
Health and Physical Education Dual Certification Test	5857 NEW TEST	Health and Physical Education: Content Area	160	9/1/14	HQ not required †
Integrated Science Required 9-12, valid 6-8 in a middle level school	5435	General Science: Content Knowledge	160	9/1/12	Science †
Latin World Language K-12	5601 NEW TEST	Latin	152	9/1/14	Latin

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
Marketing Education Required 9-12, valid 6-8 in a middle level school	5561 NEW TEST	Marketing Education	166	9/1/14	HQ not required
Mathematics Secondary Required 9-12, valid 6-8 in a middle level school	5161	Mathematics: Content Knowledge	160	9/1/13	Mathematics †
Mathematics Middle Level Required 6-8	5169	Middle School Mathematics	165	9/1/13	Mathematics in a Middle Level school
Music K-12	5113	Music: Content Knowledge	155	9/1/12	Music
Physical Education 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
Physical Science Required 9-12, valid 6-8 in a middle level school	5435 NEW TEST	General Science: Content Knowledge	160	9/1/14	Science †
Physics Required 9-12, valid 6-8 in a middle level school	5265	Physics: Content Knowledge	144	9/1/10	Science †
Reading Specialist K-12 Coursework and three years of successful teaching also required	5301	Reading Specialist	164	9/1/12	HQ not Required
Science Middle Level Required 6-8	5440 NEW TEST	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
Social Studies Secondary Required 9-12, valid 6-8 in a middle level school	5081	Social Studies: Content Knowledge	157	3/18/04	Social Studies †
Social Studies Middle Level Required 6-8	5089	Middle School Social Studies	164	2/16/06	Social Studies in a Middle Level school
Spanish World Language K-12	5195	Spanish: World Language	168	9/1/10	Spanish
Technology Education Required 9-12, valid 6-8 in a middle level school	5051	Technology Education	159	9/1/11	HQ not Required
Theater 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 Note: (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>			
Total Number of Points Obtained:		Performance Level:	
<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]

Applicant Name:		Applied Position:	
Team Members:		Date:	

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

Competencies	Check Yes  / No 	Possible Indicators
<p>4. Personal Responsibility for Students (3.b. Demonstrating Flexibility & Responsiveness)</p> <p>Assumes accountability for reaching outcomes, despite obstacles</p>		<ul style="list-style-type: none"> • Focuses on factors within teachers' control • Appears willing to increase effort/go beyond duties to help students and persevere despite challenges • Conveys responsibility for student achievement
<p>5. Professional Interaction (4.c. Growing & Developing Professionally)</p> <p>Respects others and interacts positively and effectively in situations</p>		<ul style="list-style-type: none"> • Uses appropriate and respectful tone • Uses strategies/behaviors appropriate for educational environment/teacher role • Describes students, parents, community and/or others in a respectful and non-judgmental manner
<p>6. Professional Reflection (4.d. Reflecting on Professional Practice)</p> <p>Reflects on performance and accesses resources to improve effectiveness</p>		<ul style="list-style-type: none"> • Acknowledges areas for improving teaching • Seeks feedback from students or parents • Seeks feedback from teachers, administrators or others • Draws lesson from previous experience to apply to new situations
<p>Total Number of Checks</p>	/18	<p>Performance Level:</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 1st 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
Prioritized Tier Level:			

YES, the applicant will move to the next step (or move to the 1st 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

Parallel Interview Questions for Novice and Veteran Teachers	
NOVICE	VETERAN
Experience and Goals	
<ol style="list-style-type: none"> 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? 2) What experiences have you had with students from culturally diverse backgrounds? 3) What grade level(s)/age level are you most comfortable teaching? 4) Describe the "ideal" school you're looking to work in. What is the "ideal" leadership style? School culture? 5) Why do you want to be a teacher in our [district/school]? 6) What experiences have you had with [type of] schools? 	<ol style="list-style-type: none"> 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? 2) Describe your experiences with students from culturally diverse backgrounds. 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? 4) Where do you see yourself in 3-5 years? 5) Why do you want to be a teacher in our [district/school]? 6) Why do you want to work at [district/school]?

Parallel Interview Questions for Novice and Veteran Teachers	
NOVICE	VETERAN
Planning and Instruction (1a/1b)	
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).
Transcripts (1c)	Transcripts (1c)
1) Clarify any inconsistencies or unknowns	1) Clarify any inconsistencies or unknowns
Praxis Scores (1c)	Praxis Scores (1c)
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
0-5: NO	6-10: MAYBE	11-15: YES	16-20: YES

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"> 1. Planning and Preparation 2. Classroom Environment 3. Instruction 4. Professional Responsibilities 5. Other 	<p><i>Insert DPAS II Component:</i></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>	
---	--

DPAS II Components 1. Planning and Preparation 2. Classroom Environment 3. Instruction 4. Professional Responsibilities 5. Other	<i>Insert DPAS II Component:</i>
---	---

5. Question #5 [Insert]

Response:  or 	
--	--

6. Question #6 [Insert]

Response:  or 	
--	--


7. Question #7 [Insert]

Response:  or 	
--	--



8. Question #8 [Insert]

Response:  or 	
--	--

9. Question #9 [Insert]

Response:  or 	
--	--

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

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Table of Contents

Introduction	1
Establishing the Process and Procedures for Conducting Candidate Interviews.....	1
Guiding Questions for the On-site Interview Process and Procedures	2
Implementing the Interview Process.....	2
Determine the Team Members who will Conduct the Interviews.....	3
Plan the Interviews	4
Guiding Questions for Planning the Interviews	5
Pre-interview Tasks	9
Conduct the Interviews	27
Evaluate the Interview Data.....	30
Common Interviewing Mistakes.....	32
Team Review and Ratings for all Candidates.....	34
Notifying Candidates after Interviews.....	34
Maintain all Interview Documentation	35
Summary.....	35
References	36
Resources for Interview Questions	38
Appendices	39
Appendix A Top 10 Reminders for Conducting A Successful Interview	41
Appendix B Template: A Discussion Map with an Example.....	43
Discussion Map Example.....	44
Appendix C.1. Interview Questions and Scenarios Aligned with DPAS II.....	45
Appendix C.2. Interview Questions Derived from the University of Delaware	59
Appendix D Lawful and Unlawful Questions	63
Appendix E Examples of Scenarios	65
Appendix F Differentiating Questions for Novice and Veteran Teachers	67
Appendix G Template: Team Internal Planning Protocol for Determining Interview Questions and Levels of Evidence	71
Appendix H Template Letter: Example of Interview Invitation.....	77
Appendix I Template: Formal Interview Protocol	79

Appendix J Template: Final Team Rating Form for an Interviewed
Candidate89

Appendix K Template: Final Team Ratings for All Interviewed
Candidates.....91

Appendix L Template Letter: For Unsuccessful Candidate(s) After On-site
Interview93

Introduction


The interview process provides a gateway for improving teaching and learning outcomes for children. A knowledgeable and skillful teacher has a significant impact on student achievement. It is the teacher who establishes the learning environment, so the hiring decisions that district/school leaders make are crucial. The basic goal for every interview is to determine the instructional competence and interpersonal skills of the candidates. Successful interviews have the potential to place highly skilled teachers in every classroom. To do this district/school leaders must establish a systematic and fair interview process that targets research-based teacher competencies.

This section of the toolkit provides resources to help district/school leaders plan and conduct successful interviews with teacher candidates. It provides an overview of the process and procedures for conducting interviews with teacher candidates. It includes guiding questions for establishing the interview process and procedures, and details on the steps throughout the interview process.

There are many pitfalls in the interview process, so those responsible for selecting and hiring new teachers must be savvy. The goal is to hire highly qualified teachers who will thrive in a district/school environment. This takes effective marketing, a strategic planning process, and an interview structure that leads to the desired outcomes.

Establishing the Process and Procedures for Conducting Candidate Interviews

After recruiting and screening a group of prospective teacher candidates, the interview process begins. The district/school administrator with the Selection Team should implement a systematic process for interviewing candidates to insure that the procedures are efficient, consistent, and fair.



Interview Process

- ✓ Determine the interviewers
- ✓ Plan the interviews
- ✓ Conduct the interviews
- ✓ Evaluate the interview data and determine the next steps

The interview process is the core of the screening and selection cycle. The Guiding Questions will assist team members as they implement the process and procedures for the interviews. The purpose of the interview process is to narrow down the selection until there is one candidate, the new hire.

This process has a dual focus:

1. Determining if a candidate is a good match for a district/school, and
2. Choosing a highly qualified teacher who will inspire children to learn.

Guiding Questions for the On-site Interview Process and Procedures

1. What are the process and procedures for effective, structured interviews of candidates?
2. How do districts/schools ensure they are following legal guidelines and best practices when conducting interviews?

Implementing the Interview Process

The Selection Team usually develops the interview process. The process outlines the procedures to follow when interviewing candidates (applicants who are selected for interviews are now candidates for the teaching position). The interview process should be systematic and efficient. It is important that the established procedures are followed so the interview process is consistent and fair.



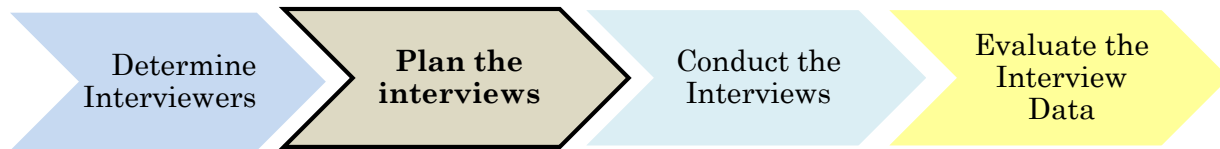
Determine the Team Members who will Conduct the Interviews

Determine which members of the Selection Team will be part of the interviews. Ideally the interviewers will consist of three to five members, including teachers as well as administrators. Sometimes, districts/schools include non-certified staff as well.

Once the interviewers have been identified, it is important that all interview team members participate in the interviews of all teacher candidates for a specific position. It is not only difficult to come to a hiring consensus if the interview team members do not participate in every interview, but it is not fair to the candidates.

So, district/school leaders should choose interview team members who are:

- a. knowledgeable of the competencies needed for a teaching position;
- b. have a vested interest in the outcomes; and
- c. will be available to participate in all the interviews for a specific position.



Plan the Interviews

Remember, your district/school is not the only district/school that is searching for highly qualified teachers. Because this is a competitive process, the interview team must carefully plan the interview.

In addition, the interview team must also “market” their district/school to prospective teachers they hope to hire. Since, excellent teachers often have numerous job offers, these candidates will not only be interviewed by the district/school. The candidates will also be interviewing the district/school leaders to see if it is a good match for them.

Tooms and Crowe (2004) emphasize that leadership teams cannot “fake it” during the interview process. An intelligent and perceptive candidate will quickly realize if the interview team is not prepared (i.e., did not read the candidate’s cover letter, letters of recommendation, or review the resume). A disorganized office, completing last minute tasks, waiting for the arrival of interview team members, or interruptions during the interview do not leave a positive impression of the district/school or its leaders. Detailed planning will prevent interview disasters.



Guiding Questions for Planning the Interviews

The interview team must decide how the actual interviews will be conducted. Planning is the key to a smooth interview. The interview team should meet and decide on the location and time frame for the interviews. Additionally, the interview team should collaborate on preparing the Interview Protocol and Schedule. Taking the time to prepare for the interviews will eliminate confusion and problems on the day of the interviews.

✓ Where will the interview occur?

When selecting a location for an interview, consider the ease in finding the building and the availability of parking. The interview room should be comfortable and professional. Do not conduct an interview in a disorderly office. A well-maintained conference room is often the best choice.

✓ How will you arrange the room?

Arrange the room so the candidate feels welcome and comfortable, not intimidated. Do not place a teacher candidate at the end of a long conference table. The interview room should be well-lit and free from noise and other distractions. It is preferable to have a candidate and interviewers in comfortable chairs around a small table.

✓ How will you prepare the office staff?

First impressions are important. An office staff person, who is not friendly or ignores a candidate, may negatively affect the opinion of a highly qualified candidate, a person who may be a good match for a district/school.

✓ **How much time will be allocated for each interview?**

When determining the time allocation for interviews, consider the time needed for introductions, questions by the interview team, questions from the candidate(s), and evaluating the candidate's responses immediately after the interview.

✓ **How will the interview begin?**

It is often helpful to script the welcome and the directions provided to a candidate at the beginning of the formal interview. Although the interview team wants the interview environment to be friendly and relaxed, it is important to put in writing the information that you want all the candidates to hear. The welcome and directions are often part of the Interview Protocol.

✓ **Who will ask what questions?**

When the interview team selects or develops interview questions, the members should also determine who will ask each question. In addition, it is often helpful to have identified a potential set of follow-up questions to gain additional or specific information.

When constructing the Interview Protocol, determine the initial questions, the follow-up questions, and who will ask the questions.

✓ **Are the interview questions open-ended?**

Open-ended questions, questions that cannot be answered with a simple "yes" or "no" response, enable candidates to highlight their strengths and discuss their beliefs regarding curriculum, instruction, assessment, classroom management, and commitment to the profession. The interview team should review the interview questions when constructing the Interview Protocol to determine if all of the questions are open-ended.



Are the interview questions customized for the position and differentiated for the candidate’s level of experience?

Interview questions should be developed from the competencies needed for a specific position. Competencies are a pattern of thinking, feeling, acting, or speaking that causes a person to be successful in a job or role (U.S. Department of Education, 2012).

Additionally, the interview questions may need to be differentiated based on the level of experience of a candidate (e.g., novice or veteran teacher). The content of the interview questions, however, remains the same – based on the identified competencies. Only the format or the wording of the question is changed to adapt to the candidate’s level of teaching experience (e.g. novice or veteran teacher).

How will each candidate’s answers be recorded?

Using an Interview Protocol provides organization for note-taking. This graphic organizer lists the selected questions and who will ask the specific questions.



Please refer to Appendix A for Top 10 Reminders for Conducting a Successful Interview.

✓ How will the interview end?

Plan what will occur as the interview comes to an end. Express appreciation to the candidates for taking the time to meet with the team.

Provide opportunities for each prospective candidate to ask team members questions.

Additionally, provide a candidate with a brief summary of the after-interview process (i.e., what will happen next – will the Selection Team contact the references; when will he/she will be notified, how will the candidate will be notified; will there be a second round of interviews, is a demonstration lesson required, etc.).

✓ Who will notify the candidates regarding the outcome of the interview?

The interview team uses the collected data to determine which candidate will be asked to return for any additional steps in the selection process. Determine if an administrator or a member of the Selection Team will contact the “finalists.”

Also, determine how the district/school will notify the candidates, who will not be asked to continue on to the demonstration lesson or the next step in the selection process. Usually the leader of the Selection Team telephones all the candidates who were interviewed to discuss the outcomes with formal follow-up letters.

Throughout the process, the Selection Team needs to communicate and collaborate. As a group, they should meet before the interviews to review the competencies they are looking for in a successful candidate, discuss the interview schedule, and delineate the tasks.

Once the interview team has planned the interview process and procedures, it is ready to engage in a number of tasks before the interviews are conducted.



Pre-interview Tasks

Pre-interview tasks should be addressed prior to conducting the interview process with a candidate. These tasks are listed in the table below, and described in further detail on the subsequent pages.

A list of Pre-interview Tasks	
1	Gaining a clear understanding of the interview process
2	Reviewing the job description
3	Building a consensus and articulating the competencies needed to be a successful candidate for the specific position
4	Selecting questions for the interview
5	Planning for the Interview Protocol
6	Determining evidence for categories of response
7	Contacting the candidates for interviews
8	Reviewing a candidate's application package and screening results
9	Developing an interview schedule

1. Gaining a Clear Understanding of the Interview Process

Once it has been decided which members of the Selection Team will be interviewers, it is wise to bring all the individuals together for a meeting. At that time, the district/school leadership should review the interview process and respond to any questions from the interview team. This initial meeting also provides an opportunity for the team to bond, schedule team planning sessions, and indicate dates they are available for the interviews.

2. Reviewing the Job Description

Each member of the interview team should have a copy of the job description. The job description and hiring goals are often discussed at the first meeting when the administrator or team leader meets with the interview team.

3. Building Consensus and Articulating the Competencies

As they plan for the interviews, the interview team needs to build consensus and articulate the competencies the successful candidate will possess. The Delaware Performance Appraisal System II (DPAS), developed by the Delaware Department of Education, is an excellent resource to determine teacher competencies and guide the development of interview questions. This performance appraisal system, based on the work of Charlotte Danielson (2007), includes the following four components:

- Component 1: Planning and Preparation;
- Component 2: The Classroom Environment;
- Component 3: Instruction; and
- Component 4: Professional Responsibility.

The DPAS II provides definitions and clarifies each of the components. This document will assist teams as they develop interview questions.

Refer to the components and criterion of the Delaware Performance Appraisal System II which is included in this Toolkit. A chart can also be accessed at the Delaware Department of Education website:

<http://www.doe.k12.de.us/domain/375>



Key Questions to Articulating Competencies. Research tells us that there are many competencies that outstanding teachers possess that are beyond degrees, certification, and test scores. Additionally, a teaching position may demand some specific instructional skills and personal characteristics. For example, a highly effective kindergarten teacher may have a specific set of skills and personal characteristics that differ from a highly effective middle-school English teacher.

When the interview team members agree on the instructional skills and personal attributes of a successful candidate, it will be easier to plan the structure of the interview and the decision-making process after the interview.



Please refer to Appendix B for a template and a Discussion Map with an example. This tool can be used to facilitate the process of selecting the key competencies that guide the selection of the interview questions.

4. Selecting Questions for the Interview

Effective questions are the key to obtaining crucial information about each candidate's instructional skills and personal attributes. This knowledge will enable the interview team to select a highly qualified teacher who will match the goals of the district/school. The questions should focus on the competencies needed for the job position. After the interview team has determined the instructional competencies for a specific teaching position, they should use this information to select and/or develop the interview questions. The questions should be based on the competencies and aligned to the evaluation criteria, such as a rubric. Thus, there should be questions that focus on each of the four components of effective teaching, identified in DPAS II.

Strong Questions should....



- Provide evidence for one or more of the competencies selected
- Encourage a candidate to discuss specific examples in all of his/her answers
- Be connected to specific, observable indicators that were previously identified for each of the competencies
- Allow the elicitation of evidence from candidates of all skill levels and backgrounds (TNTP, 2012).

A good place to begin is to access the many online resources that provide sample questions and suggestions and target predetermined instructional competencies and personal attributes.

The key types of questions for the interview include:

- ❖ Open-ended questions,
- ❖ Scenario questions,
- ❖ Differentiated interview questions between novice and experienced teachers, and
- ❖ Follow-up questions.

These key types are further explained on the next pages.



Please refer to Appendix C.1 to view sample Interview Questions and Scenarios aligned with DPAS II as well as Appendix C.2. interview questions identified by the University of Delaware.



Open-ended Questions

The selected interview questions should be open-ended (the candidate cannot answer with a simple “yes” or “no”). Additionally, avoid “why” questions that lead to speculation. Use “what” and “how” questions that encourage factual details. For example, “How would you integrate reading across the curriculum?” “What techniques do you use to keep students actively involved during a lesson?”

Although members of the Selection Team reviewed the candidate’s application package (e.g., resume, grade transcripts, and letters of recommendation) during the earlier screening phase, it is through direct questions that the interview team will have a better sense of each candidate’s knowledge base, instructional skills, attitudes, and work ethic. The questions that are selected for the interview will significantly impact the selection and hiring process.

The interview team should select questions based on the teaching position and the information they will need to make a good hiring decision. A list of questions or an interview protocol should be developed so there is consistency across all interviews for a specific position.

Additionally, the interview team will want to determine if a candidate is a good match for the district/school. It is the personal attributes of a candidate that provides the basis for interaction and often determines whether an individual is successful. The interview team should consider the culture and climate of the district/school. What interpersonal skills are needed for a new teacher to thrive in the district/school environment? The interview team should select questions or provide scenarios that will tap the personal attributes and work ethic of each candidate.

For charter schools, additional questions may focus specifically on the candidate’s experience with charter schools.

Avoid Leading Questions

A leading question is a question which subtly prompts a candidate to answer in a particular way. Leading questions are generally undesirable as they result in false or slanted information. For example:

“Tell us about a time when you had to adapt to a difficult situation.”

The leading word above is “adapt.” It signals to a candidate that the team only wants to hear an example of a time a candidate “adapted” to a difficult situation.

Instead, a **non-leading** question would ask: “Tell us about a time when you faced a difficult situation.”

In this case, a candidate would tell the team about a time they “adapted” or “solved” a difficult situation.



Please refer to Appendix C.1., Interview Questions and Scenarios, to view examples of interview questions that are aligned with DPAS II components and criterion.



Please refer to Appendix D for Lawful and Unlawful Questions to ask during an interview.



Creating Scenario Questions

Questions that ask candidates to provide a step-by-step solution to a typical and/or difficult scenario are particularly effective (TNTP, 2012). The scenarios can be tailored to specific school scenarios that will help you identify particular strengths of candidates and abilities to handle challenges unique to a district/school. They also require a candidate to think beyond a scripted response.

TNTP Recommends...



- ❖ Use realistic scenarios that represent your district/school (e.g., common struggle of new teachers, specific classroom management challenges, site-specific challenges, or peer/parent interaction situations);
- ❖ Consider different scenarios for different types of teachers and different levels of teaching experience;
- ❖ Provide context but keep the scenario brief; and
- ❖ Allow ample time for the candidate to think through the situation and develop an answer.

Usually, every scenario has three basic parts:

- ✓ The Set-up: A brief explanation of a teacher's situation, providing the details that should be considered as part of the context as well as a description of the problem.
- ✓ Complex Problems: A successful scenario poses more than one problem so that the candidate has to establish priorities in the proposed solutions as well as meet realistic expectations.
- ✓ A Clear Question: Though the problem may be complex, it should be obvious to the candidate what is expected for an answer (TNTP, 2012).

Example of a Scenario

It is the third month of your first year of teaching. To assist your struggling students, you begin offering an hour of your time before and after school. That time has definitely increased their progress, but the additional two hours has taken away much of your time for planning after school. Now the other teacher at your grade level will be out for a few months, and the principal has asked you to assume responsibility for some of her students, most of who are behind the students in your class. What would you do? (Adapted from TNTP, 2012).



Please refer to Appendix C.1., Interview Questions and Scenarios, and Appendix E to view Examples of Scenarios that can be used as part of the interview questioning process. The scenarios should be adapted, if needed, for novice or veteran candidates. The scenario may differ slightly, but not the focus or intent of the question.



Differentiate Interview Questions Between Novice and Experienced Teachers

The interview team needs to be cognizant of the differences between a novice and a veteran teacher. For example, for teachers who have taught, the questions can focus on their teaching experiences while for novice teachers, the questions could represent scenarios.

Because a novice teacher does not have significant teaching experience, the interview questions must target the potential for success. As a result, the questions the team asks a novice teacher may differ slightly from those prepared for a veteran teacher.

Note: It is important to recognize that there may be minor differences in the wording of the questions, based on a candidate's background experience. Using the same or similar questions enable the interview team to compare the candidates and determine which one is the best match for the position and the school. The resources listed below and found in the appendices will assist you as you select or construct interview questions.

Be sure every member of the Team is informed of unlawful questions!



All of the interview questions, however, should target the same competencies. The wording may be slightly different; but the basic questions are the same.



Please refer to Appendix F to view Differentiating Questions for Novice and Veteran Teachers. Use parallel questions when interviewing both Novice and Veteran teachers for the same position. The format differs, but not the content of the questions.

Plan Effective Follow-up Interview Questions for Standard Use Across Candidates

A follow-up question is a question to help clarify a candidate's response or ensure that the candidate has provided sufficient information to an initial question.

A common approach is to develop discretionary follow-up questions at the same time that a team identifies structured questions. Since candidates' responses may vary in the level of detail and length, it is common practice to identify follow-up questions that may be used across candidates rather than forming spontaneous questions. Spontaneous questions may introduce new topics or issues which may lead to a source of bias.

Using the same or similar follow-up questions across candidates enables the interview team to compare candidates and determine which one is the best match for the position and the district/school.

Types of Follow-up Questions

To obtain more specific details from a candidate, think of the following types of questions: would, who, when, what, why, and how of the candidates' responses. Examples are provided below.

- Would questions:** Would you give an example? Would you explain further?
- Who questions:** Who else was involved? Who else helped you with this situation?
- When questions:** When did this take place? How long ago did that happen?
- What questions:** What factors led to the situation? What were the outcomes? What was your role? What techniques did you use?
- Why questions:** Why was this situation a particular challenge? Why did you take that approach?
- How questions:** How did you prepare for this? How did you develop the idea?



Using Follow-up Questions for Different Purposes

Depending on a candidate’s initial response to a structured question, the team may need to use a combination of follow-up questions for different purposes. Listed below are examples of different purposes and types of follow-up questions.

Clarifying a Candidate’s Response

Questions that ask for definitions and examples (appropriate for all questions):

Examples:

1. Would you explain what you meant by X?
2. I’m not sure we completely understand what you mean by X. Would you say more about it?
3. Would you give us a specific example of X?
4. What exactly happened?
5. When you say, “X”, what do you mean?

Redirecting a Candidate’s Response

Questions that probe the more interesting parts of a story (appropriate for questions addressing a candidate’s past experiences):

Examples:

1. Would you tell us more about X?
2. Would you walk us through your process for X?

Understanding a Candidate’s Decision-making and Thought Processes

Appropriate for questions addressing a candidate’s past experience and beliefs:

Examples:

1. What were you thinking when X?
2. What were your reasons for deciding to X?
3. How did you decide what to do first?
4. What do you think were contributing factors to X?
5. How did you determine that X was a problem?
6. What do you think it would take to X?
7. How have you come to that belief?
8. Do you think X is possible?

Differentiating a Candidate's Action and Reactions

Questions that differentiate between a candidate's actions and circumstances (appropriate for questions addressing a candidate's past experiences):

Examples:

1. How did you begin?
2. What specifically did you do?
3. Then what did you do?
4. How did you handle that?
5. What exactly did you say to X when that happened?
6. What happened next?

Asking for a Candidate's Reflection and Evaluation of Results

Questions that ask for a candidate's evaluation (appropriate for questions addressing past experiences):

Examples:

1. What happened ultimately?
2. Were you satisfied with that result? Why or why not?
3. Why do you think it resulted that way?
4. What could have made it better?
5. Is there anything you would do differently if you had to do it again?



Please refer to Appendix D for
Lawful and Unlawful Questions to
ask during an interview.



5. Planning for the Interview Protocol

After the interview team agrees on the key competencies and constructs the interview questions, the next step in the planning process is to develop an Interview Protocol. This protocol is simply a graphic organizer that is constructed for the formal interview.

The protocol is based on the teaching position, identified instructional competencies, and whether a candidate is a novice or veteran teacher. The Interview Protocol provides organization, helps ensure consistency across multiple interviews, and guides the interview team through the sequence of the interview process.

Usually, the protocol includes the following sections:

1. Introductions;
2. Interview information (procedures and format);
3. Templates for the individual questions, with space for note-taking; and
4. Rating system.

Using an Interview Protocol enables the team to systematically gather and compare the candidates' responses to the interview questions and determine which candidates should be asked to continue to the demonstration lesson phase. All components of an Interview Protocol can be customized based on the interview process.



Please refer to Appendix G for the Team Internal Planning Protocol for Determining Questions and Levels of Evidence.

6. Determining Evidence for Categories of Responses

For each major question, it is recommended that a team consider evidence for how a candidate's responses will be evaluated and rated. For each selected question, develop a representative response for each performance level. As the team is developing and/or selecting questions, consider the table below in determining performance levels.

The performance levels for responses to interview questions are based on the performance levels of DPAS II.

Interview Question	Highly Effective Response	Effective Response	Needs Improvement Response	Ineffective Response
	What response would indicate exceptional evidence or outstanding evidence of the desired key concepts, competency, and/or indicator?	What response would indicate strong evidence of the desired key concepts, competency, and/or indicator?	What response would indicate developing or mediocre evidence or fundamental knowledge of the desired key concepts, competency, and/or indicator?	What response would indicate little or no knowledge of the desired key concepts, competency, and/or indicator?

The questions in the above table were adapted from TNTP (2012).



Remember: Please refer to Appendix G for the Team Internal Planning Protocol for Determining Questions and Levels of Evidence.



Rating Scale

The use of a rating scale for all candidates is a key component of a structured interview process (U.S. Office of Personnel Management, 2008). A rating scale can be a four-, or five-level, point-based scale.

Rating scales should be defined by levels of responses for each question. For example, the following rating scale is provided that is aligned with the DPAS II:

Rating	Level	Evidence
4	Highly Effective	Responses indicate exceptional evidence and outstanding knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component (e.g., Planning and preparation, Classroom Environment, Instruction, Professional Responsibilities).
3	Effective	Responses indicate solid evidence of performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
2	Needs Improvement	Responses indicate mediocre or developing performance or fundamental knowledge of and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
1	Ineffective	Responses indicate little or no knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
0	Unable to evaluate	Missing sufficient information to rate.

7. Contacting the Candidates for Interviews

During this time of planning, the interview and Selection Team should not lose track of the candidates. The team leader should be sure that the candidates have been contacted and that the interview dates are scheduled.



Please refer to Appendix H for an example of Interview Invitation Letter.

8. Reviewing the Candidates' Application Packages and Screening Results

Every member of the interview team should receive copies of the candidates' application materials prior to the interview for their review. This may include: cover letters, applications, resumes, transcripts, letters of recommendation, writing samples, and any other documents. This will assist each team member in becoming familiar with each candidate's background information.

9. Developing the Interview Schedule

As the day of the scheduled interview approaches, the team leader should take time to develop a schedule for the interview team members. An Interview Schedule will help the team members follow the process for the formal interview with consistency and fidelity. Additionally, the interview team will be aware of the time parameters.

Time Frame. Most interviews are scheduled for a two to three-hour time frame, including the time needed to evaluate the interview notes. A mistake that is often made is scheduling several interviews on one day and not having sufficient time to devote undivided attention to each candidate. Avoid this by allowing sufficient time between interviews.

When scheduling a time frame of two to three hours for an interview, only about 45 to 60 minutes will be available for asking the candidate questions. Time is needed for the welcome, introductions, and explanation of the format at the beginning; additional time is needed to answer candidate's questions and discuss the next steps at the end of the interview.

Typical Number of Questions in Time Frame. The time for questions will go quickly; so there will be sufficient time for only six to ten questions. Thus, the interview team must be strategic.

It is important to listen carefully to the candidate's responses to the questions. The candidate should do most of the talking, not the interview team. As a simple guideline, consider the *80-20 rule*. The candidate should talk 80% of the interview time; the interview team should talk 20% of the interview time.



Interview Schedule Example

Time Allotment	Category
Welcome and Introductions	
10 to 15 minutes	<ul style="list-style-type: none"> • Smile and be courteous. • Establish an informal, friendly tone to put the candidate at ease. • Provide a brief overview of the district/school and the job. • Explain the interview process. • Ask the candidate if he/she has any questions before the interview begins.
Questions	
45 to 60 minutes	<ul style="list-style-type: none"> • Adhere to the 80/20 rule. The Interview Team should do about 20% of the talking (asking the questions and probing for a deeper understanding); the teacher candidate should do about 80% (responding). • Ask about 6 to 10 questions. Allow time for the candidate to ask clarifying questions and reflect on the question, before responding. • Ask follow-up questions when appropriate, but do not waste time asking questions that cannot be evaluated.
Candidate's Questions	
10 to 15 minutes	<ul style="list-style-type: none"> • Encourage the teacher candidate to ask questions. These questions often provide a window into the person's thinking and what he/she values.
Closing and Next Steps	
5 to 10 minutes	<ul style="list-style-type: none"> • Thank the candidate for his/her interest in teaching at your school and for taking the time to interview for the (position). • Review the selection process, the next steps, and timelines.



Conduct the Interviews

If the interview team prepared for the formal interviews, paying attention to the details of the process, the day of the interview(s) will go smoothly. Nonetheless, the interview team should always be prepared for unexpected problems, such as a traffic jam or a team member becoming ill. It is important to remain flexible and calm, but have an alternative plan in place.

Set the Tone for a Good Beginning. During the introductory phase of each interview, it is important to start the interview in a welcoming, friendly, informal manner to help put a candidate at ease and establish a positive tone.

During introductions, smile and shake the hands of the candidates. Initial small talk can help relieve any stress or anxiety a candidate may be feeling. Offer the candidates a cup of coffee or water. Be sure that each candidate feels comfortable initially.

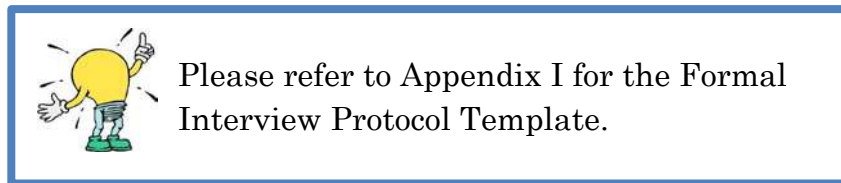
Sell the District/School. When providing an overview of the district/school and the position, be sure to share the interview team's attitudes about the district/school and experiences. It is important to generate the candidate's excitement and interest in a position.

Realize that the interview team needs to sell the district/school's strengths and unique characteristics to attract the best candidate for the position. Be sure to use words and actions that make a prospective job candidate want to commit to the district/school.



Ask the Interview Questions according to the Formal Interview Protocol. During the interview, the interview team members should focus on asking the questions, listening to the candidate's responses, asking follow-up questions as appropriate, and taking detailed notes. Be sure to record any follow-up questions that were asked at the time.

Give sufficient time and silence after asking a question, so that a candidate's thinking process is not interrupted. An interview team member could encourage a candidate by saying: "Take your time; we want you to be specific."



Maintain a Conversational Tone. The tone should be conversational throughout the interview while team members express interest in a candidate. Nonverbal signs of interest include: eye contact, smiling, nodding heads, leaning forward, and/or maintaining open body language.

Record Candidate's Responses to Questions. It is recommended that the interview team members record key words or phrases that each candidate used. Good note-taking is essential during the interview process and provides a solid base for discussion of interview outcomes after the interview is concluded.

The notes should:

- ✓ Summarize the candidate's content and delivery;
- ✓ Document the candidate's grammar, body language, and other non-verbal factors;
- ✓ Be of sufficient quality and quantity to document whether the candidate's answer meets the criteria; and
- ✓ Serve as documentation to support the team's final decision. (Adapted from U.S. Office of Personnel Management, 2008).

Do not assess responses during the interview.

Conclude the Interview. At the end of the interview, the team leader should explain and indicate how and when a candidate will be contacted. If a follow-up interview or demonstration lesson is required as a next step, this should be clearly communicated.

It is crucial that the interview team follows the indicated steps with candidates. For example, if a candidate is told he/she will receive a telephone call within two weeks --whether or not he/she is the chosen to advance to the next level, then the interview team must be sure that this is completed.



Remember: Please refer to Appendix I for the Formal Interview Protocol Template to record questions and responses.



Evaluate the Interview Data

It is important to document the results of an interview immediately following the interview meeting. All interview notes and comments should be job-related and supported with objective and factual information (Denver Public Schools, 2007).


Independent Review and Rating by Each Member. Each team member should independently review his/her notes immediately after each candidate's interview. Highlight interview responses that can be rated in comparison to competencies and the performance level criteria. Determine whether there is enough information for the assessment of major competencies.

Then, compare and evaluate a candidate's responses against the established criteria for a question and the performance levels to determine the ratings for each candidate. At this stage, each member is forming an independent evaluation without discussion with other team members.



Remember: Please refer to Appendix I for the Formal Interview Protocol Template to rate levels of responses to interview questions.

Team Review and Consensus on Each Candidate's Ratings. After the interview team members have independently rated each candidate, they should compare notes, ratings, and supporting evidence. Team members should thoroughly explore the basis for discrepancies in their ratings, and then reach a consensus rating on each candidate




Please refer to Appendix J for the Final Team Rating Form for an Interviewed Candidate. This form will help to consolidate the ratings from each of the Team members.


During and after the interview, the interview team needs to be aware of common mistakes. On the next page is a list of six common mistakes.




Common Interviewing Mistakes

 **Not Knowing the Job:** Interviewers, who do not have a comprehensive understanding of the skills needed for a job, often form their own opinion about what constitutes the best candidate. They use this personal impression to evaluate candidates.


Therefore, it is important to make sure interviewers fully understand the requirements of the job.

 **Pressure to Hire:** When interviewers believe they need to make a decision quickly, they tend to make decisions based on a limited sample of information, or on a small number of candidate interviews.

Interviewers should adhere to the established interview procedure and timeline with each candidate to avoid making erroneous decisions.

 **Relying on First Impressions:** Interviewers tend to make rapid decisions about the qualifications of a candidate within the first few minutes of the interview based on minimal information.

Interviewers should reserve their judgment until sufficient information on the candidate has been gathered.

 **Nonverbal Behavior:** Interviewers should base their evaluation of the candidate on the candidate's past performance and current behavior as it relates to the competency being evaluated and not just on how the candidate acts during the interview.

Questions and probes relating to the competencies of interest will usually direct the interviewer to the important information.



Negative Emphasis: Unfavorable information tends to be more influential and memorable than favorable information.

Interviewers should avoid focusing on negative information to the exclusion of positive information.



Contrast Effects: The order in which the candidates are interviewed can affect the ratings given to candidates.

While assigning ratings to each individual candidate, interviewers should refrain from comparing and contrasting candidates to those who have been previously interviewed. (Adapted from U.S. Office of Personnel Management, 2008, p. 29).



Team Review and Ratings for all Candidates

After the last candidate has been interviewed and rated, the interview team should review the ratings given to all interviewed candidates. This will ensure the Team has considered the performance of each candidate thoroughly and objectively and the final ratings were reached by a consensus.



Please refer to Appendix K for the Final Team Rating for All Interviewed Candidates.

Then, the team can rank order the candidates to determine recommendations for which candidate should proceed to a demonstration lesson, the next step in the selection process.

Determine Next Steps for Candidates. The team should select the two or three teacher candidates with the highest ratings and determine the next steps for these candidates.

The next steps could possibly entail: a demonstration lesson or checking references. Refer to these sections as appropriate.

Notifying Candidates after Interviews

The Team needs to identify which member will inform the candidates of the Team's decisions, the methods of contact, and the timelines for the contacts.

TNTP recommends making a personal call to all candidates who completed the full interview process. In addition, formal written correspondence is recommended as well.



Please refer to Appendix L for a Letter for unsuccessful candidate(s).

Maintain all Interview Documentation

The Delaware Department of State (2008) identified what personnel records must be maintained by school districts. Retain interview documentation for three (3) years or through the final disposition of charges of discrimination or legal action and then destroy. The interview documentation may contain the following but not be limited to:

- ❖ Copies of tests;
- ❖ Structured interview questions;
- ❖ Procedures used for screening applicants; and
- ❖ An explanation of scoring process if applied and/or ranked.

The U.S. Office of Personnel Management (2008) recommends that the following information be recorded and retained:

- ❖ Date, time, place, and length of the interview;
- ❖ Name, job title, race, national origin, and sex of the interviewers;
- ❖ Interview questions, notes, and scores for each candidate; and
- ❖ Interview guides, rating scales, and any other materials used.

Summary

This section of the toolkit outlines the process and procedures for structured interviews of teacher candidates. Guiding questions for establishing the interview process and procedures were first introduced before the actual implementation of the interview process. The implementation of the interview process includes: determination of interviewers, planning the interviews, conducting the interviews, and evaluating the interview data. Throughout the screening and selection process, the team has listened, observed, and collected data from multiple sources, including: the various components of the Application Package, the screening results, the initial telephone interview, and the formal on-site interviews.

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For additional information, please refer to the Annotated Bibliography.

Resources for Interview Questions

TNTP (The New Teacher Project)

The New Teacher Project is a national nonprofit organization founded by teachers. TNTP works with schools, districts, and states to provide excellent teachers to the students who need them most and advance policies and practices that ensure effective teaching in every classroom.

Teacher Talent Toolbox (under Resources)

Web site: <http://tntp.org/teacher-talent-toolbox/>

The Toolbox includes a variety of open source resources on recruitment and retention, including effective interviewing, sample interview question bank, and scenarios.

University of Delaware, Career Services Center

Sample interview questions for teachers. Newark, DE: Author. Retrieved from <http://www.udel.edu/CSC/pdf/InterviewTeach.pdf>

Appendices

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Appendix A

Top 10 Reminders for Conducting A Successful Interview



1. **Plan the interview – this will avoid interview disasters.**
2. **Establish an informal, friendly environment so the candidate is relaxed and can focus on answering the interview questions.**
3. **Clearly explain the interview process and format.**
4. **Use an Interview Protocol to provide consistency for all candidates.**
5. **Base interview questions on teacher competencies.**
6. **Avoid “why” questions that lead to speculation. Use “what” questions that encourage factual details.**
7. **Use follow-up questions to probe for more detail, but do not waste time on questions that cannot be evaluated.**
8. **Give scenarios to tap a candidate’s problem solving and decision making skills.**
9. **Record notes during and after the interview.**
10. **Use objective criteria to evaluate the formal interview immediately after the session.**

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Appendix B
Template: A Discussion Map with an Example

[District/School Letterhead]

Applicant Name:		Advertised Position:	
Team Member(s):		Date:	

Directions:

This *Discussion Map* is a graphic organizer to facilitate the selection of the key teaching competencies based on the Charlotte Danielson model that will be targeted in the interview questions. The Interview Team should use the Discussion Map with a copy of the DPAS II Teacher Competencies to determine the key competencies needed for the advertised teaching position.

<u>Planning and Preparation</u>
--

<u>The Classroom Environment</u>

<u>Instruction</u>

<u>Professional Responsibilities</u>

Discussion Map Example

[District/School Letterhead]

Applicant Name:		Applied Position:	
Team Member(s):		Date:	

Teaching Position: First grade teacher

Planning and Preparation

1. Goal oriented - Child-focused
2. Differentiate instruction (flexible grouping, independent work that is meaningful – NO BUSY WORK)
3. Deep knowledge of content & pedagogy
4. Knowledge of students
5. Written plans – clear and comprehensive
6. Aligned to curriculum /standards
7. On-going formative assessments

The Classroom Environment

1. Effective classroom management
2. Positive discipline/interactions
3. Inviting room environment – student work samples, class library, work stations
4. Focus on active engagement of learning
5. Safe environment – no clutter
6. Learning materials accessible to children
7. High expectations for student success – culturally sensitive

Instruction

1. Student learning activities promote active engagement
2. Implements effective differentiated instruction – based on data and student learning needs (flexible grouping)
3. Clear oral and written communication
4. Uses high-level questions and discussion techniques
5. Explicit, systematic instruction
6. Immediate and focused feedback

Professional Responsibilities

1. Reflective of instructional practice – continually learning
2. Willing to be involved in the school community
3. Places a high priority on communicating with parents
4. Organized – meets established deadlines, effective recording system

Potential Interview Questions and Scenarios Aligned with DPAS-II Components and Criterion

Criterion	Potential Interview Questions	Potential Scenario Questions
	<p>management purposes?</p> <ul style="list-style-type: none"> • How would you integrate _____ (e. g., language arts) across the curriculum? • How would you handle varied reading abilities in the content areas? • In which curriculum areas are your strengths? 	
<p>1.d. Demonstrating knowledge of students</p>	<p>1.d. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> • This position is teaching grade _____. Have you taught this grade level? (If so, what are children like at this age? If not, what are your expectations for students at this grade level?) • Describe your experience(s) working in an urban setting. • What are some of your strategies for differentiating lessons? • Describe different student learning styles and how you adjust lessons to benefit those differing styles. • How do you handle different ability levels of students in classes? • Provide an example of how you use your knowledge of students (in terms of abilities, cultures, and interests) to plan your instruction. 	<p>It is mid-October and Sarah is a new student in your first grade class. She is struggling with reading, cries often, and is having difficulty making friends. What will you do to ease her transition?</p>

Potential Interview Questions and Scenarios Aligned with DPAS-II Components and Criterion

Criterion	Potential Interview Questions	Potential Scenario Questions
	<p>Demonstrating Knowledge of Culturally Diverse Students</p> <ul style="list-style-type: none"> • What experiences have you had with students from culturally diverse backgrounds? Give us your background on teaching and mentoring experiences with students from diverse cultural backgrounds. • Provide us with examples of how you managed diversity in your classroom experience. • What do you see as the most challenging aspects of teaching an increasingly diverse student community? What strategies have you used to address diversity challenges? • Do you find students from different cultural backgrounds have different learning needs? • How do you adapt your teaching to meet the different cultures and learning styles of your students? • How would you address racial tension among students in your classes? • What would you do to motivate and engage students in learning who have varied perspectives of diversity? 	

Potential Interview Questions and Scenarios Aligned with DPAS-II Components and Criterion

Criterion	Potential Interview Questions	Potential Scenario Questions
1.e. Designing student assessments	<p>1.e. Designing student assessments</p> <ul style="list-style-type: none"> • Describe a formative assessment you designed and explain how you used the data to plan instruction and monitor students? • How would you use authentic assessments in classes? • How do you incorporate students into the formative assessment cycle? • What would you do if 50% of your class did poorly on a formative assessment? 	<p>Imagine you are teaching a lesson about XX, tell me three different ways you would assess whether your students learned the concept.</p>

Potential Interview Questions and Scenarios Aligned with DPAS-II Components and Criterion

Criterion	Potential Interview Questions	Potential Scenario Questions
		<p>If that doesn't work, what do you think is causing the disruptions? How might you draw on external resources?</p>
<p>2.c. Creating an environment to support learning</p>	<p>2.c. Creating an environment to support learning</p> <ul style="list-style-type: none"> • How do you build students' confidence in their ability to learn and meet challenges? • What is the ideal relationship between a teacher and student? • Provide an example of how you have handled peer conflicts. • You witness a student bullying another student. How would you respond? 	<p>It is the first day of school, and you go to your class and find that the textbooks have not arrived. What would you do?</p> <p>And then what? And if after a month, there were still no text books, what would you do?</p>
<p>2.d. Organizing physical space</p>	<p>2.d. Organizing physical space</p> <ul style="list-style-type: none"> • How do you establish a safe classroom environment for your students? • Describe the classroom environment you have established in previous teaching positions. 	

Potential Interview Questions and Scenarios Aligned with DPAS-II Components and Criterion

Criterion	Potential Interview Questions	Potential Scenario Questions
<p>3.c. Communicating clearly and accurately</p>	<p>3.c. Communicating clearly and accurately</p> <ul style="list-style-type: none"> • How do you communicate to students your learning expectations? • How do you ensure students understand the learning objectives of lessons? • Give an example of directions you have given to students for class work or homework. • Describe an assignment that you recently gave to students. 	
<p>3.d. Using questioning, discussion techniques</p>	<p>3.d. Using questioning, discussion techniques</p> <ul style="list-style-type: none"> • What questioning techniques do you use to move students from simple to complex answers? • What discussion techniques do you find effective with students? • Provide me examples of higher level critical thinking questions that are related to _____ (e.g., relevant topic or subject). 	

Potential Interview Questions and Scenarios Aligned with DPAS-II Components and Criterion

Criterion	Potential Interview Questions	Potential Scenario Questions
<p>3.e. Using assessment in instruction</p>	<p>3.e. Using assessment in instruction</p> <ul style="list-style-type: none"> • What formal and informal methods do you use to assess student learning? • Provide an example of your performance standards and criteria for a written assignment. How do you communicate these to students? • Describe when and how you provide feedback to students. • Describe the data and decision-making processes you use to regroup students. • When you review and analyze your student achievement data, what patterns do you see in terms of achievement gaps? What have you done to work with struggling students? What strategies work best in raising performance levels for all students? 	

Potential Interview Questions and Scenarios Aligned with DPAS-II Components and Criterion

Criterion	Potential Interview Questions	Potential Scenario Questions
Component 4: Professional Responsibilities		
<p>4.a. Communicating with families</p>	<p>4.a. Communicating with families</p> <ul style="list-style-type: none"> • Describe how you involve parents in the learning process. • Describe how you would communicate with parents of different socio-economic, cultural and/or ethnic groups. • Describe when and how you communicate with the parents/guardians of your students, including student progress. What strategies do you use to communicate with families? How often do you communicate with families? • Describe how you conduct a parent/guardian conference. • How would you address a parent who disagrees with an assignment or your grading method? 	<p>One of your students has persistent disruption problems. You have observed him taking things from other students, calling you names when your back is to the students. In several instances you have disciplined him by giving lunch detention and separating this desk from other students. He has not improved. Today his mother is at the school because the student told her that you have been picking on him and separating him from the rest of the class for no reason and she is very upset. How would you approach a conversation with his mother at this time? What kind of tone would you try to convey?</p>

Potential Interview Questions and Scenarios Aligned with DPAS-II Components and Criterion

Criterion	Potential Interview Questions	Potential Scenario Questions
<p>4.b. Recording data in a student record system</p> <p>4.c. Growing and developing professionally</p>	<p>4.b. Recording data in a student record system</p> <ul style="list-style-type: none"> • Describe how you track student assignments and progress. • In the past, how did you collect, organize and use student data? Which data? • With what data systems have you had experience? • How do you ensure student data is recorded accurately and kept up-to-date? <p>4.c. Growing and developing professionally</p> <ul style="list-style-type: none"> • What is the most significant professional development in which you have participated? • What have you read/studied recently that led to changes in your instruction? • What is a challenge that you feel you recently overcame in your teaching career? How did you search out resources to help you do so? • How have you recently improved your professional skills? • How do you solicit and receive feedback? Give an example of feedback you've received that has made you a better professional or person. • What was the last piece of feedback you received in an observation or evaluation? What did you do in response? 	<p>How would you converse with a parent who stormed into your room during class and accused you of picking on and being biased against her/his child?</p> <p>You are a new teacher and this is your first teaching assignment. You've been assigned a mentor and she is very friendly, but she hasn't helped you with the problems you are facing organizing small group instruction and pacing your lessons. You've approached her several times to schedule a time to meet, she says she'll get back to you, but she never follows-through. What will you do?</p>

Potential Interview Questions and Scenarios Aligned with DPAS-II Components and Criterion

Criterion	Potential Interview Questions	Potential Scenario Questions
4.d. Reflecting on professional practice	4.d. Reflecting on professional practice <ul style="list-style-type: none"> • How do you evaluate your own teaching? • What is the most creative lesson you have ever taught? • Why should you be hired for this position? 	
Other District/School focused	<p>Other Additional Questions:</p> <ol style="list-style-type: none"> 1) Describe your experiences with _____ schools. 2) What about your background makes you more likely to fit into this district/school’s community? What role do you see yourself playing? 3) Why are you applying for this position? 4) What challenges do you think you might face working in a _____ school? 5) Can you share some examples of ways in which you have worked to improve a district/school? 6) What activities would you like to coach or advise as a member of this staff? 7) How do you get involved in a district/school community? 	

Potential Interview Questions and Scenarios Aligned with DPAS-II Components and Criterion

Criterion	Potential Interview Questions	Potential Scenario Questions
Interactions and Relationships with Colleagues	<p>Other Additional Questions:</p> <ol style="list-style-type: none"> 1) How would your colleagues describe you? 2) How would others describe you as a team member? 3) How would you deal with an uncooperative colleague? 4) How would you contribute to building and improving staff morale? 5) Please give an example of when you had to work to build a successful relationship with a colleague. 6) Describe a conflict you faced with administration or another teacher. How did you handle the situation? 	
Diversity and Cultural Competence in Schools	<ol style="list-style-type: none"> 1) How would you define diversity? 2) Describe a specific situation in which you worked with a diverse group of people over a period of time. Based on this experience, what did you learn? Can you describe a time that you adopted your work style in order to effectively work with individuals different from you? 3) What have you done to further your knowledge about diversity? What books/materials/authors have you read on the subject of diversity? 4) What kinds of experiences have you had working with others with different backgrounds than you own? What kinds of experiences have you had in relating with people whose backgrounds are different from you own? 5) Tell us about a time when you had to alter your work style 	

Potential Interview Questions and Scenarios Aligned with DPAS-II Components and Criterion		
Criterion	Potential Interview Questions	Potential Scenario Questions
	<p>to meet a diversity need or challenge.</p> <p>6) How have you handled a situation when a college was not accepting of others' diversity?</p> <p>7) What efforts have you made, or been involved with, to foster multicultural understanding and cultural competence?</p>	
Teaching as a Career	<p>Other Additional Questions:</p> <p>1) What do you find most rewarding in being a teacher? What is most frustrating?</p> <p>2) What have been your most positive teaching experiences? Most negative teaching experiences?</p> <p>3) What do you do when instructional requirements are not aligned with your educational philosophy?</p> <p>4) What are your career goals five years from now?</p> <p>5) What are your career goals, short term and long term?</p>	

Sources: DPAS II Guide Revised for Teachers (2014 and 2015); Association of California School Administrators; KIPP NYC – Example Question Bank; The New Teacher Project (2011 and 2012); Rochester Institute of Technology (no date); Society for Human Resource Management (no date); Tooms and Crowe (2004); University of Alaska, Anchorage (no date); University of Delaware Career Services Center.

Appendix C.2.

Interview Questions Derived from the University of Delaware

CAREER SERVICES CENTER *at University of Delaware*

401 Academy Street
Monday-Friday 8 am to 5 pm
Phone: 302-831-2392
<http://www.udel.edu/CSC>

Sample of Interview Questions for Teachers

Professional Experiences

1. What is your philosophy of education?
2. Describe your student teaching experience(s). What are some of the most significant things you learned from your cooperating teacher(s)? What did you like/dislike?
3. What is your knowledge of and experience with standards-based education?
4. What experience have you had with students from culturally diverse backgrounds?
5. When did you first become interested in teaching?
6. What opportunities have you had to bring multicultural education into your classroom?
7. Describe your experience(s) working in an urban setting.
8. How well has your college/university prepared you for the teaching profession?

Planning Skills

1. What do you include in your daily lesson plans? How closely do you follow your plans?
2. Describe a good lesson you've planned and implemented. Explain why it was good.
3. Describe a time when a lesson was not going well. What did you do about it?
4. How would you integrate language arts across the curriculum?
5. How would you go about setting up your reading program?
6. How would you handle varied reading abilities in the content areas?

7. How much homework will you assign? How do you know how long it will take your students?

Instructional Skills

1. Describe the teaching techniques or strategies that are most effective for you.
2. How would you include cooperative learning in your classroom?
3. How would you identify the special needs of your students?
4. What do you include when you write learning objectives?
5. What techniques do you use to keep students actively involved during a lesson?
6. What methods would you use to assess student learning?
7. Describe different student learning styles and how you adjust lessons to benefit those differing styles.
8. Do you feel that the teacher should be responsible for developing objectives or should they be provided in the curriculum?
9. How do you deal with the unmotivated student?
10. Is drill and practice important? How and when would you use it?
11. What would you do if 50% of your class did poorly on a test?
12. What do you see as the relative strengths and weaknesses of norm-referenced tests?
13. How would you use authentic assessment?

Technology/Computer Skills

1. How would you incorporate technology in your classroom?
2. What are your computer skills? What software have you used for instructional or classroom management purposes?
3. Assuming you have adequate equipment, how would students be allowed to use technology in your classroom?

Classroom Discipline

1. Describe your philosophy regarding discipline.
2. What techniques would you use to handle discipline problems that may arise in your classroom?
3. What was the most challenging discipline problem you've encountered and how did you handle it? Were you prepared to handle this situation? In hindsight, would you have handled this situation any differently?

4. What kind of rules do you have in your classroom? (Share an example.) How are they established?
5. How would you create and promote a safe atmosphere in your classroom?

Classroom Management

1. What is your classroom management plan/style? What are your goals?
2. Describe what you consider to be the model classroom. What would a typical day look like in this classroom?
3. Share three interesting classroom management techniques used in your classroom.
4. When students say they want their teacher to be fair, what do you think they mean?

Relationships with Administration, Staff, Parents, and Students

1. Describe an outstanding teacher. What makes this educator outstanding?
2. What does “teamwork” mean to you? Give an example.
3. What should a principal expect from teachers? What should teachers expect from their principal?
4. What kind of principal would you like to work for?
5. How would your students describe you as a teacher?
6. How do you approach parent/teacher conferences?
7. What do you feel is important to know about your students? How do you gather this information?
8. Describe your approach with a parent who is upset with you - - and you know you are right.
9. How can you get students to be excited about learning?
10. Describe your use of paraprofessional aides and/or parent volunteers in your classroom.
11. How do you develop self-esteem in your students?
12. How do you keep parents informed about the daily/weekly progress of their son/daughter? What vehicles do you use to communicate with parents?
13. What kind of people do you find it difficult to work with and why?
14. Do you want students to like you? Why or why not?
15. What do you value most in a child?

Personal Qualities

1. Why have you selected teaching as a profession?
2. What are your career goals, short term and long term?
3. What makes you an effective teacher?
4. Describe yourself with three adjectives and explain why they were chosen.
5. What distinguishes you from other candidates?
6. Describe your fears as you begin your first year teaching.
7. If I were to contact your references what do you think they would say about you?
8. Would you describe yourself as a team player or an individual achiever?
9. What is your most successful accomplishment?
10. Tell me whom you would like to emulate. Why?

Miscellaneous

1. What activities would you like to become involved in within our school, district, or community?
2. Why do you want to work in our school system?
3. Tell me about yourself.
4. Describe your thoughts about student and teacher accountability.
5. What professional development topics interest you? What are your plans for professional growth?
6. What gives you the greatest pleasure teaching?
7. What do you think is wrong with public education today?
8. At which grade level do you think you would do the best job?
9. Would you be willing to teach at a different grade level (elementary) or teach a different subject (secondary)?
10. What are your greatest weaknesses?
11. Why should we hire you over the two other finalists who have comparable qualifications?

Appendix D

Lawful and Unlawful Questions

This appendix includes topics, and examples of lawful and unlawful questions to be asked during the selection process.

Topic	Lawful	Unlawful
Name	<ul style="list-style-type: none"> • What is your full name? • In checking your references and/or educational background, will I be able to identify you by your current name? 	<ul style="list-style-type: none"> • What is your maiden name? • Do you prefer Ms., Miss, or Mrs.? • What type of a name is _____?
Address	<ul style="list-style-type: none"> • How long have you lived at this address? 	<ul style="list-style-type: none"> • Birthplace? • Names and relationships of person with whom the applicant lives • Do you own or rent your home?
Education	<ul style="list-style-type: none"> • What schools did you attend? • What courses did you take? • What degrees did you earn? 	<ul style="list-style-type: none"> • What years did you attend? • When did you graduate from high school?
Age	<ul style="list-style-type: none"> • Are you under 18 years of age? 	<ul style="list-style-type: none"> • How old are you? • What is your date of birth?
Disability	<ul style="list-style-type: none"> • After describing the essential functions of the job, can you perform these with or without a reasonable accommodation? • After describing the essential functions of the job, will you be able to meet these requirements? 	<ul style="list-style-type: none"> • Do you have any disabilities that would prohibit you from performing this job? • Have you ever had a back (or any other type) of injury? • Have you ever been injured on the job? • Have you ever filed for Worker's Compensation?
Health/Medical Conditions	<ul style="list-style-type: none"> • Do NOT ask any questions related to the health/medical condition of the person being interviewed. 	<ul style="list-style-type: none"> • Do you have any existing health condition that would prevent you from doing this job?

Topic	Lawful	Unlawful
Citizenship	<ul style="list-style-type: none"> Can you present proof, if hired, that you are eligible to work in the United States? 	<ul style="list-style-type: none"> Are you a U.S. citizen? Can you provide a green card or a visa?
National Origin	<ul style="list-style-type: none"> What language do you speak/write fluently (if job related)? 	<ul style="list-style-type: none"> Where were you born? What is your native language? How/where did you learn to speak that language?
Race	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> What race are you?
Family/Marital Status	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Are you married? Divorced? How many children do you have? Do you live alone? What does your spouse do for a living?
Sex/ Sexual Orientation	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Are you planning to have any children? Are you pregnant? What is your sexual orientation?
Military Record	<ul style="list-style-type: none"> What education & training have you obtained through the military? 	<ul style="list-style-type: none"> What are the dates of your military duty? Have you served in a foreign military? What was your type of discharge?
Transportation	<ul style="list-style-type: none"> Do you have reliable transportation that will assure that you arrive at work on time each day? 	<ul style="list-style-type: none"> Do you have a car? How will you get to work?
Arrests/Convictions	<ul style="list-style-type: none"> Have you ever been convicted of a felony? 	<ul style="list-style-type: none"> Have you ever been arrested?

Adapted from: TNTP (2012).

Appendix E

Examples of Scenarios

1. It is mid-October and Sarah is a new student in your first grade class. She is struggling with reading, cries often, and is having difficulty making friends. What will you do to ease her transition?
2. You are a new teacher and this is your first teaching assignment. You've been assigned a mentor and she is very friendly, but she hasn't helped you with the problems you are facing organizing small group instruction and pacing your lessons. You've approached her several times to schedule a time to meet, she says she'll get back to you, but she never follows-through. What will you do?
3. It is the third month of school and the assessment data indicates that over one third of your students are not making adequate progress. What will you do?
4. You carefully planned a science lesson that included a demonstration of static electricity. Although the process worked when you practiced the demonstration, it did not work during the lesson. As a result the lesson was not successful. One student said: "Wow, this is boring!" What will you do next?
5. You were just notified that the mother of one of your students is in the office, waiting to see you after school. The school secretary alerted you that the mother is very angry because her daughter is not in the advanced reading group. The children were initially placed based on assessment data. As the teacher, you are able to move children from one "flexible" group to another. This child, however, is struggling with many of the concepts within the "grade level" group. How will you prepare and conduct this difficult conversation with this mother.

Adapted from: TNTP: Teacher Talent Toolbox

www.tntp.org/teacher-talent-toolbox/explore/hiring

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Appendix F

Differentiating Questions for Novice and Veteran Teachers

[District/School Letterhead]

Applicant Name:		Applied Position:	
Team Member(s):		Date:	

Directions:

These sample questions provide parallel examples that can be used when interviewing both novice and veteran teachers for a teaching position.

Parallel Interview Questions for Novice and Veteran Teachers <i>(Based on DPAS II Teaching Competencies)</i>	
NOVICE	VETERAN
<p>Component 1: Planning and Preparation</p> <ol style="list-style-type: none"> 1) How do you plan instruction? 2) What is formative assessment and why is this data so important for planning instruction? 3) How will you determine instructional goals? 4) This position is teaching grade _____. What are your expectations for students at this grade level? 5) As a new teacher, where will you seek help and assistance when planning instruction? 	<p>Component 1: Planning and Preparation</p> <ol style="list-style-type: none"> 1) What process did you use to plan instruction? 2) Describe a formative assessment you designed and how you used the data to plan instruction? 3) Explain the process you use to establish instructional goals. 4) This position is teaching grade _____. Have you taught this grade level? (If so, what are children like at this age? If not, what are your expectations for students at this grade level?) 5) What resources do you use to plan instruction?

Parallel Interview Questions for Novice and Veteran Teachers
(Based on *DPAS II Teaching Competencies*)

NOVICE	VETERAN
<p>Component 2: The Classroom Environment</p> <ol style="list-style-type: none"> 1) What techniques will you use to handle discipline problems that may arise in your classroom? 2) When you are working with a small group of students, what will the other students do? How will you determine if the assignments are meaningful tasks? 3) If we walk into your classroom, what will we see; what will we hear? 4) How will you build students' confidence in their ability to learn and meet challenges? 5) As a classroom teacher, what safety issues will you need to address? 	<p>Component 2: The Classroom Environment</p> <ol style="list-style-type: none"> 1) What was the most challenging discipline problem you've encountered and how did you handle it? 2) When you worked with small groups of students, what were the other students doing? Describe the learning tasks. 3) Describe the classroom environment you've established in previous teaching positions. 4) How did you build students' confidence in their ability to learn and meet challenges? 5) How did you establish a safe classroom environment for your students?
<p>Component 3: Instruction</p> <ol style="list-style-type: none"> 1) What should you consider when you write learning objectives? 2) What experiences have you had with students from culturally diverse backgrounds? 3) What teaching techniques will you use to actively engage students in the learning process? 4) How will you differentiate instruction? 5) How will you implement flexible grouping in your classroom? 	<p>Component 3: Instruction</p> <ol style="list-style-type: none"> 1) Give an example of a learning objective you've written and explain your decision-making process when you constructed it. 2) Describe your experiences with students from culturally diverse backgrounds. 3) Describe how you actively engage students in the learning process. 4) Describe how you differentiated instruction in your classroom. 5) Describe the data and decision making process you used to regroup students.

Parallel Interview Questions for Novice and Veteran Teachers (Based on DPAS II Teaching Competencies)	
NOVICE	VETERAN
<p>Component 4: Professional Responsibilities</p> <ol style="list-style-type: none"> 1) Why is it important to communicate with parents? 2) When and how will you communicate with parents? 3) How will you serve the school community – beyond your classroom? 4) How will you collect, organize, and use data? 5) How will you continue to improve your instructional practice? 	<p>Component 4: Professional Responsibilities</p> <ol style="list-style-type: none"> 1) Describe when and how you communicated with the parents/guardians of your students. 2) How will you increase school and home interaction? 3) Describe your past service to the school community – beyond your classroom. 4) In the past, how did you collect, organize and use data? 5) How will you continue to grow professionally?
<p>Additional Questions:</p> <ol style="list-style-type: none"> 1) Why do you want to be a teacher at our school? 2) What experiences have you had with charter schools? 3) How do charter schools differ from traditional public schools? 4) What is your philosophy of education? 5) How do you handle conflict? 6) What does the term “<i>professional ethics</i>” mean to you? 	<p>Additional Questions:</p> <ol style="list-style-type: none"> 1) What do you find most rewarding in being a teacher? What is most frustrating? 2) Describe your experiences with charter schools? 3) Why are you applying for a charter school position? 4) What do you do when instructional requirements are not aligned with your educational philosophy? 5) Describe a conflict you faced (with administration, parents, or another teacher). How did you handle the situation? 6) What do you consider the most important elements of professional ethics?

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Appendix G

Template: Team Internal Planning Protocol for Determining Interview Questions and Levels of Evidence

[District/School Letterhead]

Applied Position:		Date:	
Team Member(s):			

Directions: The team identifies the initial interview questions to be asked of each candidate, including potential follow-up questions. Then the team identifies the potential examples of representative responses that would correspond to each level of the rating scale. This should be completed prior to the interviews of candidates. The team will also need to decide on the range of total number of points for each performance level depending on the total number of questions asked.

Rating Scale for Each Question		
4	Highly Effective	Responses indicate evidence of exceptional performance and outstanding knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
3	Effective	Responses indicate evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
2	Needs Improvement	Responses indicate mediocre or developing performance and fundamental knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
1	Ineffective	Responses indicate little or no knowledge and minimal understanding of the key concepts, indicators and/or competencies within a DPAS II component.
0	Unable to Evaluate	Responses missing sufficient information for rating.

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
1. Planning & Preparation 1.a. Selecting Instructional Goals 1.b. Designing Coherent Instruction 1.c. Demonstrating Knowledge of Content & Pedagogy	1.					
1.d. Demonstrating Knowledge of Students 1.e. Designing Student Assessments	2.					

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
2. Classroom Environment 2.a. Managing Classroom Procedures 2.b. Managing Student Behavior	3.					
2.c. Creating an Environment to Support Learning 2.d. Organizing physical Space	4.					

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
3. Instruction 3.a. Engaging Students in Learning 3.b. Demonstrating Flexibility and Responsiveness	5.					
3.c. Communicating Clearly and Accurately 3.d. Using Questioning and Discussion Techniques 3.e. Using Assessment in Instruction	6.					

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
4. Professional Responsibilities 4.a. Communicating with families 4.b. Recording Data in a Student Record System	7.					
4.c. Growing and Developing Professionally 4.d. Reflecting on Professional Practice	8.					

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
5. OTHER (Identify areas)	9.					
	10.					
Total Scores:						

NOTE: Final Performance Levels will need to be determined based on total number of questions asked and points.

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):
Example: 0-10	Example: 11-20	Example: 21-30	Example: 31-40

Appendix H Template Letter: Example of Interview Invitation

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

Thank you for your interest in the position of [position title]. Based on our screening process, we would like to interview you for the above position. The interview information is as follows:

Date:

Time:

Location:

Name and Phone of Contact:

Directions to Interview Location:

[Note: Use this letter to also inform applicants of any other aspects of the interview, e.g., that there will be an interview committee, that a demonstration lesson may be requested, etc.]

Please contact me at [phone] if I may provide you with additional information.

Sincerely,

[Name and title of personnel]

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Questions should be determined prior to the interview and may be customized for each applicant to clarify any questions/concerns that have arisen from the previous screening phases. The number of questions per component will vary dependent upon the decision of the Team. (This document is a template and meant to be adjusted accordingly).

Be sure to record any follow-up questions asked and a candidate's responses.

Component 1: Planning and Preparation

1. Question #1 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

2. Question #2 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

3. Question #3 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

Component 2: Classroom Environment

4. Question #4 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

5. Question #5 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

6. Question #6 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

Component 3: Instruction

7. Question #7 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

8. Question #8 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

Component 4: Professional Responsibilities

9. Question #9 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

10. Question #10 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

11. Question #11 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

Other

12. Question #12 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

13. Question #13 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

Final Comments/Reflections:

DPAS II Components	Question Nos.	Ratings				
		4	3	2	1	0
1. Planning and Preparation	1-3					
2. Classroom Environment	4-6					
3. Instruction	7-8					
4. Professional Responsibilities	9-11					
5. Other	12-13					
TOTAL Rating Scores:						
Performance Level(s):						

NOTE: Final Performance Levels will need to be determined based on the number of questions asked and total points assigned.

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):

Rating Scale for Each Question		
4	Highly Effective	Responses indicate evidence of exceptional performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
3	Effective	Responses indicate evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
2	Needs Improvement	Responses indicate evidence of mediocre or developing performance and fundamental knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
1	Ineffective	Responses indicate little or no knowledge and understanding of the key concepts, indicators and/or competencies within a DPAS II component.
0	Unable to Evaluate	Responses missing sufficient information for rating.

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Appendix J

Template: Final Team Rating Form for an Interviewed Candidate

[District/School Letterhead]

Candidate Name:		Applied Position:		Date:	
Team Members:					
<p>Directions: Transfer each interviewer's competency ratings onto this form. A consensus discussion should occur with each team member justifying his/her rating. Any changes to the individual ratings during consensus discussion should be initiated by the team member. A final team consensus rating should be entered for each component as well as complete the justification.</p>					
<p>Recommendation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Highly recommended for next step in selection process <input type="checkbox"/> Recommended for next step in selection process <input type="checkbox"/> Not recommended for next step or position <input type="checkbox"/> Other: 					

DPAS II Components	Question Nos.	Team Member #1 Ratings	Team Member #2 Ratings	Team Member #3 Ratings	Team Member #4 Ratings	Team Member #5 Ratings	Consensus Group Rating
1. Planning and Preparation							
2. Classroom Environment							
3. Instruction							
4. Professional Responsibilities							
5. Other							
TOTAL Rating Scores:							
Performance Levels:							

NOTE: Final Performance Levels will need to be determined based on total number of questions asked.

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):

Comments/Justification for Consensus Ratings:		
Rating Scale for Each Question		
4	Highly Effective	Responses indicate evidence of exceptional performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
3	Effective	Responses indicate evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
2	Needs Improvement	Responses indicate evidence of mediocre or developing performance and fundamental knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
1	Ineffective	Responses indicate little or no knowledge and understanding of the key concepts, indicators and/or competencies within a DPAS II component.
0	Unable to Evaluate	Responses missing sufficient information for rating.

Adapted from U.S. Office of Personnel Management (2008)

Appendix K
Template: Final Team Ratings for All Interviewed Candidates
 [District/School Letterhead]

Candidate Name:		Position:		Date:	
Team Member(s):		Rank Order of Candidates: 1. 2. 3. 4.			

Directions: Enter the final team consensus ratings for each component, question number, and candidate. Then rank order the candidates (from the highest total score to the lowest total score).

Components for Competencies	Question Numbers	Candidate #1 (name)	Candidate #2 (name)	Candidate #3 (name)	Candidate #4 (name)
1.Planning and Preparation					
2. Classroom Environment					
3.Instruction					
4. Professional Responsibilities					
5. Other:					
TOTAL Rating Scores:					
Performance Levels:					

NOTE: Final Performance Levels will need to be determined based on the number of questions asked.

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):

Comments/Justification for Rank Order:

Rating Scale for Each Question		
4	Highly Effective	Responses indicate evidence of exceptional performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
3	Effective	Responses indicate evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
2	Needs Improvement	Responses indicate evidence of mediocre or developing performance and fundamental knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
1	Ineffective	Responses indicate little or no knowledge and understanding of the key concepts, indicators and/or competencies within a DPAS II component.
0	Unable to Evaluate	Responses missing sufficient information for rating.

(Adapted from U.S. Office of Personnel Management, 2008)

Appendix L

Template Letter: For Unsuccessful Candidate(s) After On-site Interview

[District/School letterhead]

[Date]

[Name of Candidate]

[Address]

Dear Mr./Ms. _____,

Thank you for taking the time to interview for the position of [position title].

The selection of a final candidate was a difficult task given the many applications the district/school received from individuals with strong backgrounds in this field.

We regret to inform you that the position was offered to another candidate.

Again, thank you for your application for this position and interest in employment with [name of district/school].

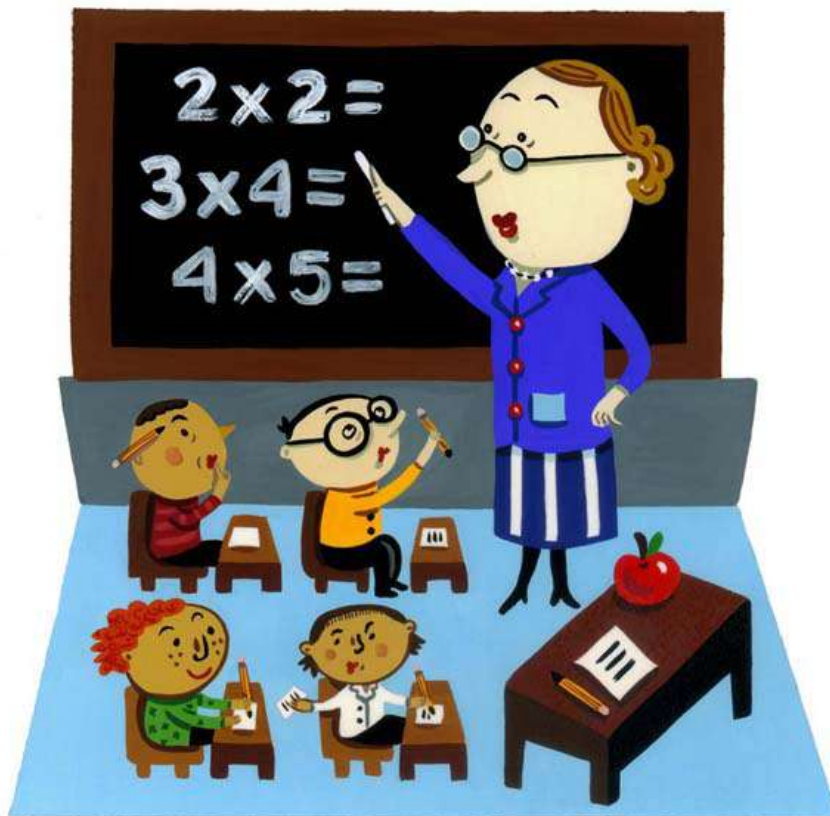
We wish you well in your career.

Sincerely,

[Name and title of personnel]

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Demonstration Lessons



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Table of Contents

Introduction	1
Guiding Question	1
Implementing a Systematic Process and Procedures for Demonstration Lessons	2
Preparation for the Demonstration Lesson.....	3
Observation and Debriefing on the Demonstration Lesson	9
Evaluation of the Demonstration Lesson.....	11
Notification to Candidates of the Results of the Evaluation.....	13
Maintain Documentation of the Demonstration Lesson.....	14
Summary	14
References.....	15
Resources	15
Appendices.....	17
Appendix A Template: Letter/email Inviting Candidate to a Demonstration Lesson.....	19
Sample Letter	20
Appendix B Template: Demonstration Lesson Observation Form	21
Appendix C Template: Demonstration Lesson Reflection Sheet for Candidate.....	27
Appendix D Template: Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate.....	29
Appendix E Template: Comparison of All Candidates and Team Consensus Ratings for Demonstration Lessons	31
Appendix F Template Letter: For Unsuccessful Candidate After Demonstration Lesson.....	33

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Introduction

Districts and schools often use demonstration lessons as a component of the selection process. Demonstration lessons offer opportunities to judge a job candidate's knowledge, skills, and dispositions required for a position and to determine the candidate's fit with a district/school. A demonstration lesson is simply a planned lesson for a group of students. It is most effective to observe a candidate teach a lesson to students and not to the members of the Selection Team.

This section of the toolkit provides an overview of the process and procedures for conducting demonstration lessons. It includes a guiding question, the major steps in designing and implementing the demonstration lesson systematically, references, resources, and templates with examples.

When do district/schools typically use demonstration lessons?



TNTP (2012) suggests that a demonstration lesson may be particularly useful when....

- ❖ A candidate is teaching a particularly high-stakes academic subject;
- ❖ There are any concerns about a candidate's interactions with students;
- ❖ There are any concerns about a candidate's teaching competencies.

Guiding Question

1. How can districts/schools design and implement a systematic demonstration lesson process and procedures as part of the selection process?

Implementing a Systematic Process and Procedures for Demonstration Lessons

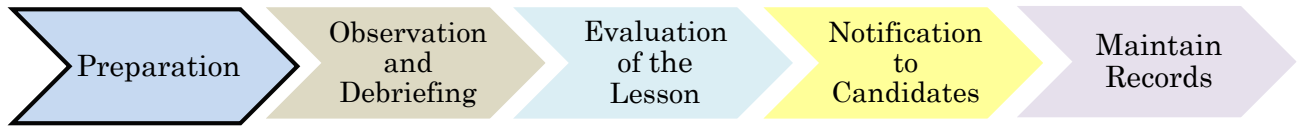
If a district/school includes demonstration lessons in the selection process, the leadership and Selection Team should be sure it is a systematic process in which the procedures are efficient, consistent, and fairly implemented across all candidates.

The typical procedures for implementing a demonstration lesson in the selection process include: preparation by a school and candidate(s), observation of the demonstration lesson, follow-up debriefing and reflection with the candidate(s), evaluation of the demonstration lesson, and notification of the candidate(s). Each of these will be described more fully.



Demonstration Lesson Process

- ❖ Prepare for the demonstration lesson;
- ❖ Observe the demonstration lesson and conduct follow-up candidate debriefing and reflection;
- ❖ Evaluate the demonstration lesson (lesson plan, demonstration, teacher reflection) and notify the candidates; and
- ❖ Maintain records on the demonstration lesson.



Preparation for the Demonstration Lesson

The preparation for the demonstration lesson includes	
1	Selecting and preparing a class and scheduling the lesson
2	Developing directions for the demonstration lesson
3	Identifying the criteria and process by which a school will evaluate the demonstration lesson
4	Providing the candidate with the learning objectives, written directions and evaluation criteria prior to the demonstration lesson
5	Submitting the lesson plan prior to the demonstration lesson

1. Select and Prepare a Class for the Demonstration Lesson

It is recommended that a district/school select an “average” class for a candidate to teach (TNTP, 2012). The demonstration lesson for all candidates should be in the same academic content subject.

In addition, the district/school should prepare the students in the class for the sample lesson. Preparation may include explaining the purpose of the lesson and providing guidelines on how students should behave during the lesson.

The time of year will impact when and how the demonstration lesson is conducted. The selection team should consider any barriers and provide options for the candidate.

2. Develop Directions for the Demonstration Lesson

The Selection Team should provide the candidate with written directions and guidelines at least three to five days prior to the scheduled lesson.

If a district/school uses a standard lesson plan format, the team may want to send an electronic copy of the template to the candidate.

3. Identify the Criteria and Process by which the District/School will Evaluate a Demonstration Lesson

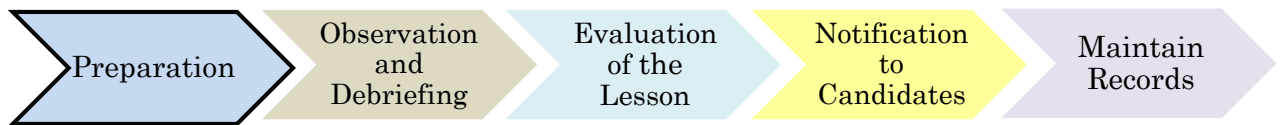
The team needs to identify the criteria and process by which the demonstration lesson will be evaluated.

Criteria

For example, TNTP (no date) suggested the following criteria to consider for evaluating a demonstration lesson.

- ✓ Classroom environment which aligns with Component 2: The Classroom Environment in DPAS II
 - Sets clear expectations for classroom behavior;
 - Maintains control of the learning environment using respectful language;
 - Responds appropriately to off-task student behavior; and
 - Praises strong work and on-task behavior.

- ✓ Lesson Content which aligns with Component 3: Instruction in DPAS II
 - Organizes the lesson around a learning objective or main point;
 - Presents academic material that is rigorous, age-appropriate, and accurate;
 - Organizes the lesson with a clear beginning, middle, and end;
 - Creates engaging activities and questions aligned with the objective;
 - Assesses if students have reached the stated objective; and
 - Modifies and adjusts the lesson to match the needs of students.



✓ Student Engagement which aligns with Component 3: Instruction in DPAS II

- Checks for prior knowledge at the start of the lesson and checks for understanding at the conclusion of the lesson;
- Asks a variety of differentiated questions and incorporates different learning strategies to meet the needs of varied learners;
- Creates multiple opportunities for student involvement; and
- Allows students to work together, if appropriate.

Evaluation Process

The evaluation process of a demonstration lesson should take into consideration the procedures that team members will use during and after the demonstration lesson to evaluate the lesson. Often the process includes team members independently reviewing their notes of the observed lesson, rating the candidate's implementation of the lesson by a scoring system, and reaching consensus on the team's ratings of a candidate.

If a district/school develops a rubric, it is suggested that the rubric contain four to five levels of performance, preferably aligned with the levels of performance in DPAS II.



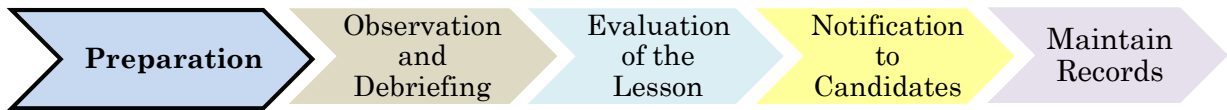
Please refer to the DPAS II and the Delaware Framework for Teachers for components and criterion in the Creating Systems for Screening and Selection.

If using a rating scale, a district/school may want to use a scale similar to the one presented in the Interview Process and Procedures section (see next page).

Rating Scale

Points	Level	Rating Scale for Each Question
4	Highly Effective	Lesson provided evidence of exceptional performance and outstanding knowledge and understanding of key concepts, competencies, and/or indicators in a DPAS II component.
3	Effective	Lesson provided evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and indicators in a DPAS II component.
2	Needs Improvement	Lesson provided evidence of mediocre or developing performance and fundamental knowledge and understanding of key concepts, competencies, and/or indicators that need to be addressed in a DPAS II component.
1	Ineffective	Lesson provided evidence of little or no knowledge and understanding of the key concepts, competencies, and indicators in a DPAS II component.
0	Unable to Evaluate	Missing sufficient information and/or observable behaviors.

Once the team has defined the evaluation criteria and process, the next step is to inform the candidate on the details of the lesson.



4. Provide the candidate with written directions or guidance and evaluation criteria and schedule the demonstration lesson

It is recommended that a district/school provide each candidate with information about the class that will be the setting for the lesson, including written guidance or directions. At minimum, a letter should include:

- ✓ Grade level and topic;
- ✓ Number of students in class and any special information about the class;
- ✓ Day and time and length of time for the lesson;
- ✓ Number of people who will be observing the lesson;
- ✓ Contact information of the Selection Team leader and the classroom teacher;
- ✓ Information on whether a candidate needs to bring handouts or the school will print handouts; and
- ✓ Availability of technologies (e.g., computer, SmartBoard, etc.).



Please refer to Appendix A for a Letter/Email inviting a Candidate to a Demonstration Lesson

Additional Information to be Provided to Candidate

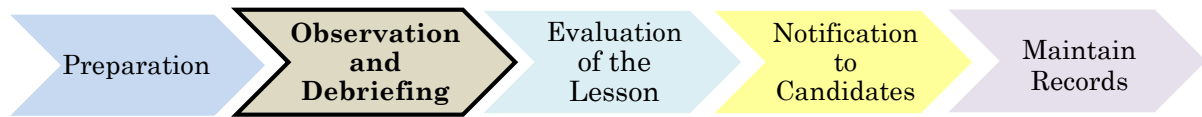
It is recommended that a district/school provide sufficient information to candidates on the district/school's curriculum, students, and instructional strategies (TNTP, no date). This information will assist the candidate in preparing a knowledgeable lesson.

In addition, it is recommended that the district/ school also send the candidate characteristics of a good lesson plan or the criteria by which a lesson plan will be evaluated (TNTP, 2012).

5. Candidate Submits Lesson Plan Prior to Demonstration Lesson

The candidate should submit a lesson plan for the Demonstration Lesson to the Selection Team before the lesson. The team can indicate if the lesson plan should be submitted electronically before the day of the Demonstration Lesson or if a hard copy of the lesson plan should be provided the day of the lesson.

The quality of the lesson plan should be a part of evaluation for the Demonstration Lesson. A district/school will need to determine the criteria prior to sharing this information with a candidate.



Observation and Debriefing on the Demonstration Lesson

The next step in the process is the observation and follow-up debriefing and reflection with the candidate.

1. Observation of the Lesson by Team Members

All members of the Selection Team should be present to observe the teaching demonstration. The team should meet before a scheduled demonstration lesson to review the process, the observation template, and the evaluation criteria and process.

The observation notes should focus on the key competencies and indicators. Detailed notes will provide evidence for the candidate’s effectiveness and enable the selection team to evaluate the lesson.

Refer to Appendix B for a template for a Demonstration Lesson Observation Form. This tool provides guidance for the Selection Team as they observe the lesson and take notes. A standardized form that focuses on teaching competencies also provides consistency across multiple demonstration lessons.



Please refer to Appendix B, a template for a Demonstration Lesson Observation Form with a rating scale.

2. Follow-up Candidate Debriefing and Reflection

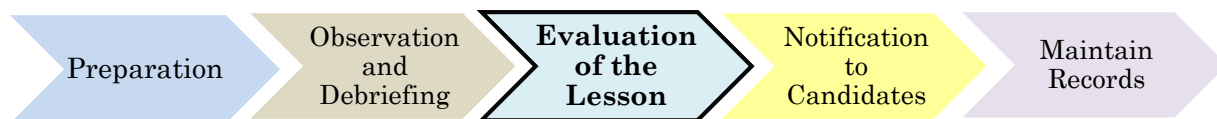
It is recommended that the Selection Team hold a debriefing conversation with each candidate after the lesson.

In addition, a district/school may request that the candidate reflect on the lesson. The reflection may be a discussion with the Selection Team after the lesson or a written reflection that is submitted electronically within a specified time period. Reflecting on instructional practice is an aspect of professional responsibilities, a competency of effective teaching.

After the debriefing is completed, provide the candidate information on the next steps in the selection process and the timelines by which he/she will be notified.



Please refer to Appendix C, a template, the Demonstration Lesson Reflection Sheet for a Candidate.



Evaluation of the Demonstration Lesson

During and immediately after the demonstration lesson, a team typically evaluates the preparation for the lesson, the content, and delivery and management of the lesson (TNTP, 2012). Potential questions to consider as part of the evaluation process come from the DPAS II possible prompts/questions for post-observation conferences.

1. Independent Review and Rating by Each Member

Each team member should independently review his/her notes immediately after each candidate's demonstration lesson. Determine whether there is enough information for the assessment of major indicators and criteria for each DPAS II component and criterion that is the focus of the demonstration lesson.

Then, compare and evaluate the notes against the established criteria for the performance levels to determine the ratings for each candidate. At this stage, each member is forming an independent evaluation without discussion with other team members.



Remember: Please refer to Appendix B, a template for Demonstration Lesson Observation Form with rating scale.

2. Team Review and Discussion on Each Candidate's Ratings

After team members have independently rated each candidate, they should compare notes, ratings, and supporting evidence. Team members should thoroughly explore the basis for discrepancies in their ratings, and then reach a consensus or average rating on each candidate. Key questions for discussion may address:

- ❖ What were the strengths and weaknesses of the observed lesson?
- ❖ Which competencies/indicators were observed during the lesson?
- ❖ How did you rate the lesson overall?



Please refer to Appendix D, a template, Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate.

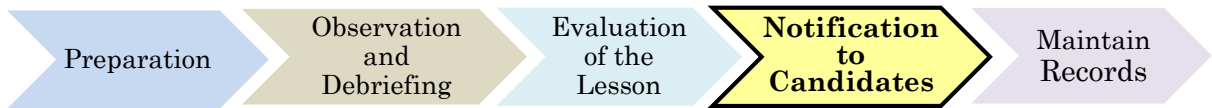
3. Team Review and Ratings for all Candidates

After the team has observed and rated the last candidate's demonstration lesson, the team should review the group ratings given to all candidates. This will ensure that the performance of each candidate has been considered thoroughly and objectively and the final ratings have been reached by a consensus.

Then, the team can rank order the candidates to determine recommendations for which candidate should proceed to the next step in the selection process.



Please refer to Appendix E, a template, Comparison of All Candidates and Team Consensus Rating for Demonstration Lessons.

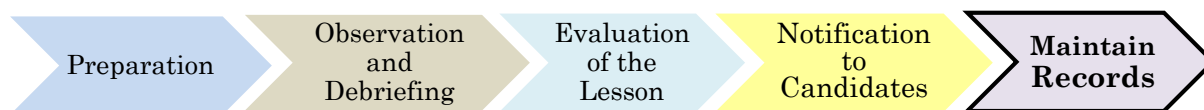


Notification to Candidates of the Results of the Evaluation

TNTP recommends making a personal call to all candidates who completed the demonstration lesson process. In addition, formal written correspondence is recommended as well.



Please refer to Appendix F, a letter template for an unsuccessful candidate.



Maintain Documentation of the Demonstration Lesson

Although the Delaware Department of State does not specifically identify demonstration lessons as part of the personnel records that must be maintained, it is recommended that a district/school follow these guidelines for what records must be kept for successful and unsuccessful applications for employment.

Retain interview documentation for three (3) years or through the final disposition of charges of discrimination or legal action and then destroy. The interview documentation may contain the following but not be limited to:

1. Copies of tests;
2. Structured interview questions;
3. Procedures used for screening applicants; and
4. An explanation of scoring process if applied and/or ranked.

Summary

Demonstration lessons can be one aspect of a competency-based selection model and selection process. The lessons offer districts/schools opportunities to observe and assess a candidate's teaching competencies and abilities within a classroom context. This section of the toolkit outlines the process and procedures for demonstration lessons which include: preparation; observation, debriefing and reflection; evaluation; notification to candidates; and record-keeping.

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- The New Teacher Project (TNTP). (2013, May). *Sample demo lesson email*. Brooklyn, NY: Author. Retrieved from http://tntp.org/assets/tools/Sample_Email_Demo_Lesson_TNTP_29MAY2013.docx

For additional information, please refer to the Annotated Bibliography.

Resources

- West Denver Preparatory Charter School. (no date). *Sample lesson observation guide*. Brooklyn, NY: Author. Retrieved from TNTP at <http://tntp.org/teacher-talent-toolbox/explore/hiring>

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Appendices

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Appendix A

Template: Letter/email Inviting Candidate to a Demonstration Lesson

[District/School Letterhead]

[Date]

Name of Candidate

Address

Dear _____,

We would like to invite you to participate in the next phase of our selection process. This next step will take place at _____ [school].

Your time at our school will be divided into two key activities:

1. Delivery of a demonstration lesson; and
2. An in-person debriefing with our selection team.

_____ ([name]) will continue to be your primary contact through this phase of the selection process. Please feel free to communicate any questions you might have regarding the process directly to _____ [name], _____ [Email address] or _____ [telephone number].

Your Next Steps (please read carefully):

1. Time:
2. School location:
3. Preparing for the demonstration lesson:
4. Timeframe:

Please reach out to _____ with any questions you may have.

Sincerely,

[Name and title of personnel]

Attachments/Enclosures

Sample Letter



Century School

Dear Ms. Smith,

The Selection Team wants to express our appreciation to you for taking the time to interview for the first grade position. We believe you may be a good match for our school. We are pleased to invite you to the next phase of the selection process, the **demonstration lesson**. You are one of three final candidates who will advance to this level of the selection process.

We have scheduled next Tuesday, April 4, for your demonstration lesson. You will teach 16 first graders in Mrs. Greene’s class in literacy (30-45 minutes). We suggest that you contact Mrs. Greene as you plan the lesson. Her email is pgreene@centuryschool.org.

Please include the following **BEFORE** the lesson:

Lesson Plan (for live or taped lessons) with the following components:

- Identify the state standards that provide the basis for the lesson;
- List the Essential Questions;
- Articulate the steps of the lesson, using a Gradual Release of Responsibility Model; and
- Provide formative assessment to determine student learning.

Please include the following **AFTER** the lesson:

- Reflection of the lesson – effectiveness and “lessons learned;”
- In-person demonstration lesson – oral reflection (after the lesson);
or
- Taped demonstration lesson – written reflection.

The Selection Team is looking forward to your demonstration lesson. If you have any questions, please contact Mr. Ybarra at 708-632-9907. Attached is a copy of the form and criteria that the Selection Team will be using for the demonstration lesson.

Sincerely,

[Name and title of personnel]

Appendix B
Template: Demonstration Lesson Observation Form
 [District/School Letterhead]

Directions: Prior to the demonstration lesson, the Selection Team will need to identify and agree on the total number of points for the demonstration lesson, and the range of total number of points for each of the four performance levels.

Each member of the Selection Team, who observes a demonstration lesson, completes the initial information on the first page of this template, and uses the next pages to record notes during the observation lesson. After the demonstration lesson is completed, each team member evaluates and rates the candidate according to the DPAS II components.

Candidate Name:		Advertised Position:	
Grade Level:		Date of Demonstration Lesson:	
Subject Area:		Lesson Duration:	
Team Member/Observer:		Other:	

DPAS II Components and Potential Indicators	Notes	Ratings
5. Other: (School completes)	<p>Strengths:</p> <p>Concerns:</p> <p>Rating Justification:</p>	
TOTAL Rating Score		
Performance Level		

Rating Scale for Performance Levels

Performance levels based on Total Number of Points (if four points are assigned to each component). The rating scale and performance levels may be adjusted by a district/school.

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points): 0 - 5	(Insert Range of Total Number of Points): 6 - 10	(Insert Range of Total Number of Points): 11 - 15	(Insert Range of Total Number of Points): 16 - 20

Comments/Justification for Total Rating Scores and Performance Levels:

Demonstration Lesson Rating Scale

Points	Level	Criteria
4	Highly Effective	Lesson provided evidence of exceptional performance and outstanding knowledge and understanding of key concepts, competencies, and/or indicators in a DPAS II component.
3	Effective	Lesson provided evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and indicators in a DPAS II component.
2	Needs Improvement	Lesson provided evidence of mediocre or developing performance and fundamental knowledge and understanding of key concepts, competencies, and/or indicators that need to be addressed in a DPAS II component.
1	Ineffective	Lesson provided evidence of little or no knowledge and understanding of the key concepts, competencies, and indicators in a DPAS II component.
0	Unable to Evaluate	Missing sufficient information and/or observable behaviors.

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Appendix C

Template: Demonstration Lesson Reflection Sheet for Candidate

[District/School Letterhead]

Directions: After the candidate completes the demonstration lesson, the Team asks the candidate to complete the following reflection sheet prior to the debriefing with the candidate.

Candidate Name:		Advertised Position:	
Grade Level:		Date of Demonstration Lesson:	
Subject Area:		Lesson Duration:	

Reflect and comment on the different aspects of your instructional delivery for your demonstration lesson.

1. To what extent was the lesson effective?

2. What would you do differently to improve the lesson?

Aspects of Demonstration Lesson	Were the following aspects of your instructional delivery effective? Why or why not?	What would you do differently to improve the lesson?
Instructional Strategies		
Student Grouping(s)		
Student Activities		
Materials, Resources, and Technology		
Assessment Methods		
Classroom Management/ Student Behavior		
Student Engagement/ Interest		

Adapted from DPAS II (Delaware Department of Education, 2015).

Appendix D

Template: Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate

[District/School Letterhead]

Directions: After the Demonstration Lesson, the Chairman of the Selection Team asks each member of the team to share their ratings on a candidate’s demonstration lesson for each of the five components. The team then discusses the ratings and reaches consensus or average rating for the candidate and records these. Any changes to initial ratings by team members should be initialized by the team member. A final rating should be entered for each component.

Candidate Name:		Advertised Position:									
Grade Level:		Date of Demonstration Lesson:									
Subject Area:		Lesson Duration:									
Date of Team Meeting:		Team Member(s):									
Recommendations <ul style="list-style-type: none"> <input type="checkbox"/> Highly recommended for next step in selection process <input type="checkbox"/> Recommended for next step in selection process <input type="checkbox"/> Not recommended for next step or position <input type="checkbox"/> Other: 		Rating Scale for Performance Levels (may be adapted by the district/school) <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">Ineffective</td> <td style="width: 25%;">Needs Improvement</td> <td style="width: 25%;">Effective</td> <td style="width: 25%;">Highly Effective</td> </tr> <tr> <td>0-5 Points</td> <td>6-10 Points</td> <td>11-15 Points</td> <td>16-20 Points</td> </tr> </table>		Ineffective	Needs Improvement	Effective	Highly Effective	0-5 Points	6-10 Points	11-15 Points	16-20 Points
Ineffective	Needs Improvement	Effective	Highly Effective								
0-5 Points	6-10 Points	11-15 Points	16-20 Points								

DPAS II Components	Team Member #1 Ratings	Team Member #2 Ratings	Team Member #3 Ratings	Consensus Team Rating
1. Planning and Preparation				
2. Classroom Environment				
3. Instructional Delivery				
4. Professional Responsibilities (reflection)				
5. Other				
Total Rating Scores:				
Performance Levels:				
Comments/Justification for Consensus Ratings:				

Appendix E
Template: Comparison of All Candidates and Team Consensus
Ratings for Demonstration Lessons

[District/School Letterhead]

Advertised Position:		Chairperson:	
Team Member(s):		Date of Team Meeting:	

Directions: After each candidate has been evaluated, the Team enters the final team consensus ratings for each candidate according to the DPAS II components.

DPAS II Components	Candidate #1 (Insert name)	Candidate #2 (Insert name)	Candidate #3 (Insert name)	Candidate #4 (Insert name)
1.Planning and Preparation				
2. Classroom Environment				
3.Instruction				
4. Professional Responsibilities				
5. Other				
TOTAL Rating Scores:				
Performance Levels:				

Then rank order the candidates (from the highest total score to the lowest total score).

Rank Order of Candidates:

- 1.
- 2.
- 3.

Rating Scale for Performance Levels (may be adjusted by district/school)

Ineffective	Needs Improvement	Effective	Highly Effective
0-5 Points	6-10 Points	11-15 Points	16-20 Points

Comments/Justification for Rank Order:

Appendix F
Template Letter: For Unsuccessful Candidate After Demonstration Lesson

[District/School letterhead]

[Date]

Name of Candidate
Address

Dear _____,

Thank you for taking the time to demonstrate a lesson for the position of [position title].

The selection of a final candidate was a difficult task given the many applications the district/school received from individuals with strong backgrounds in this field.

We regret to inform you that the position was offered to another candidate.

Again, thank you for your application for this position and interest in employment with [name of district/school].

We wish you well in your career.

Sincerely,

[name and title of personnel]

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C

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Reference Checking



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Table of Contents

Introduction	1
Guiding Questions	1
When should a reference check be conducted?.....	2
Whom to contact for references?.....	4
Candidate’s Role in the Reference Checking Process	5
Who should conduct the reference check?.....	6
Selecting Questions for the Reference Check.....	7
Preliminary Questions.....	7
Verification Questions	8
Competency–based Questions	8
Format of Reference-Check Form	10
Preparation for the Reference Checker Prior to a Call.....	11
How is the reference informed of the checking process?.....	12
How to Conduct a Reference Check	13
Example of Opening.....	14
If the Reference Refuses to Participate	15
Continue the Reference Check by Asking the Other Questions	15
Take Detailed Notes.....	16
Concluding the Telephone Call.....	16
Review and Evaluate the Reference Check Telephone Notes	17
Summary.....	19
Reference Checklist	20
References	21
Appendices	22
Appendix A Template Letter: To Notify Reference of their Participation.....	24
Appendix B Potential Questions to Check References for Teachers Aligned with DPAS II.....	26
Appendix C Other Questions for Reference Check	32
Appendix D Template: Reference Checking Evaluation Form	38

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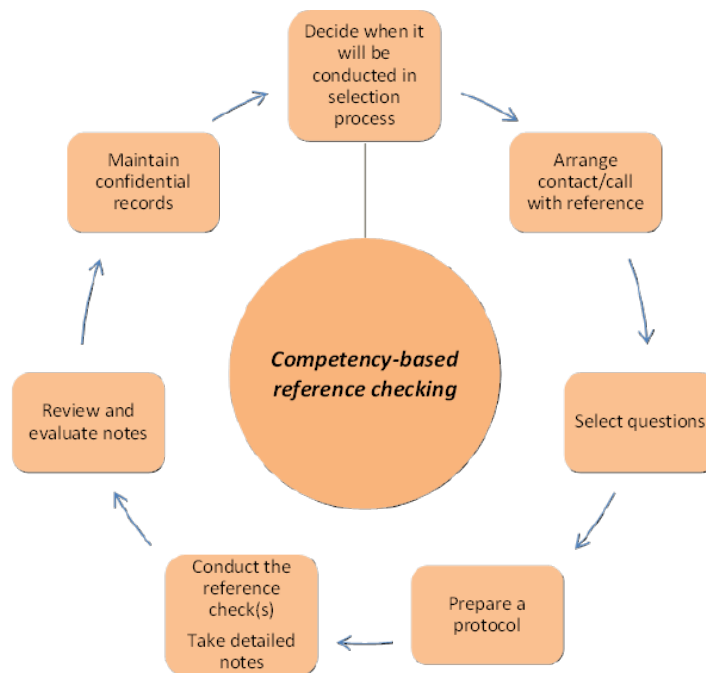
Introduction

This guide provides the Selection Team with key elements to conduct a Reference Check. This section will offer strategies for structuring the Reference Check process, planning and preparation methods, conducting the Reference Check, and evaluating the outcomes.

Reference Check

A structured Reference Check is a systematic review of a candidate’s previous employment, based on a performance review by former/current colleagues or supervisors. A reference check focuses on a candidate’s ability to perform the essential aspects of the position for which he/she applied. Typically, reference checks are conducted to: confirm details on a candidate’s application or obtained during an interview; discover new information about a candidate; and check for on-the-job performance and any potential problems (Vermont Department of Human Resources, 2009).

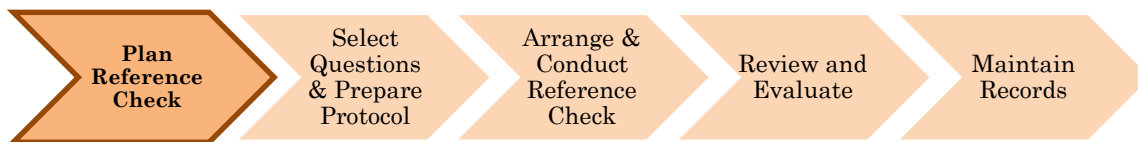
The questions focus on job-related behaviors based on a reference’s experience working with or observing a candidate (Public Service Commission of Canada, 2009). In addition, by obtaining at least two references, the Selection Team can look for consistency across the references’ comments (Department of Navy, 2013).



Guiding Questions

Questions	Answers
What is the purpose?	Verifying accuracy of information gathered from the resume, application form and interviews
	Assessing how the candidate would handle on-the-job situations
	Assessing patterns of behavior and performance in a candidate's employment history
	Identifying developmental needs of the candidate to assess potential areas of professional development
What competencies* are assessed during the process?	Competencies demonstrated over a period of time (e.g., handling situations, dealing with multiple assignments)
	Competencies described by a reference (e.g., supervisor)
	Competencies needing to be clarified and/or verified
Why is it important?	It is a critical component of a comprehensive selection process
	It helps to provide a comprehensive background of the candidate
	It helps to screen for the candidate's fit in a district/school

*The toolkit is using the components and criterion of the DPAS II for primary competencies.



When should a reference check be conducted?

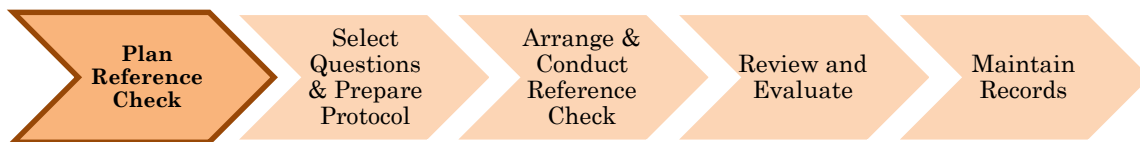
The Competency-based Reference Check has flexibility and may be adapted to many stages of the selection process to suit the needs of your district/school. Depending on time, the reference check can occur in several places in the linear selection process.

Between the Interview and Demonstration Lesson. If time allows, a suggested time is after the interview and before the demonstration lesson. This allows the team to have a better understanding of the candidate’s professional history, as well as to clarify previous roles and responsibilities. After the reference check is completed, the Selection Team may ask the candidate who successfully passes to prepare a demonstration lesson. However, this may result in time lapses in the selection process; thus, there are other options for conducting the Competency-based Reference Check.

Following the Demonstration Lesson. The next option for the competency-based Reference Check would be following the demonstration lesson, once the candidates are narrowed down. This will allow the Selection Team to have a comprehensive perspective of each candidate’s profile in order to make the best decision.

Final Step in Selection Process. A third option for conducting the Competency-based Reference Check is the final step in the selection process. Once the top three candidates have been selected, a member of the Selection Team calls the top ranked candidate’s references.

If the references are verified, the top ranked candidate will be offered the position. If the top ranked person has unsatisfactory, inadequate, or questionable references or declines the offer, then the Selection Team can telephone the second ranked candidate for the Competency-based Reference Check, and continues the process until a candidate has received satisfactory references.

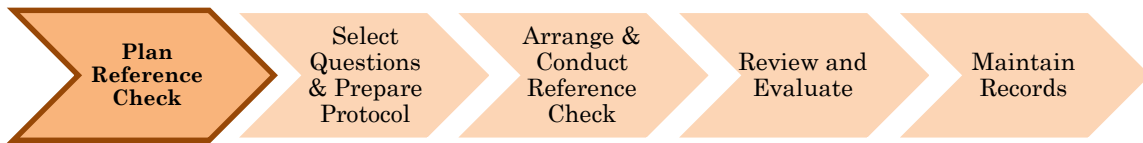


Planning for the Reference Check

An effective reference check requires some planning and preparation prior to the telephone call with references.

1. It is recommended that the Selection Team member review:
 - a. the job description and
 - b. the candidate's application package and results of the screening and selection activities to date (e.g., telephone screening, on-site interview, etc.).
2. Identify what information from the candidate needs to be verified or confirmed. (e.g., employment dates, responsibilities)
3. Identify which critical competencies and/or criterion need further information and/or validation for the Selection Team:
 - Are there any job-related competencies that the Selection Team wants to ensure they have across candidates and their references?
 - Are there any competencies of a particular candidate that needed additional or supplemental information?
 - Are there any areas of concern that the Selection Team raised about a candidate that needs further clarification and/or confirmation?
4. Based on the above, develop and/or identify/adapt the preliminary, verification, competency-based, developmental needs, and closing questions from Appendix B to be asked during the reference-checking.

If you check the references for more than one candidate, be sure to ask the same general questions about each candidate



Whom to contact for references?

Number of References. It is recommended that districts/schools check three (3) references for each candidate. If possible, the references should represent at least two past employers so you can find consistent trends in the candidate's performance.

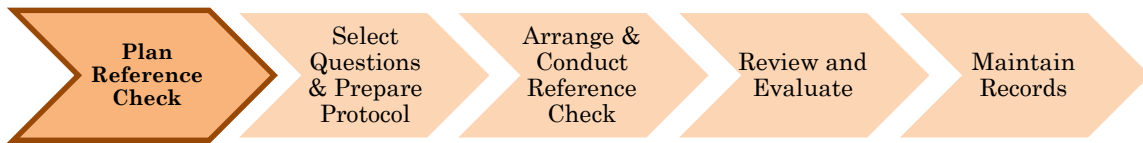
Usually, the most accurate reference information will be a past or present supervisor. While reference letters provide some useful information, an advantage of a telephone Reference Check is that the caller can ask questions about the candidate and obtain a more complete picture.

Usually, districts/schools do not accept personal references, such as a candidate's friends, workplace friends, or family (Public Service Commission of Canada, 2009).



Always check the candidate's application to see if a district/school has permission to contact current supervisors before a call.

Reference Checks can be completed over the telephone or in writing. Employment references are useful primarily as confirmation of a candidate's prior employment, dates, and salary.

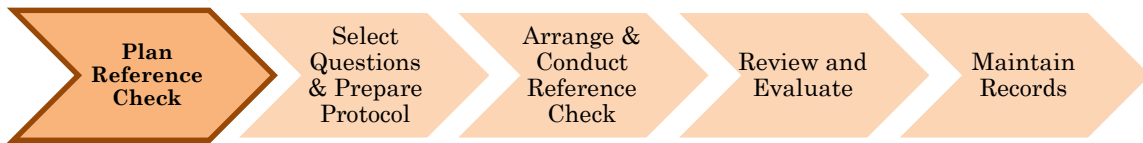


Candidate's Role in the Reference Checking Process

In order for the Reference Check to be a successful venture, the candidate has an important role to play in the process.

The candidate should:

1. Provide a list of reputable references, including a list of alternative references;
2. Ensure the references are aware of their involvement in the process and agreed to participate;
3. Verify the provided contact information is accurate (e.g., telephone number, address, email);
4. Provide the references a copy of his/her resume, cover letter and job description (Public Service Commission of Canada, 2009).

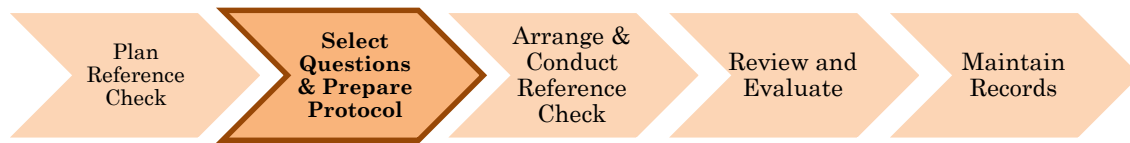


Who should conduct the reference check?

1. **Supervisor(s):** the person who will ultimately supervise the new employee; or
2. **Leader(s):** a person who has a close working relationship with the position being staffed; or
3. **Selection Team Member:** a member of the Selection Team who is well acquainted with the position requirements.



It is important that the Reference Checker be more experienced than the candidate, and be familiar with using the tools and the position requirements!



Selecting Questions for the Reference Check

How the reference-check questions are framed is critical. In general, avoid questions that garner a simple “yes” or “no” responses. When asking for specific information, there is a better chance the information will be more useful than receiving a response, such as the “(Candidate) was great.”

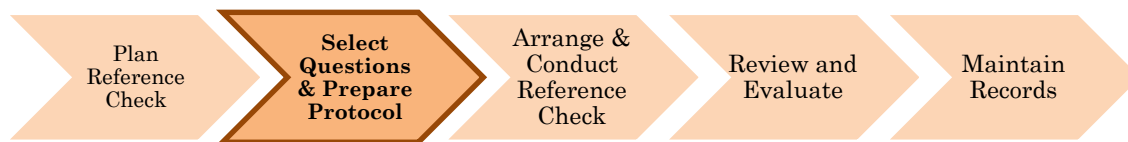
A Reference Checking process is typically comprised of four main types of questions that are designed for different purposes (Public Service Commission of Canada, 2009). Depending on the purpose of the reference check, you can use one type of question or combine the different types.

Types of Questions to Ask During Reference Checks	
Preliminary questions	Open-ended questions to garner clarification of the role in the candidate’s professional history and strengths/weaknesses.
Verification	Questions to legitimize a candidate’s information to be able to triangulate the gathered information from the candidate’s documentation.
Competency-based questions	Specific questions about the candidate’s skillset, job-relevant competencies, and behavior assessment.
Developmental needs	Targeted questions to learn about areas which the candidate could grow and be supported.

Preliminary Questions

The reference check typically begins with a series of open-ended questions to help the reference checker gain a clear understanding of the reference's working relationship with a candidate, as well as the candidate's strengths and areas for development. These questions also serve to increase the comfort level of the reference with the process, which maybe an unfamiliar one.

Example: “How long and in what capacity did you know ____? What was your work relationship with this individual?”



Verification Questions

Verification Questions verify/confirm /complete previously gathered and received information during the application process (e.g., application form, resume, interview, etc.). Reference checks may unveil potential problems with a candidate, especially when there are conflicting statements between the candidate and the reference (Public Service Commission of Canada, 2009).

Example: “What were the individual’s most important job duties? How well did he/she carry them out?”

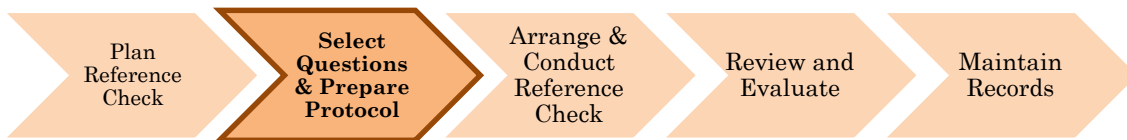
Competency-based Questions

Competencies are patterns of thinking, feeling, acting, or speaking that causes a person to be successful in a job or role (U.S. Department of Education, 2012). For the toolkit, the DPAS II components and criterion represent the primary competencies for the selection process. Therefore, competency-based questions ask the reference to describe the performance of the candidate on the key competencies (e.g., DPAS II components and criterion) being assessed by the reference check.

It is recommended that you keep all questions job-related. For example, ask the reference to describe a situation, the context and tasks that a candidate faced; the candidate's actions; and the impact of the actions.

Example: “How would you characterize the candidate’s skills in teacher-to-student and student-to-student interactions?”

Consistency in Competency-based Questions. When questioning references about competencies, it is important to ask the same questions for each candidate. This consistency will generate comparable information from each reference for a candidate. It will help to ensure that the Selection Team treats all candidates equally.



Questions about Developmental Needs

In order to bypass the reluctance sometimes expressed by referees to report unfavorable information about an applicant, questions on developmental needs can be asked.

Questioning about more sensitive information, such as potentially-inappropriate work-related behavior, should occur later in the process, once sufficient rapport has been reached between the reference and the Selection Team member (Public Service Commission of Canada, 2009).

Example: "Are you aware of any areas that could be developed in relation to a competency (e.g., a component and criterion of DPAS II)?"



Appendix B includes examples of verification questions, competency-based questions aligned with DPAS II components and criterion; and developmental and closing questions.

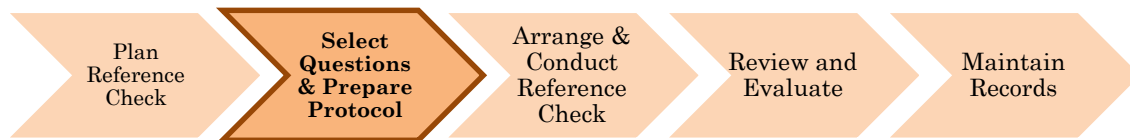


Examples of Illegal or Unethical Questions to Avoid

(Please note these are examples. If unsure, check with your Human Resources Specialist or legal counsel).

1	Does the applicant have any disabilities or health/medical problems?
2	Does the applicant have any children?
3	Has the applicant made child care arrangements?
4	Is the candidate married?
5	Would you describe the candidate's home life as stable?

Adapted from Department of Navy, Office of Civilian Human Resources. (2013, April). *Quick step guide reference checking*. Washington, DC: Author.

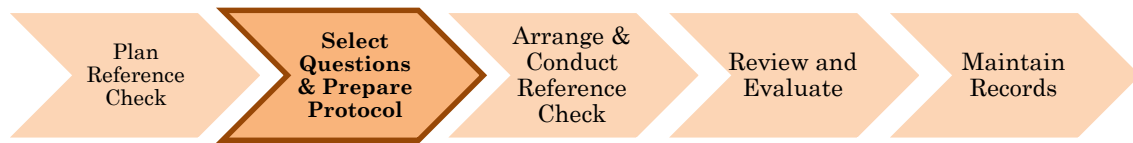


Format of Reference-Check Form

To facilitate a standard approach and record-keeping, it is recommended a district/school use a standard referenced form. At a minimum, the form should include: your name and date; name of candidate and position applied for; name, title, and organization of the reference; and the questions that will be asked about the candidate. The form should have plenty of space for recording responses to questions.



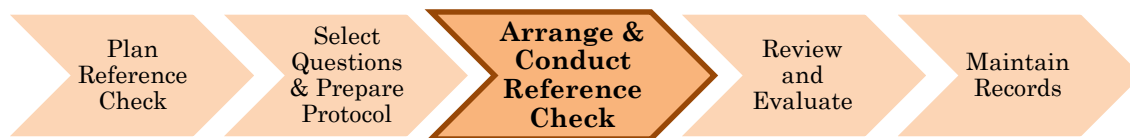
Please refer to Appendix C template, the Reference Checking Evaluation Form to insert questions and record notes.



Preparation for the Reference Checker Prior to a Call

Prior to a telephone call with a reference, the reference checker will need:

1. Reference Checking Form with pre-determined questions to be asked during the telephone call;
2. Job description;
3. Candidate's screening and selection portfolio (previous screening and selection evaluation forms); and
4. Any other relevant information.

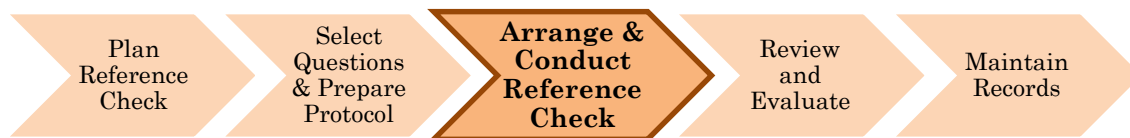


How is the reference informed of the checking process?

It is recommended that a Selection Team member send a letter or an Email to the reference with information about potential dates and times for the telephone call and instructions of the process. Consider additional materials that may be attached or included: the job description; the candidate’s resume; and/or a copy of the reference form.



Please refer to Appendix A, a template letter to contact a reference for a reference check on a candidate.

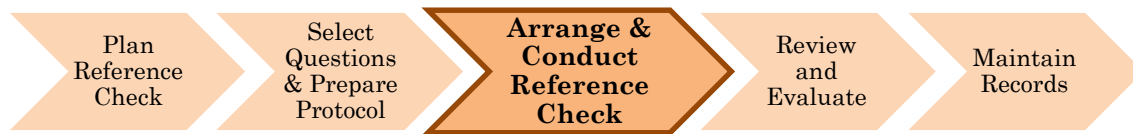


How to Conduct a Reference Check:

- ✓ Be very familiar with the candidate's file (including application package, screening and selection evaluations) prior to beginning the Reference Check. Review the candidate's file in-depth.
- ✓ Prior to beginning the telephone call, inform the reference of the reason for the call and a bit about the position.
- ✓ Use the pre-determined questions created for the telephone call.
- ✓ Be objective and do not let opinions override the conversation.
- ✓ Be an attentive listener and actively participate in the telephone call. Do not begin the evaluation process during the call.
- ✓ Be aware of long pauses or interruption in the flow of conversation, or overly enthusiastic or negative comments.
- ✓ Be consistent.
- ✓ Verify a candidate's academic degrees, professional certifications, or licenses.
- ✓ Make the reference check tailored to the position and district/school vision (Department of Navy, 2013).



Follow Delaware state laws and federal laws and regulations. Limit questions to actual on-the-job performance or job-related questions.



Example of Opening

“Hello, my name is _____ and I am calling to conduct a reference check on _____, who is being considered for the position of _____.

The Reference Check will take approximately _____ to complete. Is this a good time for you? If not, when would be a convenient for me to conduct the interview? Do you have any questions before we begin?”

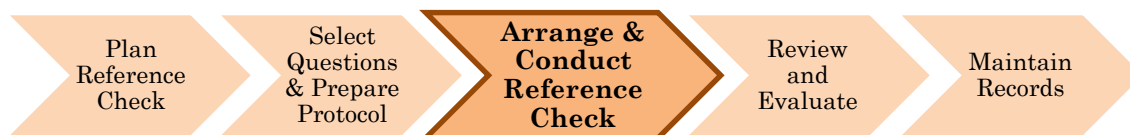
The reference check will include preliminary questions, questions to verify certain employment information, followed by gathering information on the candidate against a series of job-related competencies.

It is recommended the checker confirm that the reference has received all the necessary information (e.g., instructions of the process, job description, and reference form).

Once the introductory statement is completed, notify the reference that during the process, the interviewer will be taking notes. In a note-taking role, the interviewer may need to request repeating a statement for clarification, and ensure the silent periods are periods of documentation (Public Service Commission of Canada, 2009).

Once the introductory information is shared, it is valuable to state:

“Since this information that you provide us will help to determine a candidate’s fit for the target position, I would appreciate your candor in responding to the questions. This information will only be shared with the Selection Team.”



If the Reference Refuses to Participate

Since this is a voluntary request, the interviewee may refuse to participate in the reference check for various reasons, or perhaps be reluctant to provide specific information. Here are a few tips for handling this type of situation:

1. Remind the reference that this check is only one component of the process to determine the most suitable candidate; and
2. Inform the reference the candidate has provided the contact information for this reference checking process.

If hesitation still persists after the reassurance, then it is best to end the call and note the call in the candidate's file.

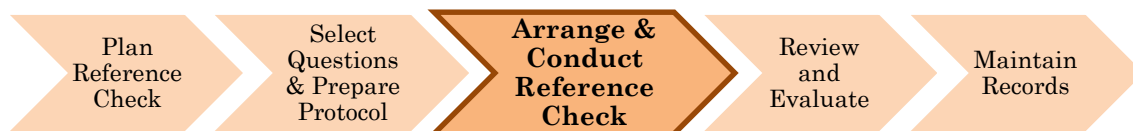
Then, contact the candidate to inform them of the situation and discuss an alternative for the reference check (Public Service Commission of Canada, 2009).

Continue the Reference Check by Asking the Other Questions

Follow the structured question format to ensure that the same questions are asked about each candidate to ensure that all candidates are treated equitably (Public Service Commission of Canada, 2009).

As mentioned earlier, the reference checking discussion should take approximately thirty minutes. Be mindful of the time duration during the checking process.

In addition, it may be important to share a bit about the district/school culture to provide context of the position and the overall vision. This information will help frame the questions and allow the reference to understand if the candidate would be successful in the district/school environment (Public Service Commission of Canada, 2009).



It is important to build a strong rapport with the references in order to gain clear insight into a candidate’s history.

Take Detailed Notes

Reference checkers need to listen carefully and keep detailed, accurate notes. The notes should be a record of what the reference stated. However, if the responses appear hesitant or ambiguous, these should be noted (Public Service Commission of Canada, 2009). If you receive negative information from a reference, evaluate it with caution and check the information against other reference statements.

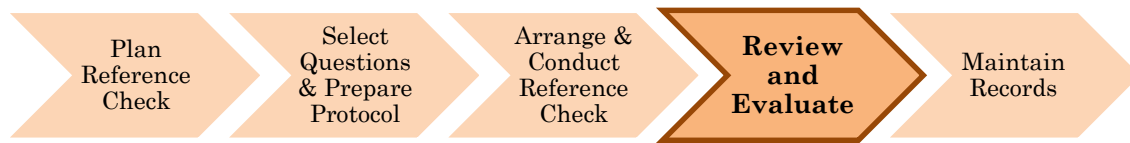


Please refer to Appendix C template, the Reference Checking Evaluation Form to record notes.

Concluding the Telephone Call

Prior to concluding the telephone call, ask the reference if she/he has any questions or concerns. Thank the reference for her/his time and insight on the candidate. Provide contact information if she/he has any other information to share at a later date.

A recommended question to conclude the Reference Check is “Would you rehire the candidate if given the opportunity? Why or why not?” (Department of Navy, 2013).



Review and Evaluate the Reference Check Telephone Notes

Once the reference checking interview is finished, the Selection Team should review the notes documented on the Reference Checking Evaluation Form.

If you receive negative information from a reference about a candidate, evaluate it with caution and check the information against other reference statements.

Responses to reference-checking questions can be rated against a variety of scale types. The simplest scale provides only "satisfactory/unsatisfactory" choices which we have adopted in Appendix D. This type of scale is typically used for verification questions and/or when the selection process does not require comparisons to be made among candidates. In addition, there should be a category for not being able to rate the reference's responses.

If the Selection Team decides it wants to compare references across candidates, then consider, using the rating scale that we have used throughout the Toolkit. For example, an abbreviated version is below:

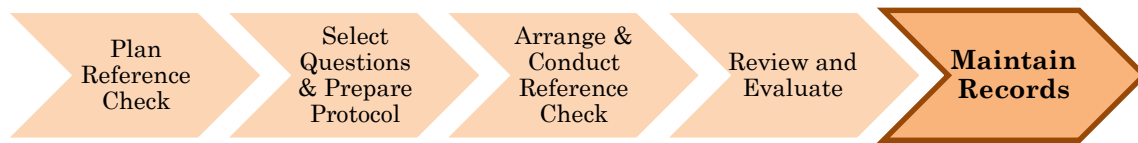
Points	Level	Rating Scale for Each Question
4	Highly Effective	Responses indicated evidence of exceptional performance and outstanding knowledge and understanding of the key concepts, competencies, and/or indicators in a DPAS II component.
3	Effective	Responses indicated evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators in a DPAS II component.
2	Needs Improvement	Responses indicated evidence of mediocre or developing performance and fundamental knowledge and understanding of the key concepts, competencies, and/or indicators in a DPAS II component.
1	Ineffective	Responses indicated little or no knowledge and understanding of the key concepts, competencies, and/or indicators in a DPAS II component.
0	Unable to Evaluate	Responses were missing sufficient information for rating.

A few questions may help to drive the evaluation of the responses to the competency questions:

1. How many of the elements for the competency were addressed during the reference-check?
2. How were the behaviors described in the provided examples in terms of complexity and impact?
3. Do the provided behavioral examples meet the performance expectations for the target position?
4. How would the candidate's developmental areas affect her/his performance in the target position?

Based on the evaluation criteria, and performance levels, the team should assign points for each question asked and total the number of points assigned.

Each of the scores for the questions should have justifications provided to support the claim. If you use the reference check information as a basis for eliminating a candidate from consideration, this must be clearly documented.



Maintain Confidential Records

All information obtained from references and any other background checks should be used only as part of the employment process and kept strictly confidential (Department of Navy, 2013).

Summary

First, this section of the guide defines a Reference Check and discusses the timing of the Reference Check in the selection process. Second, it provides an overview of the process and procedures for preparing and conducting a competency-based Reference Checking of candidates, including the four types of questions to be asked. Third, it includes suggestions for reviewing and evaluating the reference's responses. Finally, the appendices include templates for example letters to references, example questions aligned with DPAS II and other questions, and an evaluation form that may be used and/or adapted.

Reference Checklist

- ✓ Decide who will conduct the reference checks. It should either be the potential supervisor, hiring manager, or a member of the Selection Team
- ✓ Always check references prior to making a job offer.
- ✓ Be sure to ask each candidate if you may contact her/his listed references. Also, be sure to ask the candidate prior to contacting a present employer.
- ✓ When possible, always use the most current supervisor as he/she is best able to speak to performance on the job.
- ✓ Identify yourself, your position, the candidate's name, and the reason for your call.
- ✓ Check references for all final candidates and be sure to ask the same questions of each reference source. Three or more professional references are ideal.
- ✓ Ask the same reference questions for each final candidate.
- ✓ Do not stop at one reference regardless of how negative or positive it may be during the interview—contact all references for each candidate.
- ✓ Do not accept references from relatives or friends.
- ✓ Accept written letters of reference but not in lieu of a telephone contact.
- ✓ Listen to the reference's tone of voice when conducting the reference check—you might detect underlying issues.
- ✓ Never reveal to the candidate the information received from a previous employer or other reference. This is confidential information!

Adapted from University of Connecticut, Department of Human Resources. (n.d.) *Guide to effective recruiting*. Storrs, CT: Author. Retrieved from [www.hr.uconn.edu/docs/Guide to Effective Recruiting.pdf](http://www.hr.uconn.edu/docs/Guide_to_Effective_Recruiting.pdf)

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- For additional information, please refer to the Annotated Bibliography.

Appendices

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Appendix A

Template Letter: To Notify Reference of their Participation

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

[District/school] is contacting you to schedule a reference check over the telephone for [candidate's name]. He/she provided your contact information to us during the hiring process. The district/school was told that you were made aware of the potential for representatives to contact you.

I would greatly appreciate no more than 30 minutes of your time to speak with us about [candidate's name], and his/her role at [organization]. Below are 3 timeframes that we are available to speak with you. Please let me know the most convenient one. If these dates are not convenient, please suggest another time.

[Suggest time #1]

[Suggest time #2]

[Suggest time #3]

I look forward to speaking with you. Thank you for your participation.

Sincerely,

[name and title of personnel]

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Appendix B

Potential Questions to Check References for Teachers Aligned with DPAS II

Potential Questions to Check References for Teachers
<p style="text-align: center;">Preliminary Questions</p>
<ul style="list-style-type: none">• How long and in what capacity did you know this individual?• What was your work relationship with this individual?• What were this person’s title and responsibilities at the time you worked together and the reference’s current title, if different? What position(s) did the individual hold and what were the duties?
<p style="text-align: center;">General Verification Questions</p>
<ul style="list-style-type: none">• What were the beginning and ending employment dates for this individual?• What was this individual’s beginning and ending salary?• Can you describe any additional training or work experience that he/she acquired that would be considered an asset?• Does your organization conduct performance reviews? If yes, tell me about ____’s most recent performance review? How would you describe this individual’s overall performance and quality of work?• Did this individual receive any promotions or demotions? Please describe.• Did this person’s conduct ever require disciplinary measures? Were there any instances of inappropriate behavior or misconduct?• Do you know of any reason why it would not be advisable for this individual to be employed in a capacity where he/she would come in contact with children?

DPAS Criterion	Potential Questions to Check References for Teachers
Competency-based Questions aligned with DPAS II	
Component 1: Planning and Preparation	
1.a. Selecting Instructional Goals 1.b. Designing Coherent Instruction	<ul style="list-style-type: none"> • How would you describe the lesson plans of the candidate? • To what extent did his/her instructional goals align with state standards and the district or charter school’s curricula? • To what extent did his/her instructional goals reflect high expectations for all students? • Did instructional goals describe what students will know and will be able to do?
1.c. Demonstrating Knowledge of Content & Pedagogy	<ul style="list-style-type: none"> • What were the individual’s greatest strengths as a teacher? • How would you describe the individual’s knowledge of academic content (insert subject(s))? • How well did the individual differentiate instruction to meet the learning needs of a variety of students?
1.d. Demonstrating Knowledge of Students	<ul style="list-style-type: none"> • Given the students in the school in terms of ability, culture, and interests, how well did the individual use his/her knowledge to plan lessons? • How would you evaluate this individual’s knowledge of students?
1.e. Designing Student Assessments	<ul style="list-style-type: none"> • What formative assessments and data were used by this individual in the school? How were these used? • How has the individual demonstrated measurable student achievement growth?

DPAS Criterion	Potential Questions to Check References for Teachers
Component 2: Classroom Environment	
2.a. Managing Classroom Procedures	<ul style="list-style-type: none"> • How well did he/she clearly define procedures for managing learning time, transitions between learning events, and routines that maximized learning time?
2.b. Managing Student Behavior	<ul style="list-style-type: none"> • To what extent did the individual establish behavioral expectations and consequences and monitor student conduct? • How frequently did he/she refer students to the office for disciplinary reasons?
2.c. Creating an Environment to Support Learning	<ul style="list-style-type: none"> • How well did the individual create an atmosphere in which learning was valued? Was his/her classes grounded in mutual respect? • How would you characterize his/her skills in teacher-to-student and student-to-student interactions?
2.d. Organizing Physical Space	<ul style="list-style-type: none"> • To what extent did he/she arrange classroom settings to maximize student learning and safety? • Were physical resources accessible to all students?

DPAS Criterion	Potential Questions to Check References for Teachers
Component 3: Instruction	
3.a. Engaging Students in Learning	<ul style="list-style-type: none"> • How would you describe, in general, his/her instructional activities and assignments? • In general, how would you describe the structure and pace of his/her lessons? • To what extent did the instructional activities engage all students?
3.b. Demonstrating Flexibility, and Responsiveness	<ul style="list-style-type: none"> • How would you describe the individual's use of a repertoire of instructional strategies? • To what extent was he/she able to make adjustments depending on students' needs, interests, or questions? • Can you provide an example of how the individual made modifications to lessons and differentiated as needed?
3.c. Communicating Clearly and Accurately	<ul style="list-style-type: none"> • Describe the quality of this person's oral and written communication skills. • To what extent were his/her communication skills appropriate to students' ages, backgrounds, and levels of understanding?
3.d. Using Questioning, Discussion Techniques	<ul style="list-style-type: none"> • In general, how would you describe the quality of his/her questioning/discussion techniques? • To what extent did he/she facilitate student-led discussions?
3.e. Using Assessment in Instruction	<ul style="list-style-type: none"> • When and how did he/she monitor student learning and performance? • Can you provide examples of how he/she used formal and informal assessments with students?

DPAS Criterion	Potential Questions to Check References for Teachers
Component 4: Professional Responsibilities	
4.a. Communicating with Families	<ul style="list-style-type: none"> • Describe how he/she involved parents in the learning process. • Describe how he/she communicated with parents of different socio-economic, cultural and/or ethnic groups.
4.b. Recording Data in a Student Record System	<ul style="list-style-type: none"> • Did he/she keep accurate and complete records of students' attendance, progress, disciplinary information, etc.?
4.c. Growing and Developing Professionally	<ul style="list-style-type: none"> • Did he/she grow in skills and abilities over time? If yes, how did he/she grow in his/her skills and abilities? • How well did the candidate respond to feedback from colleagues and supervisors? • In what school committees did the candidate participate?
4.d. Reflecting on Professional Practice	<ul style="list-style-type: none"> • How would you describe his/her assessments of the effectiveness of his/her lessons? • Can you provide an example of an occasion when the candidate reflected on a lesson?

DPAS Criterion	Potential Questions to Check References for Teachers
Interactions and Relationships with Colleagues	Other Additional Questions: <ul style="list-style-type: none"> • To what extent was this person a team player? • Describe how this person got along with leadership/administration. With peers, and/or coworkers? • How much supervision did this person require? • What kinds of people did this person have trouble with? In what situations did you observe this? • How would you describe this individual’s leadership, management, or supervisory skills? • What was the individual’s greatest contribution to the organization?
Developmental Needs Questions	
<ul style="list-style-type: none"> • What were his/her greatest weaknesses as a teacher? • In what areas (refer to DPAS components) might this person need to develop further? Please give examples. • How well did he/she manage stress, pressure, and/or crises? 	
Closing Questions	
<ul style="list-style-type: none"> • In terms of absolute performance, where does the individual fall in comparison to his/her peers? (e.g., Top 10%, 30%, 50%) • Would you recommend that your organization rehire this individual? Why or why not? • What else is important to know about this individual that we not already talked about? 	

Sources: Delaware Department of Education (2014 and 2015). *DPAS II Guide (Revised) for Teachers*; The New Teacher Project. *DSST Public Schools. Reference Check Questions*; Public Service Commission of Canada (2009). *Structured Reference Checking*; U.S. Department of Navy (2013). *Quick Step Guide Reference Checking*. Vermont Department of Human Resources. (2009) *A Guide to Interviewing and Reference Checking*.

Appendix C

Other Questions for Reference Check

General information

1. How long and in what capacity did you know this individual?
2. What were this person's title and responsibilities at the time you worked together and the reference's current title, if different?
3. What were the beginning and ending employment dates for this individual?
4. What was this individual's beginning and ending salary?
5. What position(s) did the individual hold and what were the duties?
6. What were the individual's most important job duties?
7. Did this individual receive any promotions or demotions? Please describe.
8. Why did this individual leave your company?
9. Do you know why he/she is leaving his/her current employment?
10. Would you recommend that your company rehire this individual? Why or why not?
11. What was it like to work in your organization? Please describe the culture and any unique dynamics that were present.
12. Were there any instances of inappropriate behavior or violence?

Job-related questions to ask of a supervisor/manager

1. I'd like to go over the candidate's current resume concerning the job he/she had with your organization. Is this correct?
2. What were the individual's most recent job duties or responsibilities? How well did he/she carry these out?
3. In your opinion, what are the individual's strengths? Please give examples.
4. In what area(s) might this individual need to develop? Please give examples.
5. Do you think this individual would perform well as a [job title]?
6. What kind of job is best suited for this individual's abilities?

Performance levels

1. How did this individual's performance compare to other employees with similar job duties?
2. Was this individual a team player?
3. Was this individual a motivated self-starter?
4. Can the applicant manage a heavy workload? Describe a typical workload for this individual.
5. How would you describe this individual's overall performance and quality of work?
6. How has this individual changed the position from any predecessors?
7. How has this person grown in her/his skills and abilities over the years?
8. How would you describe his/her performance compared to others with similar responsibilities?
9. Did this person's conduct ever require disciplinary measures? If so, describe.

Personal traits and abilities affecting the job

1. Describe how this individual got along with management. With peers and/or coworkers.
2. Describe how this individual responds to criticism. Please give an example.
3. On the average, how many times a month is the candidate absent from work? (Can also ask about tardiness and leaving early)
4. How did this individual demonstrate honesty and integrity?
5. How does he/she handle new challenges of any sort?
6. How would you describe the candidate's values and ethics?
7. What have been the candidate's greatest contributions to the organization?
8. Do you personally like the candidate?
9. What has he/she learned from you?
10. What would his/her critics say about this individual?
11. Did any personal problems affect this individual's work performance?
12. Did the candidate demonstrate flexibility when appropriate?
13. What kinds of people did this person have trouble with? In what situations did you observe this?
14. How well did this person manage crises, pressure, and/or stress?

Major skill areas

1. How fast and/or accurate is the applicant's work?
2. Does the employee keep his/her supervisor informed?
3. Describe this individual's relationship with (choose from students, faculty, other staff, customers/clients and/or suppliers, community, administrators, etc.).
4. Describe the quality of this individual's written and verbal communication skills.
5. Describe the type(s) of decisions this individual was responsible for.
6. Please describe any major accomplishments of this individual.
7. How would you define this individual's technical skills?
8. Please describe this candidate's organizational skills.
9. How much supervision did this individual require?
10. Describe this individual's ability to organize and track details.
11. Please give an example of when this individual asked you for some information.
12. How resourceful is the candidate? Did he/she rely on you (or someone else would be considered to be a subject matter expert) to find out about everything he/she needed to know? Did he/she demonstrate initiative in finding relevant information themselves?
13. Has he/she ever successfully changed your mind?
14. When an urgent assignment is needed, how did this individual approach this kind of situation? Can you please describe an example?
15. How do you rate this individual's ability to plan short-term? Long-term?
16. Please provide examples in which this individual had to make sound and timely decisions. What were the results?
17. Did this person plan and/or administer a budget? If so, what was the size of the budget and how did this person manage it?

Job-related questions to ask of a coworker

1. How did this individual get along with management? Other coworkers?
2. How would you describe this individual's overall performance?
3. What kind of job is best suited to this individual's abilities?
4. What do/did you count on this individual for?
5. How would you describe this individual's leadership, management, or supervisory skills?

6. What types of people work well with this individual? What types of people do not?
7. What is his/her willingness to go to bat for others?
8. Describe the most controversial issue in which you have seen the candidate?
9. What are his/her hobbies and/or interests?

Supervisory skill questions

1. How many people did this person supervise? What were his/her titles and duties?
2. Did the candidate do the following (clarify as to whether he/she had the authority and had actual experience in each of these areas):
 - a. hiring
 - b. establishing job duties
 - c. recommending pay increases
 - d. evaluating performance
 - e. disciplining employees
 - f. firing
 - g. supervising/managing in a union environment
3. Describe the candidate's supervisory/management/leadership style. (Ask for clarification if necessary and evaluate if it was effective.)
4. How would you describe this individual's leadership skills?
5. How would you describe this individual's managerial or supervisory skills?
6. How would you rate the individual's ability to plan short-term? Long-term?
7. Describe this individual's part in the department's budget process.
8. Has this individual ever fired anyone? How was that handled?
9. Describe a situation in which the candidate had to use political skills.
10. How well did the individual manage crisis, pressure or stress?
11. Give an example of the individual's creativity.
12. How would you describe his/her success in training and developing others?

Concluding questions

1. Is there anything else you would like to add that we haven't covered?
2. Given the position as I've described it, would you hire this individual for the position?
3. What type of advice would you give his or her next employer to ensure success?
4. Do you know of anyone else in your organization that would be qualified and/or willing to comment about this individual?

Adapted from Department of Navy, Office of Civilian Human Resources. (2013, April). *Quick step guide reference checking*. Washington, DC: Author.

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Appendix D Template: Reference Checking Evaluation Form

[District/School Letterhead]

Directions: The person conducting the reference check inserts the questions that will be asked and completes this evaluation form during and after the reference check for each candidate.



There is flexibility in assigning the number of points for each question the total number of points across the questions, and the range of points for each performance level. The rating scale and performance levels may be adjusted by a district/school.

Candidate Name:		Applied Position:	
Team Member(s):		Date:	
Reference Name:		Reference Position:	
Reference Organization:		Contact Number:	



























Remember, this evaluation form will need to be completed for each of the **3 references **

YES, the candidate has successfully passed the reference check section.

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

Scores: a  for a satisfactory answer and  for an unsatisfactory answer.

Directions: Please insert the wording of the question for each question asked. This form may also be used to record the reference’s comments or the evaluator’s justification. Indicate on the last page of this form, the question number related to each of the DPAS II components and criterion.

Questions	Rating	Comments/Justification
Verify dates of employment:	Response:  or 	
Verify current/previous job title (starting/final):	Response:  or 	
Verify salary (starting/final):	Response:  or 	
Question 1 (insert)	Response:  or 	
Question 2 (insert)	Response:  or 	
Question 3 (insert)	Response:  or 	
Question 4 (insert)	Response:  or 	
Question 5 (insert)	Response:  or 	
Question 6 (insert)	Response:  or 	
Question 7 (insert)	Response:  or 	
Question 8 (insert)	Response:  or 	
Question 9 (insert)	Response:  or 	
Question 10 (insert)	Response:  or 	
TOTAL POINTS		

Performance Levels based on Total Number of Points (if two points are assigned per satisfactory response for questions 1-10). The range of total number of points for each performance level are suggestions. The rating scale and performance levels may be adjusted by a district/school.

Ineffective	Needs Improvement	Effective	Highly Effective
0-5	6-10	11-15	16-20
(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):

DPAS II Components and Criterion Referenced in Questions	Question Number	Comments
Component 1: Planning and Preparation		
1.a. Selecting Instructional Goals		
1.b. Designing Coherent Instruction		
1.c. Demonstrating Knowledge of Content & Pedagogy		
1.d. Demonstrating Knowledge of Students		
1.e. Designing Student Assessments		
Component 2: Classroom Environment		
2.a. Managing Classroom Procedures		
2.b. Managing Student Behavior		
2.c. Creating an Environment to Support Learning		
2.d. Organizing Physical Space		

DPAS II Components and Criterion Referenced in Questions	Question Number	Comments
Component 3: Instruction		
3.a. Engaging Students in Learning		
3.b. Demonstrating Flexibility, and Responsiveness		
3.c. Communicating Clearly and Accurately		
3.d. Using Questioning, Discussion Techniques		
3.e. Using Assessment in Instruction		
Component 4: Professional Responsibilities		
4.a. Communicating with Families		
4.b. Recording Data in a Student Record System		
4.c. Growing and Developing Professionally		
4.d. Reflecting on Professional Practice		
Other		

Glossary of Terms and Acronyms



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Glossary of Terms and Acronyms

A

Academic major or equivalent - No fewer than thirty (30) credit hours in a content area as defined by Delaware Title 14. All courses must be in the academic subject taught. No pedagogy courses area allowed (Delaware Department of Education, (2012), *Charter School Technical Assistance Manual*).

Alternative Routes to Certification (ARTC) - A process by which qualified individuals complete certification requirements while they are employed as full-time teachers, through a state-approved program of professional education course work, accompanied by intensive, school-based supervision and mentoring in lieu of student teaching (Delaware Department of Education, n.d.).

American with Disabilities Act (ADA) (P.L. 101-336) - A federal anti-discrimination law which prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training and other terms, conditions and privileges of employment. This law (covering employers with 15 or more employees) is designed to remove barriers that prevent qualified individuals with disabilities from enjoying the same employment opportunities that are available to persons without disabilities. When an individual's disability creates a barrier to employment opportunities, the ADA requires employers to consider whether a reasonable accommodation could remove the barrier. It was amended win 2008 with P.L. 110-325 (Adapted from Society for Human Resource Management).

Announced Observation - An observation under the DPAS II that includes an observation form and conference with the Credentialed Observer, and an observation by the Credentialed Observer at an agreed upon date and time, using the associated formative conferences and reports. The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance (Delaware Department of Education, (2015), *Delaware Performance Appraisal System II Guide Revised for Teachers*).

Applicant - A person who seeks employment and applies to a district/school for a position.

C

Candidate - An employment applicant who passed the initial screening by a district/school and deemed minimally qualified for a position and the next steps in the selection process.

Competency - A pattern of thinking, feeling, acting or speaking that causes person to be successful in a job or role (U.S. Department of Education, 2012). Competencies are: measurable or observable knowledge, skills, abilities, and personal characteristics critical to successful job performance (Massachusetts Department of Education, 2010).

Position-specific competencies - The capabilities of applying of applying or using knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks, specific functions or operate in a given role or position (Ennis, 2008; GuideStar, 2007).

Organizational competencies - The qualities and attributes that characterize success across an entire organization. These competencies often include: fit within the organization's management style, work pace and volume, physical environment, and risk tolerance (GuideStar, 2007).

Component - One of the five specific areas of teacher practice and responsibility under the DPAS II (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

Credentialed Observer - An individual, not always the supervisor of a teacher, who has successfully completed DPAS II credentialing in accordance with Regulation 106A, Section 10.0. Credentialed Observer denotes any individual who may conduct observations as part of a teacher's appraisal

process. The term Credentialed Observer encompasses those administrators who are Evaluators (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

Criterion - Under DPAS II, a broad area of knowledge and skills related to a specific component (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

D

DCAS - Delaware Comprehensive Assessment System.

DDOE - Delaware Department of Education

DCAS Teacher - Any novice teacher or experienced teacher providing instruction in reading and/or mathematics to a student that meets the following criteria: (a) The student is enrolled in any grade three (3) through ten (10) for either reading and/or mathematics instruction as verified by the state’s pupil accounting system; and (b) The student has valid Delaware Comprehensive Assessment System (DCAS) scores(s) and the student was not subject to an invalidation or special exemption as provided in 14 DE Admin. Code 103 (Delaware Department of Education, (2014), *DPAS II Guide Revised for Teachers*).

Degree - A degree includes, but is not limited, to any academic credential or designation not less than, but including associate, bachelor, master, doctor, or fellow, whether earned or honorary, which signifies, purports, or is generally taken to signify partial or satisfactory completion of the requirements of an academic, occupational, business, or other program of study beyond the secondary school level (Delaware Title 14 Education, 200 Administration and Operations, 1.0 Definitions).

Delaware Educator Data System (DEEDS) - A Delaware online data system for application and continuing licensure.

Delaware Performance Appraisal System (DPAS II) - Delaware's statewide educator evaluation system. As a statewide system, the DPAS II establishes consistent educator and student performance expectations and outcomes across all schools. There are three versions of DPAS II: 1. DPAS II for Teachers; 2. DPAS II for Specialists; and 3. DPAS II for Administrators. The main purposes of DPAS II are to assure and support: educators' professional growth, continuous improvement or student outcomes, and quality educators in every school building and classroom (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

DPAS II Revised Guide for Teachers - The manual that contains the prescribed forms, detailed procedures, specific details about the five (5) components of evaluation and other relevant documents that are used to implement the appraisal process (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

DeSSA - Delaware System of Student Assessments.

E

edTPA – The edTPA is a subject-specific performance assessment with versions in 27 different teaching fields covering early childhood, elementary, middle childhood and secondary. It was developed by Stanford University and the American Association of Colleges for Teacher Education (AACTE).

Educator - A person licensed and certified by the State under Chapter 12 of 14 Delaware Code to engage in the practice of instruction, administration or other related professional support services in Delaware public schools, including charter schools, pursuant to rules and regulations promulgated by the Standards Board and approved by the State Board. For purposes of 14 Del.C. Chapter 12, the term 'educator' does not include substitute teachers. (Delaware Title 14, Education, Delaware Administrative Code, 1500 Professional Standards Board, 2.0 Definitions)

Effective – On the DPAS II, a performance level representing evidence of solid performance; strong knowledge, implementation, and integration of teaching stands; clear evidence of proficiency and skill in the component/criterion (Delaware Department of Education, (2015), DPAS-II Guide Revised for Teachers).

Element - An observable and specific area of knowledge and/or skill directly related to a DPAS II component criterion (Delaware Department of Education, (2015), *DPAS-II Guide Revised for Teachers*).

Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6301 et. seq.) - Enacted in 1965, this federal law emphasizes equal access to education, establishes high standards and accountability, and requires the inclusion of all students with disabilities in the student achievement system. The law authorizes federally funded education programs that are administered by the states.

Emergency Certificate - A temporary credential issued pursuant to 14 DE Admin. Code 1506 Emergency Certificate (Delaware Title 14, Education, Delaware Administrative Code, 1500 Professional Standards Board, 2.0 Definitions).

English language learner (ELL) - A student who is limited English proficient (LEP) if he/she has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him/her the opportunity to learn successfully in English-only classrooms or to participate fully in our society (Delaware Department of Education, (2012), *Charter School Technical Assistance Manual*).

Equal employment opportunity (EEO) - A policy statement that equal consideration for a job is applicable to all individuals and that the employer does not discriminate based on race, color, religion, age, marital status, national origin, disability or sex (Society for Human Resource Management, 2004).

Equal Employment Opportunity Commission (EEOC) - An agency of the U.S. government responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of a person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information.

Every Student Succeeds Act (ESSA). Public Law 114–95. Reauthorization of the Elementary and Secondary Education Act which passed in December, 2015, and replaces the No Child Left Behind Act.

Expectations – According to DPAS II (2015), expectations are specific performances that must be carried out. If expectations for improvement are included at any point in the appraisal cycle, they must be clear and specific and include a description of the evidence the teacher must exhibit/provide. There must also be clear timelines for when the teacher must show evidence of meeting the expectation.

Experienced Teacher - A teacher who holds a valid and current Continuing or Advanced License, issued pursuant to Chapter 12 of Title 14 of the Delaware Code; or Standard or Professional Status Certificate issued prior to August 1, 2003 (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

F

Facebook – A large, global, social networking website.

G

Grade Point Average (GPA) - An indication of a student's academic achievement at a college or university, calculated as the total number of grade points received over a given period divided by the total number of credits awarded. (Oxford Dictionary)

GRE - A series of ETS assessments measuring verbal reasoning, quantitative reasoning, critical thinking, and analytical writing. Delaware State Board of Education approved the GRE as a substitution for the Praxis I tests.


H

Highly Effective – According to DPAS II, a performance level representing evidence of exceptional performance; outstanding knowledge, implementation and integration of teaching standards along with evidence of leadership initiative and willingness to model and/or serve as a mentor for colleagues (Delaware Department of Education, (2015), DPAS II Guide Revised for Teachers).

Highly qualified teacher (HQT) - According to No Child Left Behind (NCLB) Act, a teacher who had obtained full state teacher certification or had passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher teaches (Delaware Department of Education, 2006).

Human capital - The collective knowledge, skills, abilities, values and motivation of an organization's employees (Society for Human Resource Management, 2004).

Human resources - The function dealing with the management of people employed within the organization (Society for Human Resource Management, 2004).



Improvement Plan - A plan that a teacher and evaluator mutually develop for a teacher who receives an overall rating of "Needs Improvement" or "Ineffective" on the Summative, a rating of Unsatisfactory on the Student Improvement Component (Component Five) on a Summative, and may be developed if a teacher's overall performance is unsatisfactory during an observed lesson (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

Individuals with Disabilities Education Act (IDEA) (P.L. 101-476) - A federal law guiding the delivery of special education services for students with disabilities which includes the guarantee of “free and appropriate public education” for every school-age child with a disability and allows parental involvement in the educational planning process, encourages access to the general curriculum and delineates how school disciplinary rules and the obligation to provide a free appropriate public education for disabled children.

Individualized Education Program (IEP) - A written plan created for a student with disabilities by the student's teachers, parents or guardians, the school administrator, and other interested parties. The plan is tailored to the student's specific needs and abilities, and outlines attainable goals. (IDEA)

Ineffective – According to DPAS II, a performance level representing little or no knowledge and minimal implementation of teaching standards. Does not meet minimal teaching standards and needs substantial improvement (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

Initial License - The first license issued to an educator that allows an educator to work in a position requiring a license in a Delaware public school (Delaware Title 14, Education, Delaware Administrative Code, 1500 Professional Standards Board, 2.0 Definitions).

Interview - A phone call or face-to-face meeting with an individual or group, which involves asking questions to elicit information from the applicant to

determine whether or not an applicant is suitable for a position of employment (Society for Human Resource Management, 2004).

J

Job Announcement Posting - A method of advertising for vacancies by posting a notice of an opening (Society for Human Resource Management, 2004).

Job description - A written description of a job which includes information regarding the general nature of the work to be performed, specific responsibilities and duties, and the employee characteristics required to perform the job (Society for Human Resource Management, 2004).

Job offer letter - A formal written document that is provided by an employer to a candidate selected for employment which outlines information regarding the employment terms, such as the date employment is to commence, the position the individual is being hired to perform, the agreed upon salary, benefits to be provided, etc. The employer usually requires the candidate to sign and return the letter as a formal acceptance of employment (Society for Human Resource Management, 2004).

L

LinkedIn – A business-oriented social networking service.

Local educational agency (LEA) - A public board of education or other public authority within a State which maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state (U.S. Department of Education).

M

Major or Its Equivalent - No fewer than thirty (30) credit hours in a content area (Delaware Title 14, Education, Delaware Administrative Code, 1500 Professional Standards Board, 2.0 Definitions).

Measure - An instrument used to assess student and/or professional growth (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

N

National origin - The country--including those that no longer exist--of one's birth or of one's ancestors' birth. "National origin" and "ethnicity" often are used interchangeably, although "ethnic group" can refer to religion or color, as well as country of one's ancestry (Society for Human Resource Management, 2004).

Needs Improvement – According to DPAS II, a performance level that represents evidence of mediocre or developing performance; fundamental knowledge and implementation of teaching standards is uneven or rudimentary. Integration of teaching standards is inconsistent. Teacher is making progress towards proficiency (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

No Child Left Behind Act (NCLB) (P.L. 107-110) - Reauthorization of the Elementary and Secondary Education Act in 2002.

Nondiscrimination - The practice of not discriminating against members of disadvantaged or protected groups in hiring practices, policies, benefits or conditions of employment (Society for Human Resource Management, 2004).

Non-DCAS Teacher - Any Novice Teacher or Experienced Teacher that does not meet the definition of DCAS Teacher as defined herein (Delaware Department of Education, (2012), *DPAS II Guide Revised for Teachers*).

Novice Teacher - A teacher who holds a valid and current Initial License issued by the Delaware Department of Education (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

P

Pedagogy - Skills, approaches, and activities that teachers use to instruct students in content or processes. Pedagogy, sometimes referred to as “professional studies or course work,” also includes courses that prepare teachers to understand students and their environment as well as introductory courses that focus on human development. Some pedagogy courses focus on how to teach a subject to students (Delaware Department of Education, (2012), *Charter School Technical Assistance Manual*).

Praxis Core Academic Skills for Educators – Tests, available through the Educational Testing Service (ES), that measures basic skills in reading, writing and mathematics. Delaware now requires qualifying scores on these tests to replace Praxis I requirements for initial licensure.

Praxis Performance Assessment Test (PPAT) - The PPAT assessment evaluates test takers on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards. Administered by the Educational Testing Service (ETS), the assessment contains four tasks requiring written commentary and submission of artifacts. A video submission also is required for one of the tasks.

Praxis I® Pre-Professional Skills Tests - Tests, available through the Educational Testing Service (ETS), that measure basic skills in reading, writing and mathematics. In addition to licensure, these tests are often used to qualify candidates for entry into a teacher education program.

Praxis Subject Assessments (formerly known as Praxis II) - A series of subject matter tests available through the Educational Testing Service (ETS). One way to meet the Delaware specific licensure and certification requirements is to attain a passing score on a Praxis Subject Assessment in an academic content area/class currently taught.

Professional Standards Board (PSB) - Created by the Delaware General Assembly through SB 260 (2000), the Professional Standards Board, working through the two standing committees and in collaboration with the Department

of Education, is charged with helping to establish a system of professional development, professional standards, licensure, and certification.

R

Race/Ethnicity - The general racial or ethnic heritage category which most clearly reflects the individual's recognition of his or her community or with which the individual most identifies (Delaware Department of Education, (2012), *Charter School Technical Assistance Manual*).

Rank order - A rating method where the evidence of a candidate's qualifications for a position is arranged in a particular order, such as highest to lowest (Adapted from Society for Human Resource Management, 2004).

Recommendations - Under DPAS II, recommendations are specifically designed to help a teacher improve his or her performance. Because DPAS II is designed to promote continuous improvement, recommendations may be made to teachers at any level of performance as long as they are relevant and meaningful. Recommendations are not binding. They are a suggested course of action that a teacher can consider (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

Recruitment - The practice of soliciting and actively seeking applicants to fill recently vacated or newly created positions using a variety of methods (i.e., internal job postings, advertising in newspapers or electronic job boards/sites, utilizing search firms, or listing position with trade and professional associations, etc.. (Society for Human Resource Management, 2004).

Reference checking - The process of verifying information supplied by applicants on an application or resume (Society for Human Resource Management, 2004).

Resume - 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).

S

SAT - College Board assessments in reading, writing, and mathematics. Delaware State Board of Education approved the SAT as one of alternative tests to the Praxis I test in reading, writing, and mathematics.

Satisfactory Evaluation - On the DPAS II, an evaluation equivalent to the overall "Highly Effective," or "Effective" rating on the Summative Evaluation and shall be used to qualify for a continuing license (Delaware Department of Education, (2015). *DPAS II Guide Revised for Teachers*).

Screening - The first step taken usually after receiving an application for employment. It may involve reviewing prospective candidate applications/resumes, verifying information supplied by the candidate, conducting interviews and examining test results (Society for Human Resource Management, 2004).

Selection process - Any step, combination of steps or procedure used as a basis for any employment decision, including, but not limited to, informal or casual interviews, unscored application forms, paper and pencil tests, performance tests, training programs, probationary periods and physical, education and work experience requirements, as well as the decision-making process used in determining whether or not to hire or promote (Society for Human Resource Management, 2004).

Sex - A person's gender (Delaware Department of Education, (2012), *Charter School Technical Assistance Manual*).

Sex Discrimination Act of 1975 - A federal act that prohibits discrimination against individuals based on sex or marital status in areas of employment, education, the provision of goods, facilities and services or in the management of premises.

Short Observation – On the DPAS II, an observation by a Credentialed Observer, using the associated conferences and forms, at a date and time that has not been previously arranged. The observation shall be no less than ten (10) minutes, and may be limited to specified criteria. Such observations shall not substitute for required observations under Section 3.0 (Delaware Department of Education, (2015). *DPAS II Guide Revised for Teachers*).

Standard Certificate - A credential issued to verify that an educator has the prescribed knowledge, skill or education to practice in a particular area, teach a particular subject, or teach a category of students (Delaware Title 14, Education, Delaware Administrative Code, 1500 Professional Standards Board, 2.0 Definitions).

State Assessment - An assessment that refers to the Delaware Comprehensive Assessment System (DCAS) or its successor (Delaware Department of Education, (2012), *DPAS II Guide Revised for Teachers*).

Student Growth - The change in achievement data for an individual student between two points in time. Growth may also include other measures that are rigorous and comparable across classrooms (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

Summative Evaluation - Under DPAS II, the comprehensive, end-of-cycle appraisal that shall incorporate the results of the minimum required observations, any additional observations, and required component-level data. At the discretion of the Evaluator, it may also include additional announced, unannounced, or short observation data beyond the required observation data provided by other Credentialed Observers (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

T

TLEB - Teacher and Leader Effectiveness Branch of the Delaware Department of Education.

Talent Management - Broadly defined as the implementation of an integrated strategies or systems designed to increase workplace productivity by developing improved processes for attracting, developing, retaining and utilizing people with the required skills and aptitude to meet current and future organizational needs (Adapted from Society for Human Resource Management, 2004).

Teacher of Record - A full-time teacher who has been assigned the primary responsibility for a student's learning in a course/class, provided the student has been in attendance at least 85% of the time that the class is in session (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

Transcript - A copy of a student's permanent academic record from a college or university he/she attended.

Twitter – A microblogging social network and messaging service.

U

Unannounced Observation - Under DPAS II, an observation by a Credentialed Observer at a date and time that has not been previously arranged using the associated formative conferences and reports, and which may include the use of an observation form. The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

Unsatisfactory Evaluation - An evaluation in DPAS II that is equivalent to the overall “Needs Improvement” or “Ineffective” rating on the Summative Evaluation as it pertains to educators seeking a continuing license (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

W

Working Day - A day when an employee would normally be working in that district or charter school (Delaware Department of Education, (2015), *DPAS II Guide Revised for Teachers*).

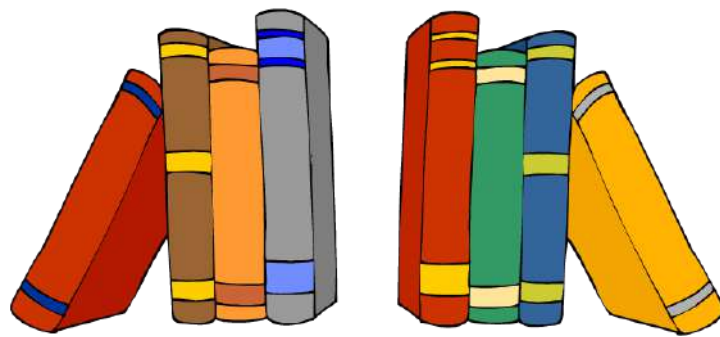
Y

YouTube – A Google-owned, video-sharing website platform on which users can upload, share, and view videos.

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Anotated Bibliography

Bibliography



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Table of Contents

Recruitment and Selection of Public School Teachers	1
Recruitment and Selection of Public Charter School Teachers	10
Screening Applicants	14
Interviews	15
Demonstration Lessons	18
Selection	19
Competency-based Reference Checking	22

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Annotated Bibliography

Recruitment and Selection of Public School Teachers

Ahearn, C., Harmon, H., & Sanders, R. (2006). *How to recruit and retain teachers and other school leaders in hard-to-staff rural and small school districts*. Written for SERVE. Greensboro, NC: The SERVE Center at University of North Carolina at Greensboro. Retrieved from <http://www.serve.org/FileLibraryDetails.aspx?id=76>

This toolkit includes procedures for implementing a systematic approach for attracting, selecting, appointing, socializing and retaining teachers and other school leaders in hard-to-staff rural and small school districts. The toolkit includes the following tools: Recruitment brochure, assessment of community resources, applicant portfolio review, applicant interview, retention checklist, and exit interview/survey.

Ahmad, F., & Boser, U. (2014, May). *America's leaky pipeline for teachers of color: Getting more teachers of color into the classroom*. Washington, D.C.: Center for American Progress. Retrieved from <https://www.americanprogress.org/issues/race/report/2014/05/04/88960/americas-leaky-pipeline-for-teachers-of-color/>

This report answers two key questions: Why do we not have more teachers of color? What can we do to build a better pipeline into the profession? The authors examine the critical points in the education pipeline that affect who does and does not become a teacher and suggest interventions that can improve the flow toward a successful teaching career —particularly of highly qualified candidates of color. The report concludes with policy recommendations for the federal government and states and districts. The recommendations for states and districts include: provide generous scholarship support to future teachers that are tied to the effectiveness of the training program and teacher candidate. Attract the brightest, most resilient people of color into the teaching profession by changing teacher compensation so that teachers of color are paid comparable to other professions. Support and encourage local and state efforts to attract and place effective teachers of color (for example, South Carolina's Mentors Instructing Students Toward Effective Role Models).

American Federation of Teachers. (2007). *Meeting the challenge: Recruiting and retaining teachers in hard-to-staff schools*. Washington, DC: Author. Retrieved from ERIC Database (ED 497876) <http://files.eric.ed.gov/fulltext/ED497876.pdf>

This article defines hard-to-staff schools and identifies factors and challenges related to hard-to-staff schools. In addition, it describes successful and promising strategies that include: examining recruitment and hiring practices, establishing and maintaining safe and orderly schools, and identifying and carrying out district and state responsibilities.

Bireda, S., & Chait, R. (2011, November). *Increasing teacher diversity: Strategies to improve the teacher workforce*. Washington, DC: Center for American Progress. Retrieved from <http://www.americanprogress.org/issues/education/report/2011/11/09/10636/increasing-teacher-diversity/>

This paper highlights elements of innovative recruitment strategies, presents brief case studies of programs, and suggests recommendations for state and local policy to support such programs and strategies. Case studies address: Teach for America, The New Teacher Project Fellowship Program, Urban Teacher Enhancement Program, North Carolina Teaching Fellows Scholarship Program, and Teach Tomorrow in Oakland.

Garcia, P., & Potemski, A. (2009, January). *Key Issue: Recruiting teachers for schools serving English language learners*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from Center for Great Teachers and Learners <http://www.gtlcenter.org/sites/default/files/docs/strategies/recruit/recruitingTeachersforSchoolsServingELLs.pdf>

This issue brief includes a description of the challenges, benefits and cautions, strategies and resources for recruiting teachers of English language learners (Ells), and real-life examples. The strategies include: 1. Recruit teachers who are familiar with the language and culture of Ells; 2. Train general educators to work with Ells; 3. Recruit paraeducators into training programs to become certified teachers of ELLs; 4. Develop alternative certification programs; 5. Recruit educators globally; and 6. Target financial incentives.

Guarino, C., Santibañez, L., Daley, G., & Brewer, D. (2004, May). *A review of the research literature on teacher recruitment and retention*. Prepared for the Education Commission of the States. Santa Monica, CA: Rand Corporation. Retrieved from http://www.rand.org/pubs/technical_reports/TR164.html

This literature review represents a comprehensive and critical examination of research published since 1980 on the topic of teacher recruitment and retention in the United States. It is designed to provide a broad understanding of the patterns governing the entry and exit of individuals into and from teaching and the evidence regarding the types of policies that affect teacher recruitment and retention. They included only published research that was empirical in nature and deemed to be of sufficiently rigorous quality to be considered reliably informative.

Hayes, K. (2009, June). *Key Issue: Recruiting teachers for urban and rural schools*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from ERIC database (ED 543668) <http://eric.ed.gov/?id=ED543668>

This issue brief includes a description of the challenges, benefits and cautions, strategies and resources for recruiting teachers for urban and rural schools, and real life examples. Strategies include: 1. Provide incentives and policies to redistribute the workforce; 2. Improve working conditions for teachers in urban and rural schools; 3. Partner with institutions of higher education to prepare teachers for urban and rural schools; 4. Develop high-quality alternative certification programs; 5. Grow your own; 6. Improve hiring practices; 7. Create partnerships to address out-of-school issues that affect recruitment and retention.

Hayes, K., & Behrstock, E. (2009, June). *Teacher recruitment: Strategies for widening the teaching pool in a shrinking economy. Policy-to-Practice Brief*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.gtlcenter.org/products-resources/teacher-recruitment-strategies-widening-pool-shrinking-economy>

This brief explores a surge in interest in teaching as a career choice during the economic recession. It presents ideas and strategies for individuals involved in efforts to encourage talented, caring, and committed professionals to consider teaching, particularly in chronic

teacher shortage areas. The brief includes information on: promoting the teaching profession, getting the message out, ideas for states and districts in recruitment, precautions, and other considerations.

Kimball, S. (2011). Principals: Human capital managers at every school. *Phi Delta Kappan*, 92(7), 13-18.

This article provides an overview of principals as strategic talent managers, including the connection to instructional leadership. It briefly describes how principals need to plan for turnover, develop recruitment messages and networks, the selection process, and performance management of teaching with examples.

McGraner, K. (2009, June). *Key Issue: Recruiting science, technology, mathematics, and engineering teachers*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from ERIC Database (ED 543672) <http://files.eric.ed.gov/fulltext/ED543672.pdf>

This issue brief includes a description of the challenges, benefits and cautions, strategies and resources for recruiting STEM teachers, and real life examples. Strategies include: 1. Gather and analyze data to inform the design and implementation of recruitment initiatives; 2. Build strong and sustainable partnerships with institutions of higher education. 3. Develop differentiated pay systems and create financial incentives to attract prospective mathematics and science teachers; 4. Provide prospective teachers adequate information about teaching opportunities across districts, schools and communities; 5. Develop multiple entry points into teaching for nontraditional mathematics and science teacher candidates; and 6. Provide high-quality induction and professional development experiences to attract and retain teachers.

Martin, J. (2011, November). *Best practices in minority teacher recruitment: A literature review*. Connecticut RESC Alliance, Minority Teacher Recruiting Initiative. Retrieved from http://www.crec.org/RESCMTR/docs/national_best_practices_in_minority_teacher_recruitment.pdf

States and districts have developed programs to increase the number of minority teachers. The programs fall into four categories: High School “Grow your Own Programs,” University/College Programs, Non-

traditional or Alternate Route programs, and Scholarship/Funding Incentives. This review addresses each type of program.

Massachusetts Department of Elementary and Secondary Education (2010, spring). *Selecting outstanding teachers for level 4 schools. PowerPoint presentation*. Malden, MA: Author.

The PowerPoint presentation identifies why teacher selection matters, screening and selection processes (including competencies, interview questions), staffing strategies, marketing and recruitment, cultivating top candidates, orientation, and team-building.

Milanowski, T., & Kimball, S. (2010). The principal as human capital manager: Lessons from the private sector. In R. Curtis & J. Wurtzel (Eds.). *Teaching talent: A visionary framework for human capital in education*. Cambridge, MA: Harvard Education Press. Retrieved from http://www.nctq.org/docs/The_Principal_as_Human_Capital_Manager_-_Lessons_from_the_Private_Sector.pdf

The authors define human capital, describe the role of principals in human capital management, and compare the principal's role to middle manager roles in talent acquisition, development, and retention. It also identifies how districts can help principals develop as human capital managers.

Mueller, E. (2011, Winter). *Using new social media to recruit and retain qualified special education personnel*. Alexandria, VA: Personnel Improvement Center, National Association of State Special Education Directors. Retrieved from <http://personnelcenter.org/documents/Using%20New%20Social%20Media%20to%20Recruit%20and%20Retain%20Qualified%20Special%20Education%20Personnel-HEADINGS.pdf>

This practice brief provides suggestions for using Facebook, Twitter, blogs and/or private online communities to improve the recruitment and retention of special education personnel, including early intervention personnel.

National Education Association (NEA). (2009). *Strengthening and diversifying the teacher recruitment pipeline: Four strategies to increase the supply of teachers in high-need areas*. Prepared by the Center for Teaching Quality. Washington, DC: National Education Association. Retrieved from <http://www.nea.org/home/35085.htm>

This report, prepared by the Center for Teaching Quality for NEA, discusses four strategies to increase the supply of teachers, especially in high-need areas (certain subjects and teaching specialties and teachers of color): College fellows programs, high school teacher cadet programs, high school teacher academies, and community colleges. This report is based on a review of historical accounts, related research, pertinent Web sites, and interviews with 15 administrators and instructors from 12 pre-collegiate teacher recruitment programs.

Odden, A., & Kelly, J. (2009, May). *What is SMHC (strategic management of human capital)? A summary*. Prepared for the Consortium for Policy Research in Education (CPRE). Madison, WI: University of Wisconsin-Madison, Wisconsin Center for Educational Research. Retrieved from <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=2&ved=0CC8QFjAB&url=http%3A%2F%2Fwww.smhc-cpre.org%2Fdownload%2F27%2F&ei=eHiTUobWGczMsQTQ-oGIBg&usg=AFQjCNEY94zsKcf6otyMkjoL38YmnYyQJg>

This article presents an overview of SMHC. The strategic management of human capital in public education concerns the acquisition, development, compensation and retention of top teacher and principal talent in the nation's schools, particularly large, urban school districts. The human resource management system – recruitment, selection/placement, induction, mentoring, professional development, evaluation/ performance management, compensation and instructional leadership – impact the three major strategic components of SMHC: talent acquisition, talent development and motivation, and talent retention.

Putney, L. (2009). *Key Issue: Recruiting special education teachers*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from the ERIC database (ED 543671) <http://files.eric.ed.gov/fulltext/ED543671.pdf>

This brief describes the benefits, tips and cautions, and strategies and resources for recruiting special education teachers. The strategies include:

1. Provide contingency-based financial incentives;
2. Develop multiple pathways to the profession;
3. Design programs for paraprofessionals to become certified teachers;
4. Build strong partnerships with institutions of higher education;
5. Increase diversity and cultural competence in the field;
6. Incorporate a comprehensive recruitment strategy; and
7. Implement comprehensive strategies to retain special education teachers.

Reform Support Network. (2014, March). *Recruiting and retaining highly effective turnaround teachers*. Sponsored by the U.S. Department of Education. Retrieved from U.S. Department of Education.
<http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/recruiting-retaining-turnaround-teachers.pdf>

This publication provides resources for leaders considering strategies to recruit and retain highly effective teachers for school turnarounds. Recruitment strategies include: priority hiring and placement, financial incentives, transfer incentives, and redesigning teachers' roles. It summarizes research and promising practices on recruitment and retention in turnaround schools across all sectors. It presents findings on the recruitment and retention of highly effective teachers, with emphasis on actions leaders can take to find and keep talented educators in turnaround schools. It includes links to research and additional information on resources for staffing turnaround schools.

Simon, N., Moore Johnson, S., & Reinborn, S. (2015). *The challenge of recruiting and hiring teachers of color: Lessons from six high-performing, high-poverty urban schools*. Cambridge, MA: Harvard Graduate School. Retrieved from
<http://isites.harvard.edu/fs/docs/icb.topic1231814.files/The%20Challenge%20of%20Recruiting%20and%20Hiring%20Teachers%20of%20Color.Diversity.%20July%202015.pdf>

This qualitative analysis of teacher teams is part of a larger, comparative case study,

“Developing Human Capital Within Schools,” conducted by the Project on the Next Generation of Teachers. Within one city, the authors interviewed 142 teachers and administrators in six high-poverty schools (three charter and three district), all of which had achieved the highest ranking in the state’s accountability system. They analyzed how each school approached the process of recruiting and hiring Black and Latino teachers. Each school strategically adapted its recruitment and hiring

processes to address the unique challenges of recruiting and hiring teachers of color. At two schools, teachers of color were active partners in developing and enacting a strategy. At other schools, school leaders and talent staff formulated an advertising strategy that depended on current teachers of color to convey the image of a diverse teaching staff. But, they did not formally acknowledge the important role that teachers of color were expected to play in this process. The schools also adapted their hiring processes to ensure that candidates of color who were in the pool were considered carefully and courted.

Steiner, D. (no date). *Hiring top talent: Draft for discussion*. Prepared for America Achieves and Education Counsel. Received from DDOE, Tasha Cannon.

This document is designed to help school and district hiring managers in states, led by America Achieves State Fellows, understand the attributes of effective teachers to inform the development of hiring processes which results in more highly effective educators. Sections include: attributes to look for when identifying “top talent;” recruitment practices that help identify and recruit top talent; sample mapping of critical attributes to evidence in the application process; and elements of effective teacher recruitment. It references Achievement First’s selection process, Achievement First Teaching Candidate Selection Criteria, KIPP Teacher Scorecard, and KIPP example question bank for interviewing teacher candidates.

The New Teacher Project (TNTP). (2011, January). *Getting the talent you need: Effective teacher marketing and selection. Effective Staffing Training Series*. [PDF document]. Brooklyn, NY: Author.

This PowerPoint presentation provides an overview of the importance of the selection process, steps in developing a school selection model, and generating a plan to complete a school selection model.

The New Teacher Project (TNTP). (2011, March). *Teacher recruitment and selection: How a disciplined hiring process can help schools choose the right team*. School Leader’s Toolbox. [PDF document]. Retrieved from [http://tntp.org/assets/tools/Recruitment Toolkit March 2011.pdf](http://tntp.org/assets/tools/Recruitment_Toolkit_March_2011.pdf)

This PowerPoint presentation presents an overview of the results of the 2010 TNTP benchmark survey of charter school administrators. It presents promising recruitment and hiring practices with examples.

The New Teacher Project (TNTP). (2012). *Marketing guide: Communicate your strengths and attract teachers to apply to your school. Marketing your school.* [PDF document] Retrieved from <http://tntp.org/teacher-talent-toolbox/explore/hiring>

This PowerPoint presentation reviews the importance of school marketing, provides examples of marketing materials, provides tips for creating school messages, and key points about school brochures and event displays.

The New Teacher Project. (2012). *Recruitment & Hiring: How a disciplined hiring process can help choose the right team. Teacher Talent Toolbox.* Brooklyn, NY: Author. Retrieved from http://tntp.org/assets/tools/RecruitmentandHiring_03.12_Final_3.pdf

This PowerPoint presentation presents an overview of the Recruitment and Selection aspects of the Teacher Talent Toolbox.

U.S. Department of Education, Race to the Top School Turnaround, Community of Practice. (2012, September). *Promising practices for recruitment and staffing in turnaround schools.* Washington, D.C.: Author. Retrieved from <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/teacher-competencies-webinar.pdf>

This PowerPoint presentation addresses staffing decisions and options for school turnaround, including recruitment, and defines turnaround teacher competencies and selection methods.

Watkins, C. (2010, Fall). *Effective school district recruitment strategies of African American teachers.* Statesboro, GA: Georgia Southern University. Electronic Theses & Dissertations, Paper 312. Retrieved from <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1312&context=etd>

This study examined the strategies used by nine Georgia school districts to recruit and hire minority teachers. The nine districts included three rural districts, three urban districts, and three suburban districts. The author identified sixteen district recruitment strategies; of which three were used by all districts: college and university partnerships, job fairs, and the use of the Teach Georgia state recruitment website. Four

districts had special partnerships with Historically Black Colleges and Universities.

Recruitment and Selection of Public Charter School Teachers

Cannata, M., & Engel, M. (2011, March). *Does charter status determine preferences? Comparing the hiring preferences of charter and traditional public school principals*. Nashville, TN: National Center on School Choice, Vanderbilt University. Retrieved from http://www.mitpressjournals.org/doi/abs/10.1162/EDFP_a_00076?journalCode=edfp

This paper addressed a gap in the literature by answering the following questions: 1) Do charter school principals place more emphasis on teacher hiring than principals in traditional public schools? 2) How do principals' teacher hiring preferences vary between charter and traditional public schools? 3) What school or principal characteristics are related to principals' hiring preferences?

DeArmond, M., Gross, B., Bowen, M., Demeritt, A., & Lake, R. (2012, May). *Managing talent for school coherence: Learning from charter management organizations*. Seattle, WA: Center on Reinventing Public Education (CRPE). Retrieved from <http://www.crpe.org/publications/managing-talent-school-coherence-learning-charter-management-organizations>

The report addresses three questions: How do charter management organizations (CMOs) recruit and hire teachers? How do they develop teachers on the job? How do they manage teacher performance? This report relies on data from a larger study of CMOs conducted jointly by researchers at Mathematica Policy Research and the Center on Reinventing Public Education (CRPE). Although not focused specifically on talent management, the Mathematica-CRPE study includes a rich array of data on how CMOs manage teachers, including in-depth case study data as well as survey data from CMO central offices and principals.

Doyle, D., & Stein, L. (Public Impact). (2011). *Developing education talent: A citywide approach*. Houston, TX: National Charter School Resource Center at Safal Partners. Retrieved from

<http://www.charterschoolcenter.org/resource/developing-education-talent-citywide-approach>

This article identifies six indicators from a framework on the development of a citywide charter strategy that had the clearest impact on recruiting and retaining highly effective teachers and leaders for charter schools. In addition, the article examines how New Orleans and Indianapolis have developed their education talent pipelines for charter school principals and teachers.

Gross, B., & DeArmond, M. (2011). *How do charter schools get the teachers they want? Issue brief*. Washington, DC: National Alliance for Public Charter Schools. Retrieved from Center for Reinventing Public Education <http://www.crpe.org/publications/how-do-charter-schools-get-teachers-they-want>

How can charter schools get the teachers they want and need? This issue brief looks at that question by drawing on a recent multi-year field study of charter schools in six cities in three states conducted by researchers at the University of Washington (“Inside Charter Schools Study”). When it comes to finding the teachers they want and need, many of the charter schools in the study took a purposeful and careful approach to finding and identifying their teaching staff. This issue brief highlights the most promising recruitment and selection practices from these schools.

Hassel, B., Hassel, E., Isaacson, D., Krasnow, J., McNiff, M., & Walter, K. (2000, November). *Mobilizing and motivating your staff to get results: A technical assistance guide for charter school leaders*. Produced under a grant from the Annie E. Casey Foundation. St. Paul MN: Charter Schools Network. Retrieved from National Charter School Resource Center at Safal Partners <https://www.charterschoolcenter.org/resource/mobilizing-and-motivating-your-staff-get-results-technical-assistance-guide-charter-school->

This guide includes information on recruiting and selecting staff, supporting staff performance, and includes an example of candidate rubric, and classroom observation of teachers form.

National Charter School Research Project and Massachusetts Charter School Dissemination & Replication Project (no date). *Human resources and charter schools: Hiring, turnover and retention in 7 states*. PowerPoint

presentation downloaded. The National Charter School Research Project, University of Washington's Center on Reinventing Public Education and the Massachusetts Charter School Dissemination & Replication Project, Harvard Graduate School of Education. Retrieved from <http://www.docfoc.com/human-resources-charter-schools-hiring-turnover-retention-in-7-states>

This three part presentation addresses: How do (and can) charter schools find and keep the teachers they need? How do five high-performing, high-poverty charter schools (in Massachusetts) approach hiring and retention? How can charter schools develop deliberate and effective human strategies? Part of the presentation included survey information from 370 charter schools in six states (AZ, MA, TX, CA, RI, and HI) on recruitment, selection, and compensation. Another section of the presentation included practices from five high-performing, high-poverty charter schools in Massachusetts.

National Charter School Resource Center. (2011, January). *Recruiting science, technology, engineering, and mathematic teachers for charter schools*. Originally produced by the National Comprehensive Center for Teacher Quality. Houston, TX: National Charter School Resource Center at Safal Partners. Retrieved from <http://www.charterschoolcenter.org/resource/recruiting-stem-teachers-charter-schools>

This article includes tips and cautions, five strategies with additional resources identified for each strategy, real life example from the STEM charter school, and references. The six strategies include: 1. Gather & analyze data to inform the design & implementation of recruitment initiatives. 2. Build strong & sustainable relationships with IHEs. 3. Develop differentiated pay systems and create financial incentives to attract prospective math & science teachers. 4. Provide prospective teachers adequate information about teaching opportunities across districts, schools, & communities. 5. Provide high-quality induction & professional development.

National Charter School Resource Center. (2011, January). *Recruiting teachers for urban and rural charter schools*. Originally produced by the National Comprehensive Center for Teacher Quality. Houston, TX: National Charter School Resource Center at Safal Partners. Retrieved from

<http://www.charterschoolcenter.org/resource/recruiting-teachers-urban-and-rural-charter-schools>

This article includes tips and cautions, six strategies with additional resources identified, real life example from the Equity Project, references. The six strategies include: 1. Provide incentives & policies to recruit a high-quality teacher workforce. 2. Improve working conditions for teachers. 3. Partner with Institutions of Higher Education (IHEs) to prepare teachers. 4. Grow your own. 5. Improve hiring practices. 6. Create partnerships to address out-of-school issues that affect recruitment and retention.

NewSchools Venture Fund. (2007, June). *Achievement First: The design and implementation of a highly effective teacher recruitment system. Practices from the Portfolio Series*. San Francisco, CA: Author. Retrieved from TNTP http://tntp.org/assets/tools/AF%20NSVF+TeacherRecruitingCaseStudy%20TSLT_0311.pdf

This is a case study of Achievement First's approach to developing and implementing a highly effective teacher recruitment system. It briefly describes: recruitment, application, and selection process, challenges, and lessons learned. Toolkit contents include: Recruitment Strategy Planning Checklist, Application and Selection Process Diagram, Teaching Candidate Selection Criteria, Employment Application (Achievement First Document), Teacher Interview Questions (Achievement First Document), Hiring Timeline (Achievement First Document), and Team Recruit Metrics (Achievement First Document).

NewSchools Venture Fund. (2010, November). *An effective teacher in every classroom: Talent management practices that influence student achievement*. PowerPoint Presentation. San Francisco, CA: Author. http://www.nyccharterschools.org/sites/default/files/resources/Charter_School_Instructional_Culture_Index_Study.pdf

This virtual community of practice PowerPoint presentation: describes the practice research on the relationship between talent management processes and student achievement; highlights the findings from an analysis of The New Teacher Project partnership with Washington, DC charter schools; and discusses the leading indicators of strong talent management (e.g., the TNTP Talent Management Index that connects

teacher perceptions and experiences to student outcomes, Instructional Culture Index, on three teaching indicators); and implications. Data sources included: teacher surveys and leadership surveys. The presentation includes findings on recruitment, hiring, and teacher selection.

Screening Applicants

Ahearn, C., Harmon, H., & Sanders, R. (2006). *How to recruit and retain teachers and other school leaders in hard-to-staff rural and small school districts*. Written for SERVE. Greensboro, NC: The SERVE Center at University of North Carolina at Greensboro. Retrieved from <http://www.serve.org/FileLibraryDetails.aspx?id=76>

This toolkit includes procedures for implementing a systematic approach for attracting, selecting, appointing, socializing, and retaining teachers and other school leaders in hard-to-staff rural and small school districts. The toolkit includes the following tools: Recruitment brochure, assessment of community resources, applicant portfolio review, applicant interview, retention checklist, and exit interview/survey.

Colorado Legacy Foundation in partnership with The New Teacher Project (2011). *Interview tools and resources: A handbook on consistently implementing a hiring process to attract and select outstanding teachers*. Denver, CO: Authors. Retrieved from <http://issuu.com/coloradolegacyfoundation/docs/mutual-consent-interview-handbook>

The handbook is designed to provide district staff with guidance on how to implement a systemic interview process aligned to the values of the district. The handbook is divided into sections with sequenced steps to provide clear guidance for implementing an effective and consistent interview process for external and internal applicants. The first section describes what a systemic interview process looks like and what key pieces must be included for it to be of value. The second section outlines the role effective communications play in keeping applicants engaged in the hiring process. The third section discusses the use of multiple screens in the interview process. The fourth section provides greater detail on the steps involved in implementing an effective interview process. The final

section is an appendix of sample forms and questions to use during the interview process.

Society for Human Resource Management. (2004). *Glossary of human resources terms*. Alexandria, VA: Author. Retrieved from <http://www.shrm.org/templatestools/glossaries/hrterms/pages/default.aspx>

This glossary defines common terms in human resources management.

Steiner, L., Hassel, E. A., Hassel, B., Valsing, E., & Crittenden, A. (2008, June). *School turnaround teachers: Selection toolkit*. Prepared for the Chicago Public Education Fund. Chapel Hill, NC: Public Impact. Retrieved from http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Selection_Toolkit.pdf

This 2008 Public Impact toolkit is designed to be used as a step-by-step guide by organizations seeking to hire teachers for turnaround schools. The toolkit includes detailed levels of increasingly effective competence, selection questions, guidance on how to conduct interviews that reveal information about competencies, and scoring rubrics. Specific sections include: Selection Preparation Guide, Day-of-Interview Tools, Candidate Rating Tools, Candidate Comparison and Decision Tools, Appendix A: Complete Competency Rating Levels, and Appendix B: Critical Competency Rating Levels.

The New Teacher Project. (n.d.) *Hiring criteria: Evaluate candidates using desired competencies. Selection criteria and indicators*. Brooklyn, NY: Author. Retrieved from <http://tntp.org/teacher-talent-toolbox/explore/hiring>

This chart includes twelve competencies and corresponding indicators.

Interviews

Clement, M. (2002, September). Help wanted: How to hire the best teachers. *Principal Leadership*, 2(7), 20-24.

This article describes the basics of behavior-based interviewing, including examples of questions and suggestions for interviews.

Clement, M. (2008, January/February). Improving teacher selection with behavior-based interviewing. *Principal*, 87(3), 44-47. Retrieved from <http://www.naesp.org/resources/2/Principal/2008/J-Fp44.pdf>

This article briefly describes behavior-based interviewing which uses specific questions based on teacher candidates' skills, background, and experience.

Colorado Legacy Foundation in partnership with The New Teacher Project. (2011). *Interview tools and resources: A handbook on consistently implementing a hiring process to attract and select outstanding teachers*. Denver, CO: Authors. Retrieved from <http://issuu.com/coloradolegacyfoundation/docs/mutual-consent-interview-handbook>

The handbook is designed to provide district staff with guidance on how to implement a systemic interview process aligned to the values of the district. The handbook is divided into sections with sequenced steps to provide clear guidance for implementing an effective and consistent interview process for external and internal applicants. The first section describes what a systemic interview process looks like and what key pieces must be included for it to be of value. The second section outlines the role effective communications play in keeping applicants engaged in the hiring process. The third section discusses the use of multiple screens in the interview process. The fourth section provides greater detail on the steps involved in implementing an effective interview process. The final section is an appendix of sample forms and questions to use during the interview process.

Denver Public Schools, Department of Human Resources. (2007, January). *Personnel selection process: Interview guide for personnel selection committee members*. Denver, CO: Author. Retrieved from <http://static.dpsk12.org/gems/hr2009/2009PrincipalInterview.pdf>

This guide addresses steps in the interview and hiring process, including: criteria, interview questions and format, common interview errors, and considerations after the interview. It includes a variety of appendices.

The New Teacher Project. (2012). *Effective interviewing*. Brooklyn, NY: Author. Retrieved from <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&c>

[d=1&ved=0CCkQFjAA&url=http%3A%2F%2Ftntp.org%2Fassets%2Ftools%2FTNTP_Effective%2520Interviewing.Toolbox2012_TSLT%25203.12.pptx&ei=g2luUtTiJ4ez4AP4noDwAw&usg=AFQjCNFRluwHbfkvhcLxpMD4L9yGSqBxw&bvm=bv.55123115,d.dmg](http://www.naesp.org/resources/2/Principal/2004/N-Dp50.pdf)

The PowerPoint presentation addresses: the creation of an effective interview and candidate evaluation process; development of competency-based interview questions; creation of school-specific scenario questions; practicing probing questions and techniques; and identification of excellent answers.

Tooms, A., & Crowe, A. (2004). Hiring good teachers: The interview process. *Principal*, 84(2), 50-53. Retrieved from <http://www.naesp.org/resources/2/Principal/2004/N-Dp50.pdf>

The authors emphasize the importance of selling a school to desirable teacher candidates during the interview process. Recommendations for principals include: be fully prepared, make a candidate feel welcome, ask thoughtful questions, listen carefully to responses, and show off the school with guided tours.

University of Delaware, Career Services Center. (2012). *Sample interview questions for teachers*. Newark, DE: Author. Retrieved from <http://www.udel.edu/CSC/pdf/InterviewTeach.pdf>

The Career Center published a variety of interview questions for teachers that address: professional experiences: planning skills, instructional skills, technology/computer skills; classroom discipline and management; relationships with administration, staff, parents, and students; personal qualities; and miscellaneous.

U.S. Office of Personnel Management. (2008, September). *Structured interviews: A practical guide*. Washington, DC: Author. Retrieved from <http://www.opm.gov/policy-data-oversight/assessment-and-selection/structured-interviews/guide.pdf>

The guide reviews the differences between structured and unstructured interviews, and identifies steps in developing and administering structured interviews. It includes a number of appendices, such as development and implementation checklists, panel interviews, and rating forms.

Vermont Department of Human Resources. (2009). *A guide to interviewing and reference checking*. Montpelier, VT: Author. Retrieved from [http://humanresources.vermont.gov/sites/dhr/files/Documents/Recruitment/DHR-Guide Interviewing Reference Checking.pdf](http://humanresources.vermont.gov/sites/dhr/files/Documents/Recruitment/DHR-Guide_Interviewing_Reference_Checking.pdf)

This guide provides an overview of legal issues in interviewing; outlines the steps involved in developing and conducting a structured interview and reference-checking; and making decisions, with appendices addressing pre-employment inquiries, examples of behavioral interview questions, model letters, and frequently asked questions.

Demonstration Lessons

The New Teacher Project. (2012). *Creating an effective selection process*. Brooklyn, NY: Author. Retrieved from http://tntp.org/assets/tools/TNTP_BuildingSelectionModel.Toolbox2012_TSLT%203.12.pptx

This PowerPoint presentation addresses the development of a school selection model, the creation of a comprehensive selection process that includes a demonstration lesson, and the creation of a hiring timeline.

The New Teacher Project. (2013, May). *Sample demo lesson email*. Brooklyn, NY: Author. Retrieved from http://tntp.org/assets/tools/Sample_Email_Demo_Lesson_TNTP_29MAY2013.docx

This is a sample email inviting a candidate to present a sample demonstration lesson.

The New Teacher Project, Teacher Talent Toolbox. (2013, June). *Design effective demo lessons*. Brooklyn, NY: Author. Retrieved from http://tntp.org/assets/tools/Effectively_Use_Demo_Lessons_TNTP_3JUN2013.pdf

This one-page article provides an overview of designing effective demo lessons by providing expectations to candidates, setting the lesson evaluation criteria, and debriefing with the candidates.

Selection

Delaware Talent Management (2012, April). *Creating an effective teacher selection process*. PowerPoint Presentation. Wilmington, DE: Delaware Talent Management, Innovative Schools.

This presentation highlights the identification of characteristics of excellent teachers, choosing competencies, how to create a selection model, and a form for creating a hiring process.

FSG Social Impact Fund. (2007). *Achievement first: The design and implementation of a highly effective teacher recruitment system*. San Francisco, CA: NewSchools Venture Fund. Retrieved from TNTTP http://tntp.org/assets/tools/AF%20NSVF+TeacherRecruitingCaseStudy%20TSLT_0311.pdf

The report focused on a Case Study of Achievement First (charter management organization) that operates schools in two states. Achievement First has specific structures to determine its effectiveness and selection, one of which is casting a wide-net for candidates. Their strategy for selection includes central office managing the upfront end for the application and selection process so that principals have the strongest candidates. The central office has a policy to respond to candidates within 10 days. In addition, the organization thoroughly explains their culture and approach to teaching, which is critical.

Gross, B., & DeArmond, M. (2011). *How do charter schools get the teachers they want? Issue brief*. Washington, DC: National Alliance for Public Charter Schools. Retrieved from <http://www.crpe.org/publications/how-do-charter-schools-get-teachers-they-want>

How can charter schools get the teachers they want and need? This issue brief draws on a recent multi-year field study of charter schools in six cities in three states conducted by researchers at the University of Washington (“Inside Charter Schools Study”). When it comes to finding the teachers they want and need, many of the charter schools in the study took a purposeful and careful approach. This issue brief highlights the most promising recruitment and selection practices from these schools.

Gross, B., & DeArmond, M. (n.d.). *Investing in selection: Hiring teachers in charter schools*. Bothell, WA: Center on Reinventing Public Education.

Retrieved from

<http://www.aefpweb.org/sites/default/files/webform/ICS%20Investing%20in%20SelectionV4.pdf>

This report is based on a mixed-method study of 24 charter schools in 3 states (TX, CA, HI) and a survey of 718 charter schools across six states (AZ, CA, HI, NC, RI, TX). Results indicated that charter schools use "information rich" selection tools, including requiring job candidates to perform a teaching demonstration, visit the school for an extended period of time, and meet with a wide array of stakeholders in the school. The authors often refer to Liu and Johnson's (2006) work of hiring experiences of new teachers (e.g., having few opportunities to exchange information during the selection process). Overall, they concluded with stating that smaller, more mission focused, and highly accountability organizations, with the authority to make their own hiring decisions, may have strong incentives for investing in screening and selecting candidates.

Hassel, B., Hassel, E., Isaacson, D., Krasnow, J., McNiff, M., & Walter, K. (2000, November). *Mobilizing and motivating your staff to get results: A technical assistance guide for charter school leaders*. Produced under a grant from the Annie E. Casey Foundation. St. Paul MN: Charter Schools Network. Retrieved from National Charter School Resource Center at Safal Partners. <https://www.charterschoolcenter.org/resource/mobilizing-and-motivating-your-staff-get-results-technical-assistance-guide-charter-school->

This guide includes information on recruiting and selecting staff, and supporting staff performance. It includes an example of candidate rubric, and a classroom observation of teachers form.

Steiner, D. (n.d.). *Hiring top talent: Draft for discussion*. Prepared for America Achieves and Education Counsel. Received from DDOE, Tasha Cannon.

This document is designed to help school and district hiring managers, in states led by America Achieves State Fellows, understand the attributes of effective teachers and inform the development of hiring processes that results in more highly effective educators. Sections include: attributes to look for when identifying "top talent;" recruitment practices that help identify and recruit top talent; sample mapping of critical attributes to evidence in the application process; and elements of effective teacher recruitment. It includes information on Achievement First's selection

process, Achievement First Teaching Candidate Selection Criteria, KIPP Teacher Scorecard, and KIPP example question bank for interviewing teacher candidates.

The New Teacher Project (TNTP). (2011, January). *Getting the talent you need: Effective teacher marketing and selection. Effective Staffing Training Series*. [PDF document]. Brooklyn, NY: Author.

This PowerPoint presentation presents an overview of the importance of the selection process, identifies steps in developing a school selection model, and how to generate a plan to complete a school selection model.

The New Teacher Project. (2012). *Creating an effective selection process*. PowerPoint presentation. Brooklyn, NY: Author. Retrieved from http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCkQFjAA&url=http%3A%2F%2Ftntp.org%2Fassets%2Ftools%2FTNTP_BuildingSelectionModel.Toolbox2012_TSLT%25203.12.pptx&ei=zK3MUsnmLLHjsASVioK4DQ&usq=AFQjCNFxFNFpspwEKfn1QFqOEH SuIVtv Mw&bvm=bv.58187178,d.cWc

This PowerPoint presentation presents information and strategies on identifying characteristics of excellent teachers that will evolve into competencies and indicators. It includes information on developing a school selection model with processes and timelines.

The New Teacher Project. (2012). *Teacher recruitment and selection: How a disciplined hiring process can help schools choose the right team*. School Leader's Toolbox. [PDF document]. Brooklyn, NY: Author. Retrieved from [http://tntp.org/assets/tools/Recruitment Toolkit March 2011.pdf](http://tntp.org/assets/tools/Recruitment_Toolkit_March_2011.pdf)

This PowerPoint presentation presents an overview of the results of the 2010 TNTP benchmark survey of charter school administrators. It presents promising recruitment and hiring practices with examples.

U.S. Department of Education, Race to the Top School Turnaround, Community of Practice. (2012, September). *Promising practices for recruitment and staffing in turnaround schools*. Washington, D.C.: Author. Retrieved from <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/teacher-competencies-webinar.pdf>

This PowerPoint presentation addresses staffing decisions and options for school turnaround, including recruitment of teachers. It defines turnaround teacher competencies and selection methods.

Vitale, T. (2009). *An analysis of teacher selection tools in Pennsylvania*. Dissertation submitted to Graduate Faculty of School of Education, University of Pittsburgh. Retrieved from http://d-scholarship.pitt.edu/9740/1/TVitaleDissertation_121809.pdf

The purpose of the study was to examine teacher screening and selection tools being used by Pennsylvania public school districts and compare the tools to the research on qualities of effective teachers. The study included the surveys of 55 members of Pennsylvania Association of School Personnel Administrators. Results included: 71% using electronic on-line warehousing data base for searching and screening potential candidates; and 93% of districts used locally created interview questions. Top three factors considered for hiring a teacher: knowledge of teaching and learning, content knowledge, and knowledge of good classroom practices.

Competency-based Reference Checking

Denver Public Schools, Department of Human Resources. (2007). *Personnel selection process: Interview guide for personnel selection committee members. Section on Conducting reference checks*. Denver, CO: Author. Retrieved from <http://static.dpsk12.org/gems/hr2009/2009PrincipalInterview.pdf>

As part of the guide, there is a section on conducting reference checks.

Department of Navy, Office of Civilian Human Resources. (2013, April). *Quick step guide reference checking*. Washington, DC: Author.

The guide reviews the importance of checking references, the process and procedures for conducting reference checks (including a variety of questions), and process and procedures for evaluating reference checks.

Public Service Commission of Canada. (2009). *Structured reference checking*. Gatineau, Quebec, Canada: Author. Retrieved from <http://www.psc-cfp.gc.ca/plcy-pltq/guides/checking-verification/index-eng.htm>

The guide provides practical information about the key elements of the structured reference check that yield optimal results for a hiring organization. The Guide is comprised of six key sections: A structured approach to reference checking; planning and preparation; conducting the reference check interview; evaluating the applicant; informal discussion and applicant feedback; and additional sources of information.

University of Connecticut, Department of Human Resources. (n.d.) *Guide to effective recruiting*. Storrs, CT: Author.

This guide provides information on a variety of best practices in the following areas: writing job descriptions, job analysis, processes and procedures for search committees, recruitment strategies, and candidate assessment and selection, including interviews and reference checks.

Vermont Department of Human Resources. (2009). *A guide to interviewing and reference checking*. Montpelier, VT: Author. Retrieved from [http://humanresources.vermont.gov/sites/dhr/files/Documents/Recruitment/DHR-Guide Interviewing Reference Checking.pdf](http://humanresources.vermont.gov/sites/dhr/files/Documents/Recruitment/DHR-Guide%20Interviewing%20Reference%20Checking.pdf)

This guide provides an overview of legal issues in interviewing; outlines the steps involved in developing and conducting a structured interview and reference-checking; and making decisions, with appendices addressing pre-employment inquiries, examples of behavioral interview questions, model letters, and frequently asked questions.

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General Information



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Table of Contents

A. Background Information on Every Student Succeeds Act (ESSA)	1
Title II – Preparing, Training, and Recruiting High Quality Teachers, Principals, or Other School Leaders.....	2
B. Delaware Department of State School District General Records Retention Schedule: Personnel Records	7

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A. Background Information on Every Student Succeeds Act (ESSA)

Reauthorization of the Elementary and Secondary Education Act (No Child Left Behind Act, NCLB)

In December, 2015, the Elementary and Secondary Education Act, also known as the No Child Left Behind Act, was reauthorized as the Every Student Succeeds Act.

The transition to the law occurs over the next several years. The Act takes effect in August, 2016.

The Act eliminated the “highly qualified” teacher requirement that existed under NCLB. The ESSA replaced that requirement with the following requirements:

- School districts must describe how they will identify and address any disparities that result in students from low-income families and students of color being taught by ineffective, inexperienced, unqualified, or out-of-field teachers at high rates than other students.
- School districts must have mechanisms to notify parents regarding the professional qualifications of their child’s teacher **beginning school year 2016**.
- States must collect and publicly report on these disparities.
- State plans must describe how students from low-income families and students of color will not be served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.
- States may use federal professional development funds to increase access to effective teachers for students from low-income families and students of color.

Title II - Preparing, Training, and Recruiting High Quality Teachers, Principals, or Other School Leaders

Title II provides the state education agency and local school districts with funds to improve the quality of teaching and principal leadership through recruitment, teacher training and professional development, and class size reduction.

Part A - Supporting Effective Instruction

Section 2102. Subgrants to Local Educational Agencies (LEAs)

Under Section 2103(b). Local Uses of Funds, Allowable LEA-level activities may include:

- (A) Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that –
 - Is based in part on evidence of student achievement, which may include student growth; and
 - Shall include multiple measures of educator performance and clear, timely, and useful feedback to teachers, principals, or other school leaders;
- (B) Developing and implementing initiatives to assist in **recruiting, hiring**, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards to improve within-district equity in the distribution of teachers, such as initiatives that provide –
 - Expert help **in screening** candidates and enabling **early hiring**;
 - Differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;
 - Teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths and pay differentiation;
 - New teacher, principal or other school leader induction programs;
 - A system for auditing the quality of evaluation and supporting systems.
- (C) **Recruiting** qualified individuals from other fields to become teacher, principals, or other school leaders, including mid-career professionals from other occupations,

former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or school leaders;

- (D) Reducing class size to a level that is evidence-based, to the extent the State (in consultation with local education agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;
- (E) Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals or other school leaders to –
 - effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);
 - use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the ‘Family Educational Rights and Privacy Act of 1974’) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;
 - effectively engage parents, families, and community partners, and coordinate services between school and community;
 - help all students develop the skills essential for learning readiness and academic success;
 - develop policy with school, local educational agency, community, or State leaders; and
 - participate in opportunities for experiential learning through observation.
- (F) Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;
- (G) Providing programs and activities to increase –

- the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children
- are progressing; and
- the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;
- (H) Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing class- room-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;
- (I) Carrying out in-service training for school personnel in—
 - the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;
 - the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;
 - forming partnerships between school-based mental health programs and public or private mental health organizations; and
 - addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;
- (J) providing training to support the identification of students who are gifted and talented, including high- ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—
 - early entrance to kindergarten;
 - enrichment, acceleration, and curriculum compacting activities; and

- dual or concurrent enrollment programs in secondary school and postsecondary education;
- (K) supporting the instructional services provided by effective school library programs;
- (L) providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;
- (M) developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;
- (N) developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;
- (O) providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and
- (P) carrying out other activities that are evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title

For more information refer to:

U.S. Department of Education, Laws & Guidance, Elementary and Secondary Education, Every Student Succeeds Act

Web site: <http://www2.ed.gov/policy/elsec/leg/essa/index.html>

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**B. Delaware Department of State School District General
Records Retention Schedule: Personnel Records**

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**SCHOOL DISTRICT GENERAL RECORDS RETENTION SCHEDULE
PERSONNEL RECORDS**

SERIES NO.	SERIES TITLE AND DESCRIPTION	COPY	LOCATION	CONF.	TOTAL RETENTION	RETENTION INSTRUCTIONS
GSP-001	<p>UNSUCCESSFUL APPLICATIONS FOR EMPLOYMENT</p> <p>Contain original applications for employment, as well as resumes, DD214, transcripts, and letters of commendation or recommendation.</p> <p>NOTE: Applications of persons hired by an agency should be retained in the Departmental Personnel Record (See GSP-004A).</p>	Record Copy	District Personnel Office	CONF.	THREE YEARS OR FINAL DISPOSITION	<p>Retain at agency 3 yrs. or through final disposition of charges of discrimination or legal action; destroy. (29 DE Code, Section 10002; 29 CFR 1602, 1627.3)</p> <p>Department of Education (DOE-250012 02/06) Instructions and Procedures for completion of a Civil Rights On-Site compliance Review</p> <p>Updated: 2008</p>
GSP-002	<p>JOB ANNOUNCEMENT POSTINGS</p> <p>Contain description of job position; qualifications; salary; job location; and opening and closing dates.</p>	Record Copy Info Copy	District/ Local School Office		THREE YEARS OR FINAL DISPOSITION	<p>Retain 1 copy at agency 3 yrs. after closing date or through final disposition of charges of discrimination or legal action; destroy. Retain copies at agency through closing date; destroy. (29 CFR 1627.3)</p> <p>Department of Education (DOE-250012 02/06) Instructions and Procedures for Completion of a Civil Rights On-site compliance Review</p> <p>Updated 2008</p>
GSP-003	<p>LISTING OF AUTHORIZED POSITIONS (LAP)</p> <p>Job #P10C0404 Report listing budgeted positions; pay grade class code; name; and SSN by state agency. Generated each pay cycle.</p>	Info Copy Record Copy	District Office/Local School Dept. of Finance	CONF. CONF.	REPLACE AS UPDATED REPLACE AS UPDATED	<p>Replace as updated. (29 CFR 516, 1620, and 1627.3)</p>

**SCHOOL DISTRICT GENERAL RECORDS RETENTION SCHEDULE
PERSONNEL RECORDS**

SERIES NO.	SERIES TITLE AND DESCRIPTION	COPY	LOCATION	CONF.	TOTAL RETENTION	RETENTION INSTRUCTIONS
GSP-004	PERSONNEL RECORD, DEPARTMENTAL Master personnel record for each employee established and maintained by the appointing authority of each agency.	Record Copy	District Personnel Office	CONF.	FIFTY YEARS AFTER TERMINATION	Retain at agency 3 yrs. after termination; successful audit; purge per approved purging list (See page 35); transfer to State Records Center for 47 yrs.; destroy. (29 DE Code, Section 10002; CFR 516, 1602, 1620 and 1627; DE Code Title 14 Education 700 Finance and Personnel; section 716. Updated: 2008

NOTE: These records are to be maintained for a period not less than 50 years. Such records include, but are not limited to, annual salaries, sick leave, and vacation information. For retention instructions on documents not listed, see individual school district records retention schedules.

A. SUCCESSFUL APPLICANTS

Application of person hired by an agency. May include resume, DD214, transcripts, and letters of commendation or recommendation.

Record Copy

District Personnel Office

CONF.

FIFTY YEARS

Retain in Departmental Personnel Record (GSP-004). (29 DE Code, Section 10002)

B. REQUESTS FOR LEAVE

Employee's individual requests for leave with pay for annual, sick, compassionate, military, educational or compensatory leave or leave without pay.

Info and Record Copy

District Personnel Office/
Local School

CONF.

SEE RETENTION INSTRUCTIONS

Transfer information to Cumulative Attendance and Leave record (GSP-004C); successful audit; purge individual requests. (29 DE Code, Section 10002)

**SCHOOL DISTRICT GENERAL RECORDS RETENTION SCHEDULE
PERSONNEL RECORDS**

SERIES NO.	SERIES TITLE AND DESCRIPTION	COPY	LOCATION	CONF.	TOTAL RETENTION	RETENTION INSTRUCTIONS
	<p>C. ATTENDANCE AND LEAVE, CUMULATIVE</p> <p>Attendance cards or forms used to record employee attendance and leave data for an annual or biennial period. Usually in the form of a calendar for each employee, which shows days, annual/sick, leave earned and taken each month, total leave accumulated and similar related information. NOTE: Does not include Attendance Sheets, Time Entry Reports (See GSP-008).</p>	Record Copy	District Personnel Office	CONF.	FIFTY YEARS AFTER TERMINATION	Retain at agency until card or form is filled or employee terminated; place in Departmental Personnel Record (GSP-004).
	<p>D. BENEFITS</p> <p>File contains authorizations for benefits (health/life insurance, blood bank, credit union, savings bonds, etc.) acquired or waived by state employees.</p>	Record Copy	District Personnel Office	CONF.	FIFTY YEARS AFTER TERMINATION	Retain initial and most recent version of each form in Departmental Personnel Record (GSP-004).
	<p>E. EMPLOYEE CONTRACT FILES</p> <p>Documents relate to employment agreements between school boards and designated professional employees.</p>	Record Copy	District Personnel Office	CONF.	FIFTY YEARS AFTER TERMINATION	Retain at agency until termination; transfer to Departmental Personnel Record (GSP-004). (14 DE Code, Section 1094)
	<p>F. RECOMMENDATIONS/ COMMENDATIONS</p> <p>Letters of appreciation/commendation of employee's performance.</p>	Record Copy	District Personnel Office	CONF.	TERMINATION OF EMPLOYEE	Retain in Department Personnel Record (GSP-004) until employment termination, return to employee. (29 DE Code, Section 10002)

**SCHOOL DISTRICT GENERAL RECORDS RETENTION SCHEDULE
PERSONNEL RECORDS**

SERIES NO.	SERIES TITLE AND DESCRIPTION	COPY	LOCATION	CONF.	TOTAL RETENTION	RETENTION INSTRUCTIONS
GSP-005	PERSONNEL RECORD, SUB-DEPARTMENTAL Sub-departmental personnel record may contain the same information as the departmental record. Maintained for informational purposes.	Info Copy	District Personnel Office/Local School	CONF.	TERMINATION OF EMPLOYEE	Retain at agency until employment termination; transfer to central Personnel Office for comparison and purging; destroy.
GSP-006	SUBSTITUTE/TEMPORARY PERSONNEL FILES Documents relate to employment of persons who accrue no retirement benefits as a result of employment. May include the following: applications, tax forms, transcripts, certificates, related documents, and correspondence.	Info and Record Copy	District Personnel Office/ Local School	CONF.	FIVE YEARS	Retain at agency 5 yrs; destroy. Updated: 2008
GSP-007	GRIEVANCES Record of employee's dissatisfaction with working conditions. Include reason for action, evidence against agency, responses, and results of hearings.	Record Copy	District Personnel Office	CONF.	THIRTEEN YEARS	Retain at agency 3 yrs.; transfer to State Records Center for 10 yrs.; final disposition of charges; destroy. NOTE: Grievances should not be kept in Departmental Personnel Record, but in a separate file.
GSP-008	ATTENDANCE SHEETS; TIME ENTRY REPORTS Daily record of employee hours worked.	Info and Record Copy	District Personnel Office/Local School	CONF.	THREE YEARS; SUCCESSFUL AUDIT	Retain at agency 3 yrs.; successful audit; destroy. (29 CFR 516 and 1627)
GSP-009	WORKER'S COMPENSATION FILES Document incidents of state employees injured on the job or in the line of duty. May include personal injury reports; vehicle accident reports; invoices; doctor and medical bills; police reports; and correspondence.	Record Copy	District Personnel Office/ Dept. of Labor	CONF.	SIX YEARS	Retain at agency 6 yrs.; destroy. NOTE: Notice to parties once file has been closed 5 yrs. it will be retained one yr. after closure and destroy.

**SCHOOL DISTRICT GENERAL RECORDS RETENTION SCHEDULE
PERSONNEL RECORDS**

SERIES NO.	SERIES TITLE AND DESCRIPTION	COPY	LOCATION	CONF.	TOTAL RETENTION	RETENTION INSTRUCTIONS
GSP-010	AFFIRMATIVE ACTION FILES Correspondence, reports, plans, and related affirmative action materials.	Info and Record Copy	District Personnel Office/Local School		PERMANENT	Retain at agency 5 yrs.; transfer to the Delaware Public Archives for permanent preservation. (29 CFR 1602)
GSP-011	COLLECTIVE BARGAINING RECORDS Contracts correspondence, and details of negotiations.	Info and Record Copy	District Personnel Office		TEN YEARS; SUCCESSFUL AUDIT	Retain at agency 10 yrs.; successful audit; destroy.
GSP-012	EMPLOYEE IDENTIFICATION CARDS/BADGES Proof of employment with a state agency, showing name, agency, job title, and picture.	Info and Record Copy	District Personnel Office/Local School		TERMINATION OF EMPLOYEE	Retrieve from employee upon termination of employment; destroy.
GSP-013	FIRST REPORT OF OCCUPATIONAL INJURY OR DISEASE Copies of reports of injury and/or occurrences involving employees which do not result in worker's compensation claim and are not a part of the Departmental Personnel Record (GPR-004).	Info and Record Copy	District Personnel Office/Local School	CONF.	FIVE YEARS	Retain at agency 5 yrs.; destroy.
GSP-014	MATERIAL SAFETY DATA SHEETS(MSDS) Contain an MSDS for each hazardous substance, which has been identified on the chemical Information Lists (GSP-015). Each MSDS reflects information provided by the manufacturer of the substance.	Info and Record Copy	District Personnel Office/Local School		PERMANENT	Retain at agency 5 yrs.; transfer to the Delaware Public Archives for permanent preservation. (16 DE Code, Ch.24;29CFR 1910)
GSP-015	CHEMICAL INFORMATION LISTS (CIL) Lists containing names of chemicals used or stored in or near work areas.	Info and Record Copy	District Personnel Office/Local School and DNREC		PERMANENT	Retain at agency 5 yrs.; transfer to the Delaware Public Archives for permanent preservation. NOTE: List to be updated as necessary, but not less than once a year. (16 DE Code, Ch. 24; 29 CFR 1910)

**SCHOOL DISTRICT GENERAL RECORDS RETENTION SCHEDULE
PERSONNEL RECORDS**

SERIES NO.	SERIES TITLE AND DESCRIPTION	COPY	LOCATION	CONF.	TOTAL RETENTION	RETENTION INSTRUCTIONS
GSP-016	RIGHT-TO-KNOW HAZARDOUS CHEMICALS TRAINING PROGRAM RECORDS	Info and Record Copy	District Personnel Office/Local School		PERMANENT	Retain at agency 5 yrs.; transfer to Delaware Public Archives for permanent preservation. (16 DE Code, Ch. 24; 29 CFR 1910)
	Include dates of training sessions given to employees and list of protective equipment issued to employees handling hazardous chemicals.					
GSP-017	EQUAL EMPLOYMENT OPPORTUNITY COMMISSION EEO5 REPORTS	Info and Record Copy	District Personnel Office		THREE YEARS	Retain current EEO5 report at agency 3 yrs. after submission; destroy. (29 CFR Section 1602.39)
	Collection of employment data of public elementary and secondary school systems and annexes. Include Local School Report (Form 168B or equivalent and related correspondence).					
GSP-018	EMPLOYEE SALARY SCHEDULES	Info and Record Copy	District Personnel Office		PERMANENT	Maintain permanently at agency.
	Documents record employee salary schedules. Include state salary schedule and local supplemental salary schedule.					
	NOTE: State salary schedule (Handbook of Personnel Administration for Delaware School Districts) is updated annually and maintained permanently by Dept. of Education via Delaware Documentation.					

**SCHOOL DISTRICT GENERAL RECORDS RETENTION SCHEDULE
PERSONNEL RECORDS**

SERIES NO.	SERIES TITLE AND DESCRIPTION	COPY	LOCATION	CONF.	TOTAL RETENTION	RETENTION INSTRUCTIONS
GSP-019	EMPLOYMENT ELIGIBILITY VERIFICATION FORMS (FORM I-9) Forms establishing citizenship status of new state employees for any person hired after November 6, 1986.	Info and Record Copy	District Personnel Office	CONF.	SEE RETENTION INSTRUCTIONS	Retain at agency 3 yrs. after date of hire, or 1 year after termination of employment, whichever is later; successful audit; destroy. (8 CFR 274a2)
GSP-020	PAR-1 FILES Contain PAR-1 to establish, transfer, reclassify, change or abolish positions; analyst notes; organizational charts; etc.	Record/ Info Copy	District Personnel Office	CONF.	SEE RETENTION INSTRUCTIONS	Retain original in employee personnel file after information has been verified and entered into the PHRST system. Updated 2010
GSP-021	MEDICAL RECORDS Documentation of employee's medical conditions, requirements, and circumstances. May include medical reports; testing; i.e. TB testing and results, flu vaccination; physician; hospital and lab billings; correspondence, etc.	Record Copy	District Personnel Office	CONF.	SEE RETENTION INSTRUCTIONS	Retain at agency 50 yrs. after termination; destroy. (29 CFR 1910.1020) NOTE: If duplicates are maintained in separate locations: Upon termination, forward all documentation to agency personnel office for comparison and purging.
GSP-022	EQUAL EMPLOYMENT OPPORTUNITY (EEO) SHEETS Tear-off portion of application voluntarily completed by applicants denoting race, birth date, gender, social security number, disabilities and position sought.	Record Copy	District Personnel Office	CONF.	SEE RETENTION INSTRUCTIONS	Retain at agency 1 yr.; destroy. (29 DE Code, Section 10002; 29 CRF 1620, 1627.3)

**SCHOOL DISTRICT GENERAL RECORDS RETENTION SCHEDULE
PERSONNEL RECORDS**

SERIES NO.	SERIES TITLE AND DESCRIPTION	COPY	LOCATION	CONF.	TOTAL RETENTION	RETENTION INSTRUCTIONS
GSP-23	ADVERTISING AND RECRUITMENT FILES May contain the following but not limited to: copies of published notification sent to the media, individuals and other recruitment services which contain the institution's policy of nondiscrimination, and listing of all advertising and recruitment sources for filling present or future vacant job positions.	Info and Record Copy	District Personnel Office		THREE YEARS	Retain at agency 3 yrs.; or through final disposition of charges of discrimination or legal action; destroy. Department of Education (DOE-250012 (02/06): Instructions and Procedures for Completion of a Civil Rights On-Site Compliance Review Updated: 2008
GSP-024	INTERVIEW DOCUMENTATION May contain the following but not limited to: copies of tests, structured interview questions and procedures used for screening applicants, and explanation of scoring process if applied and/or ranked.	Info and Record Copy	District Personnel Office/Local School		THREE YEARS	Retain at agency 3 yrs. or through final disposition of charges of discrimination or legal action; destroy. Department of Education (DOE-250012(02/06): Instructions and Procedures for Completion of a Civil Rights On-Site Compliance Review Update: 2008

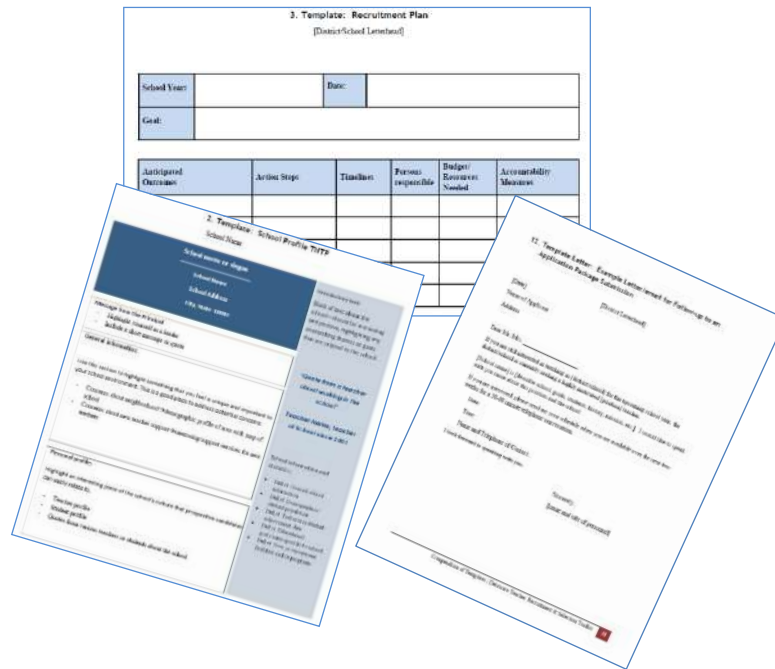
**PURGE LIST
DEPARTMENTAL PERSONNEL RECORD GSP-004
TERMINATED EMPLOYEE RECORDS**

TO BE RETAINED	TO BE DISCARDED
<ol style="list-style-type: none"> 1. One copy of each Personnel Transaction (PT-1) and Personnel Action Request (PAR3, PAR4, and PAR34) 2. Cumulative yearly attendance and leave record 3. One copy of application for each position held 4. Appointment letters/employment notifications 5. Correspondence pertaining to leave, donated leave, promotions, appointments, etc. 6. Copy of Social Security card 7. Security clearances: <ul style="list-style-type: none"> Criminal Background checks Child Protection Registry 8. Copies of benefits (health insurance, dental, credit union, etc.) 9. Termination/resignation notice 10. Pension application 11. Pension withdrawal form 12. Employee contract 13. Last 5 Employee Performance Reviews 14. Course credits/certifications 15. Chemical information list 16. Exit interview 	<ol style="list-style-type: none"> 1. Duplicate PT-1s, PARs 2. Individual leave requests (not yearly leave record) 3. W-4 tax form 4. Wage attachments 5. Disciplinary actions 6. Employee reviews prior to the last (5) appraisals 7. Recommendations/commendations (return to employee) <p style="text-align: center; margin-top: 20px;">Updated: 2008</p>

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C

ompendium of Templates for Districts/Schools to Use or Adapt



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Overview of Toolkit Templates

Name of Template	Types of Templates						
	Planning	Timelines	Team Related	Letters emails	Tracking	Screening & Selection Protocols	Evaluation
Comprehensive Teacher Recruitment Process							
1. SY Calendar for Recruitment and Selection Timelines	•	•	•				
2. School Profile TNTF	•	•	•				
3. Recruitment Plan	•	•	•				•
4. Analysis of the Outcomes and Effectiveness of Teacher Recruitment Sources/ Strategies	•	•	•				•
Creating Systems for Screening and Selection of Applicants and Candidates							
5. Selection Team Assignment of Roles & Responsibilities			•				
6. Team Meeting Notes	•		•				
7. Selection Matrix based on DPAS II	•		•		•		
8. Delaware Teacher Selection Summary Form			•		•		•
Screening Job Applications and Applicant Pool Process							
9. Applicant Tracking Form					•	•	
10.A. Discussion Map with an Example					•	•	
10.B. Discussion Map Example					•	•	
11. Example letter/email for recognition of Application Package Submission				•			
12. Example Letter/email for Follow-up to an				•			

Name of Template	Types of Templates						
	Planning	Timelines	Team Related	Letters emails	Tracking	Screening & Selection Protocols	Evaluation
Application Package Submission							
13. Example letter/email for setting up 1 st telephone interview				•			
14.A. *& *14.B. Examples of Non-selection Letters After Review of Application Package				•			
15. Example letter/email for a Resume on File				•			
16. Example Letter Cancelling Telephone Interview				•			
17. Evaluation of Cover Letter				•			•
18. Review of Educational Qualifications & Experiences						•	•
19. Writing Sample Evaluation						•	•
20. Summary of Evaluations of Application Package						•	•
21. 1 st Telephone Screening Evaluation (optional)	•					•	•
On-Site Interviews							
22. Discussion Map for Planning Interviews	•					•	
23. Team Internal Planning Protocol for Determining Interview Questions & Levels of	•					•	•

Name of Template	Types of Templates						
	Planning	Timelines	Team Related	Letters emails	Tracking	Screening & Selection Protocols	Evaluation
Evidence							
24. Letter Example of Interview Invitation				•			
25. Formal Interview Protocol	•					•	•
26. Final Team Rating Form for an Interviewed Candidate			•			•	•
27. Final Team Ratings for All Interviewed candidates			•			•	•
28. Letter for Unsuccessful Candidate(s) After On-site Interview				•			
Demonstration Lessons							
29. Letter/email Inviting Candidate to a Demonstration Lesson				•			
30. Demonstration Lesson Observation Form			•			•	•
31. Demonstration Lesson Reflection Sheet for Candidate						•	
32. Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate			•			•	•
33. Comparison of All Candidates and Team Consensus Ratings for Demonstration Lessons			•			•	•
34. Letter for Unsuccessful Candidate After Demonstration				•			

Name of Template	Types of Templates						
	Planning	Timelines	Team Related	Letters emails	Tracking	Screening & Selection Protocols	Evaluation
Lesson							
Competency-based Reference Checking							
35. Letter to notify Reference of their Participation				•			
36. Reference Checking Evaluation Form	•					•	•

Table of Contents

Overview of Toolkit Templates	i
Comprehensive Teacher Recruitment Process	1
1. Template: To Create SY Calendar for Recruitment and Selection Timelines	3
2. Template: School Profile TNTTP	5
3. Template: Recruitment Plan	7
4. Template: Analysis of the Outcomes and Effectiveness of Teacher Recruitment Sources/Strategies	9
Creating Systems for Screening and Selection of Applicants and Candidates. 11	
5. Template: Selection Team Assignment of Roles and Responsibilities....	13
6. Template: Team Meeting Notes	15
7. Template: Selection Matrix based on the DPAS II.....	17
8. Template: Delaware Teacher Selection Summary Form	21
Screening Job Applications and Applicants Pools Process	27
9. Template: Applicant Tracking Form.....	29
10.A. Template: A Discussion Map with an Example	33
10.B. Discussion Map Example	35
11. Template Letter: Example Letter/email for Recognition of Application Package Submission.....	36
12. Template Letter: Example Letter/email for Follow-up to an Application Package Submission.....	38
13. Template Letter: Example Letter/email for Setting up 1 st Telephone Interview.....	39
14.A. Template Letter: Example of Non-selection Letter After Review of Application Package.....	40
14.B. Template Letter: Example of Non-selection Letter After Review of Application Package.....	41
15. Template Letter: Example letter/email for a Resume on File.....	42
16. Template Letter: Example of Cancelling Telephone Interview	43
17. Template: Evaluation of Cover Letter.....	45
18. Template: Review of Educational Qualifications and Experiences	47
19. Template: Evaluation of Applicant’s Writing Sample.....	51

20. Template: Summary of Evaluations of Application Package	52
21. Template: Evaluating Applicant for 1st Telephone Screening (optional)	55
On-site Interview Process and Procedures.....	61
22. Template: A Discussion Map	63
23. Template: Team Internal Planning Protocol for Determining Interview Questions and Levels of Evidence.....	65
24. Template Letter: Example of Interview Invitation.....	71
25. Template: Formal Interview Protocol.....	73
26. Template: Final Team Rating Form for an Interviewed Candidate	83
27. Template: Final Team Ratings for All Interviewed Candidates	85
28. Template Letter: For Unsuccessful Candidate(s) After On-site Interview	87
Demonstration Lessons	89
29. Template: Letter/email Inviting Candidate to a Demonstration Lesson.....	91
30. Template: Demonstration Lesson Observation Form.....	93
31. Template: Demonstration Lesson Reflection Sheet for Candidate	99
32. Template: Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate	101
33. Template: Comparison of All Candidates and Team Consensus Ratings for Demonstration Lessons.....	104
34. Template Letter: For Unsuccessful Candidate After Demonstration Lesson.....	106
Competency-based Reference Checking	108
35. Template Letter: To Notify Reference of their Participation	110
36. Template: Reference Checking Evaluation Form	112

Comprehensive Teacher Recruitment Process

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1. Template: To Create SY Calendar for Recruitment and Selection Timelines

[District/School Letterhead]

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

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

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2. Template: School Profile TNTP

School Name

School motto or slogan

School Name

School Address

City, State 10002

Message from the Principal

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

General information:

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

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

Personal profile:

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

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

Introductory text:

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

“Quote from a teacher about working in the school”

Teacher Name, teacher at School since 2001

School information and statistics:

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

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3. Template: Recruitment Plan

[District/School Letterhead]

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

School Year:		Team Members:	
Goal:			

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

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

4. Template: Analysis of the Outcomes and Effectiveness of Teacher Recruitment Sources/Strategies

[School Letterhead]

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

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

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Creating Systems for Screening and Selection of Applicants and Candidates

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5. Template: Selection Team Assignment of Roles and Responsibilities

[District: School:]

Once the selection team delegates assignments, please complete the following template:

Advertised Position:		Dates of Team Meetings:	
Chairperson:		Other:	

Steps in the Screening/ Selection Process	Activities	Team Members
Initial Application(s)	1. District/School acknowledges application package(s) <ul style="list-style-type: none"> • Documentation of district/school receiving application(s) • Establish applicant tracking system 	
Screening Process of Applicants	2. Screen application package(s), including evaluation of: <ul style="list-style-type: none"> • Cover letters, • Applications • Resumes, • Transcripts, • Praxis results and • Writing samples • Document screening process and criteria 	
	3. Prioritize applicants based on screening criteria <ul style="list-style-type: none"> • Notify applicants of next steps in selection process or reject 	

Steps in the Screening/ Selection Process	Activities	Team Members
Optional Step in Screening Process	<p>4. Conduct screening telephone interview(s)</p> <ul style="list-style-type: none"> • Plan and arrange telephone interview(s) • Conduct telephone interview(s) • Evaluate telephone interview(s) notes with criteria • Notify applicant(s) of next step in the selection process or reject 	
	Selection Process	<p>5. Conduct on-site interview(s) of top tiered candidates</p> <ul style="list-style-type: none"> • Chairperson identified • Plan & prepare for on-site interview(s) • Schedule interview(s)
<ul style="list-style-type: none"> • Conduct district/school on-site interview(s) 		
<ul style="list-style-type: none"> • Evaluate the interview(s) • Team Recorder 		
<ul style="list-style-type: none"> • Notify candidates of results and either reject or determine next step in the selection process 		
<p>6. Request demonstration lesson(s) by top tiered candidates</p> <ul style="list-style-type: none"> • Plan & prepare for demonstration lesson(s) 		
<ul style="list-style-type: none"> • Conduct demonstration lesson(s) 		
<ul style="list-style-type: none"> • Evaluate demonstration lesson(s) • Determine Final Recommendations 		
<ul style="list-style-type: none"> • Notify Candidate(s) of Decision(s) 		
<p>7. Conduct reference checks</p>		
<p>8. Offer letter of employment to final candidate(s)</p>		

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7. Template: Selection Matrix based on the DPAS II

[District/School Letterhead]

Advertised Position: _____

Date: _____

Team Members: _____

Once a team has identified the key competencies for the advertised position, it is recommended that the team identify where in the selection process the competencies will be assessed.

Selection Criteria (DPAS II Components, Criterion, and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Telephone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
Component 1: Planning and Preparation					
1.a. Selecting Instructional Goals					
1.b. Designing Coherent Instruction					
1.c. Demonstrating Knowledge of Content & Pedagogy Knowledge					
1.d. Demonstrating Knowledge of Students					
1.e. Designing Student Assessments					
Component 2: The Classroom Environment					
2.a. Managing Classroom Procedures					

Selection Criteria (DPAS II Components, Criterion, and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Telephone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
2.b. Managing Student Behavior					
2.c. Creating an Environment to Support Learning					
2.d. Organizing Physical Space					

Selection Criteria (DPAS II Components, Criterion, and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Telephone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
Component 3: Instruction					
3.a. Engaging Students in Learning					
3.b. Demonstrating Flexibility & Responsiveness					
3.c. Communicating Clearly and Accurately					
3.d. Using Questioning & Discussion Techniques					
3.e. Using Assessments in Instruction					
Component 4: Professional Responsibilities					
4.a. Communicating with families					
4.b. Recording Data in a Student Record System					
4.c. Growing & Developing Professionally					
4.d. Reflecting on Professional Practice					

Selection Criteria (DPAS II Components, Criterion, and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Telephone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
Component 5: Student Improvement					
5. To be determined by the district/school					
Other Criteria/Competencies to Be Determined by a District/School					
Cultural Fit with District/School and Position					
Commitment to District/School Mission					
Educational Philosophy					
Cultural Competence					

Note: We provided examples under other criteria/competencies to be determined by a district/school. A district/school will need to determine what specific components will be addressed in this category.

8. Template: Delaware Teacher Selection Summary Form (District / or School Name)

Applied Position: _____ Date: _____ Candidate Name:

Team Members: _____

This form summarizes information and evaluation results across the screening and selection process. It may be completed as a candidate moves through the selection process until the final step or whenever the candidate has completed the steps and will not move forward.

Final Recommendation

<input type="checkbox"/>	Candidate not recommended (does not meet the selection model)
<input type="checkbox"/>	Candidate recommended with some concerns (needs improvement)
<input type="checkbox"/>	Candidate recommended (effectively meets the selection model)
<input type="checkbox"/>	Candidate highly recommended (highly effective)

Recommendation Summary

In the space below, please provide a paragraph supporting the decision to recommend or not to recommend this candidate for acceptance. In the paragraph, be sure to address the following questions, using specific evidence observed throughout the selection process:

1. Reasons for Recommendation.
2. If recommended, why did the candidate spike in a given competency? If not, why not?
3. What were the candidate's particular strengths and/or weaknesses in competencies?
4. Areas of concern.
5. Other comments.

Candidate Name: _____

Screening and Selection Processes			
Application with Cover Letter	Educational Qualifications and Experience		Writing Sample
<p>Cover Letter Criteria</p> <p>___ 1. Is it personalized to the position?</p> <p>___ 2. Is it free of spelling, grammatical, and syntax errors?</p> <p>___ 3. Does it identify what is included in the application?</p> <p>___ 4. Does it include the applicant's complete contact information?</p> <p>___ 5. Does it contain an introductory paragraph that explains why the applicant is applying for the position?</p> <p>___ 6. Does it contain 1-2 paragraphs highlighting the applicant's most relevant skills, accomplishments, and experiences to the position?</p> <p>___ Total number of checks (12) (2 points per check)</p> <p>___ Performance Level (0-2 Ineffective, 3-6 Needs Improvement, 7-9 Effective (potentially yes), 10-12 Highly Effective yes)</p>	<p>Applicant's resume, transcripts, licensure and certifications, and Praxis Test Scores</p> <p>___ 1. Current license and certification in area / ___ or waiting for certification (2 points yes)</p> <p>___ 2. Add-on Certifications (1 point per certification, up to 2 points)</p> <p>___ 3. Praxis Core Academic Skills Scores meets Delaware requirements (1 point for each subject, up to 3 points)</p> <p>___ 4. Content Knowledge Exams (Praxis II or ACTFL Score(s) meets Delaware certification requirements (2 points)</p> <p>___ 5. Degree meets Delaware requirement (2 points)</p> <p>___ 6. Graduate degree (2 points)</p> <p>___ 7. Major or Minor in subject to be taught (2 points Major, 1 point Minor)</p>	<p>___ 8. Cumulative GPA in BA / BS degree (3.0 higher) (2 points)</p> <p>___ 9. Coursework / Experience with instructional technology (2 points)</p> <p>___ 10. Teaching experience (1 point per year up to 5)</p> <p>___ 11. Student teaching/field experience (2 points)</p> <p>___ 12. Other relevant experiences (2 points)</p> <p>___ 13. Other: (school identifies)</p> <p>___ Total number of points (24+)</p> <p>___ Performance Level (0-6 Ineffective, 7-13 Needs Improvement, 14-21 Effective, 21-27+ Highly Effective)</p>	<p>___ 1. Communication Skills (written proficiency in English language)</p> <p>___ 2. Critical Thinking</p> <p>___ 3. Achievement (sets and meets ambitious, measurable goals)</p> <p>___ 4. Personal Responsibility</p> <p>___ 5. Professional Interaction</p> <p>___ 6. Commitment</p> <p>___ 7. Constant Learning</p> <p>___ Total number of checks (21) (3 points per check)</p> <p>___ Indicate Performance Level (0-5 Ineffective, 6-10 Needs Improvement, 11-16 Effective, 17-21 Highly Effective)</p>
			<p>Indicate DPAS II Component/Criterion Addressed</p> <p>___ 1.a. Selecting Instructional Goals</p> <p>___ 1.b. Designing Coherent Instruction</p> <p>___ 1.c. Demonstrating Knowledge of Content and Pedagogy</p> <p>___ 1.d. Demonstrating Knowledge of Students</p> <p>___ 1.e. Designing Student Assessments</p> <p>___ 2.a. Managing Classroom Procedures</p> <p>___ 2.b. Managing Student Behavior</p> <p>___ 2.c. Creating an Environment to Support Learning</p> <p>___ 3.a. Engaging Students in Learning</p> <p>___ 3.b. Demonstrating Flexibility and Responsiveness</p> <p>___ 3.c. Communicating Clearly and Accurately</p> <p>___ 3.d. Using Questioning and Discussion Techniques</p> <p>___ 3.e. Using Assessment in Instruction</p> <p>___ 4.a. Communicating with Families</p> <p>___ 4.b. Recording student data in a Student Record System</p> <p>___ 4.c. Growing and Developing Professionally</p> <p>___ 4.d. Reflecting on Professional Practice (reflective thinking how to improve instruction and learning for all students)</p>

Performance Levels:

IN : Ineffective

NI : Needs Improvement

EF : Effective HE : Highly Effective

Candidate Name: _____

Screening and Selection Processes			
Reference Checking		Telephone Interview	
<input type="checkbox"/> Verify date of employment <input type="checkbox"/> Verify current/ previous job title (starting/final) <input type="checkbox"/> Verify salary (starting/final)	<input type="checkbox"/> Total number of points (20) (2 points per Questions 1-10) <input type="checkbox"/> Indicate Performance Level (based on Total Points) 0-5 Ineffective; 6-10 Needs Improvement; 11-15 Effective; 16-20 Highly Effective)	Insert Question and Level of Performance	
		1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____	7. ____ 8. ____ 9. ____ 10. ____ _____ Total number of points (20) (2 points per question) _____ Indicate Performance Level (0-5 Ineffective; 6-10 Needs Improvement; 11-15 Effective; 16-20 Highly Effective)
(Questions to be determined & inserted)		Indicate DPAS II Component/Criterion Addressed	
1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10. ____	<p style="text-align: center;">Planning and Preparation</p> <input type="checkbox"/> 1.a. Selecting Instructional Goals <input type="checkbox"/> 1.b. Designing Coherent Instruction <input type="checkbox"/> 1.c. Demonstrating Knowledge of Content and Pedagogy <input type="checkbox"/> 1.d. Demonstrating Knowledge of Students <input type="checkbox"/> 1.e. Designing Student Assessments <p style="text-align: center;">Classroom Environment</p> <input type="checkbox"/> 2.a. Managing Classroom Procedures <input type="checkbox"/> 2.b. Managing Student Behavior <input type="checkbox"/> 2.c. Creating an Environment to Support Learning <input type="checkbox"/> 2.d. Organizing Physical Space	<p style="text-align: center;">Instruction</p> <input type="checkbox"/> 3.a. Engaging Students in Learning <input type="checkbox"/> 3.b. Demonstrating Flexibility and Responsiveness <input type="checkbox"/> 3.c. Communicating Clearly and Accurately <input type="checkbox"/> 3.d. Using Questioning and Discussion Techniques <input type="checkbox"/> 3.e. Using Assessment in Instruction <p style="text-align: center;">Professional Responsibilities</p> <input type="checkbox"/> 4.a. Communicating with Families <input type="checkbox"/> 4.b. Recording student data in a Student Record System <input type="checkbox"/> 4.c. Growing and Developing Professionally <input type="checkbox"/> 4.d. Reflecting on Professional Practice (reflective thinking how to improve instruction and learning for all students)	

Performance Levels: IN : Ineffective NI : Needs Improvement EF: Effective HE : Highly Effective

Candidate Name: _____

On-site Interview		Demonstration Lessons	
<p>(Questions to be determined)</p> <p>Planning and Preparation</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Classroom Environment</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>Instruction</p> <p>7. _____</p> <p>8. _____</p>		<p>1. ____ Instructional Planning & Preparation</p> <p>2. ____ Classroom Environment</p> <p>3. ____ Instructional Delivery</p> <p>4. ____ Professional Responsibilities</p> <p>5. ____ Other: (School completes)</p> <p>____ Total Rating Score (20) (Four points per component)</p> <p>____ Indicate Performance Level (0-5 Ineffective; 6-10 Needs Improvement; 11-15 Effective; 16-20 Highly Effective)</p>	
<p>Indicate DPAS II Component/Criterion Addressed</p> <p>Planning and Preparation</p> <p>____ 1.a. Selecting Instructional Goals</p> <p>____ 1.b. Designing Coherent Instruction</p> <p>____ 1.c. Demonstrating Knowledge of Content and Pedagogy</p> <p>____ 1.d. Demonstrating Knowledge of Students</p> <p>____ 1.e. Designing Student Assessments</p> <p>Classroom Environment</p> <p>____ 2.a. Managing Classroom Procedures</p> <p>____ 2.b. Managing Student Behavior</p> <p>____ 2.c. Creating an Environment to Support Learning</p> <p>____ 2.d. Organizing Physical Space</p>		<p>Indicate DPAS II Component/Criterion Addressed</p> <p>Planning and Preparation</p> <p>____ 1.a. Selecting Instructional Goals</p> <p>____ 1.b. Designing Coherent Instruction</p> <p>____ 1.c. Demonstrating Knowledge of Content and Pedagogy</p> <p>____ 1.d. Demonstrating Knowledge of Students</p> <p>____ 1.e. Designing Student Assessments</p> <p>Classroom Environment</p> <p>____ 2.a. Managing Classroom Procedures</p> <p>____ 2.b. Managing Student Behavior</p> <p>____ 2.c. Creating an Environment to Support Learning</p> <p>____ 2.d. Organizing Physical Space</p>	
<p>Professional Responsibilities</p> <p>9. ____</p> <p>10. ____</p> <p>11. ____</p> <p>Other</p> <p>12. ____</p> <p>13. ____</p> <p>____ Total number of points (Insert)</p> <p>____ Indicate Performance Level (insert – range of total number of points per performance level)</p>		<p>Instruction</p> <p>____ 3.a. Engaging Students in Learning</p> <p>____ 3.b. Demonstrating Flexibility and Responsiveness</p> <p>____ 3.c. Communicating Clearly and Accurately</p> <p>____ 3.d. Using Questioning and Discussion Techniques</p> <p>____ 3.e. Using Assessment in Instruction</p> <p>Professional Responsibilities</p> <p>____ 4.a. Communicating with Families</p> <p>____ 4.b. Recording student data in a Student Record System</p> <p>____ 4.c. Growing and Developing Professionally</p> <p>____ 4.d. Reflecting on Professional Practice (reflective thinking how to improve instruction and learning for all students)</p>	

Performance Levels: IN : Ineffective NI : Needs Improvement EF : Effective HE : Highly Effective

Summary of Performance on Rubrics

Candidate Name: _____

DPAS II Components & Criterion	Levels of Performance				Strengths	Areas of Concern
	Ineffective	Needs Improvement	Effective	Highly Effective		
Component 1: Planning and Preparation						
1.a. Selecting Instructional Goals						
1.b. Designing Coherent Instruction						
1.c. Demonstrating Knowledge of Content & Pedagogy						
1.d. Demonstrating Knowledge of Students						
1.e. Designing Student Assessments						
Summary on Planning and Preparation						
Component 2: The Classroom Environment						
2.a. Managing Classroom Procedures						
2.b. Managing Student Behavior						
2.c. Establishing a Culture for Learning						
2.d. Organizing Physical Space						
Summary on Classroom Environment						

Summary of Performance on Rubrics *continued*

Candidate Name: _____

DPAS II Components & Elements	Levels of Performance				Strengths	Areas of Concern
	Ineffective	Needs Improvement	Effective	Highly Effective		
Component 3: Instruction						
3.a. Engaging Students in Learning						
3.b. Demonstrating Flexibility & Responsiveness						
3.c. Communicating Clearly and Accurately						
3.d. Using Questioning & Discussion Techniques						
3.e. Using Assessments in Instruction						
Summary on Instruction						
Component 4: Professional Responsibilities						
4.a. Communicating with Families						
4.b. Recording Student Data in a Student Record System						
4.c. Growing & Developing Professionally						
4.d. Reflecting on Professional Practice						
TOTALS ACROSS Components						

Screening Job Applications and Applicants Pools Process

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9. Template: Applicant Tracking Form

[District/School Letterhead]

Applicant Name:		Applied Position:	
Contact Information:		Date:	

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
1. Application received				
<ul style="list-style-type: none"> Record and acknowledge application 				
Screening Process				
2. Application package screened				
<ul style="list-style-type: none"> completed application 				
<ul style="list-style-type: none"> cover letter 				
<ul style="list-style-type: none"> resume 				
<ul style="list-style-type: none"> transcript(s) 				
<ul style="list-style-type: none"> licenses and certifications, including Praxis Test scores 				
<ul style="list-style-type: none"> writing sample 				

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

Activities in Screening Selection Process	Dates Completed	Completed Forms in File	Selection Team Member Involved	Comments Outcomes
<ul style="list-style-type: none"> • Demonstration lesson conducted 				
<ul style="list-style-type: none"> • Demonstration lesson evaluated 				
<ul style="list-style-type: none"> • Candidate notified of decision 				
Final Selection Process				
7. References or letters of recommendation checked				
8. Letter of employment offered to final candidate or rejected				
Other:				

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10.A. Template: A Discussion Map with an Example

[District/School Letterhead]

Applicant Name:		Position:	
Team Member(s):		Date:	

Directions:

This *Discussion Map* is a graphic organizer to facilitate the selection of the key teaching competencies based on the Charlotte Danielson model that will be targeted in the interview questions. The Interview Team should use the Discussion Map with a copy of the DPAS II Teacher Competencies to determine the key competencies needed for the teaching position.

Planning and Preparation

The Classroom Environment

Instruction

Professional Responsibilities

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10.B. Discussion Map Example

[District/School Letterhead]

Applicant Name:		Position:	
Team Member(s):		Date:	

Directions:

This *Discussion Map* is a graphic organizer to facilitate the selection of the key teaching competencies based on the Charlotte Danielson model that will be targeted in the interview questions. The Interview Team should use the Discussion Map with a copy of the DPAS II Teacher Competencies to determine the key competencies needed for the teaching position.

Teaching Position: First grade teacher

Planning and Preparation

1. Goal oriented - Child-focused
2. Differentiate instruction (flexible grouping, independent work that is meaningful – NO BUSY WORK)
3. Deep knowledge of content & pedagogy
4. Knowledge of students
5. Written plans – clear and comprehensive
6. Aligned to curriculum /standards
7. On-going formative assessments

The Classroom Environment

1. Effective classroom management
2. Positive discipline/interactions
3. Inviting room environment – student work samples, class library, work stations
4. Focus on active engagement of learning
5. Safe environment – no clutter
6. Learning materials accessible to children
7. High expectations for student success – culturally sensitive

Instruction

1. Student learning activities promote active engagement
2. Implements effective differentiated instruction – based on data and student learning needs (flexible grouping)
3. Clear oral and written communication
4. Uses high-level questions and discussion techniques
5. Explicit, systematic instruction
6. Immediate and focused feedback

Professional Responsibilities

1. Reflective of instructional practice – continually learning
2. Willing to be involved in the school community
3. Places a high priority on communicating with parents
4. Organized – meets established deadlines, effective recording system

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11. 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]

12. 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 telephone conversation.

Date:

Time:

Name and Telephone of Contact:

I look forward to speaking with you.

Sincerely,

[name and title of personnel]

13. 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 telephone conversation.

Date:

Time:

I look forward to speaking with you.

Sincerely,

[name and title of personnel]

14.A. 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]

14.B. 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]

15. Template Letter: Example 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 telephone conversation.

Date:

Time:

Name and Telephone of Contact:

I look forward to speaking with you.

Sincerely,

[name and title of personnel]

16. 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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17. Template: Evaluation of Cover Letter

[District/School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

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	Yes/ No	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?			
Total Number of Checks multiplied by 2	/12	Performance Level:	

Adapted from Denver Public School (2007).

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

Ineffective	Needs	Effective	Highly
--------------------	--------------	------------------	---------------

	Improvement		Effective
0-2: NO	3-6: MAYBE	7-9: Potentially Yes	10-12: YES






Additional Comments/Justification:












18. Template: Review of 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>1. Current license and certification in area seeking employment  for Yes,  for No, P for Pending (e.g., certified in another state, waiting for certification) (2 points for Yes)</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>
<p>2. Add-on certification ( 1 point per additional certification)</p>		<p>Additional Certifications:</p>	<p>A candidate with multiple certifications provides flexibility for positions.</p>

Educational Qualifications and Experiences		Comments and Explanations	
	Check Yes  / No 	Reviewer Notes/Comments on Applicant	Screening Explanations
<i>up to 2 points total,  for no)</i>			
<p>3. <i>Praxis Core Academic Skills Scores meets Delaware requirements</i></p> <p>( if earned 1 points for each subject, up to 3 points,  for no)</p>		<p>Candidate's Scores on Core Academic Skills for Educators:</p> <p>Reading: Writing: Mathematics:</p>	<p>Delaware requires the following passing scores: Reading: 156 Writing: 162 Mathematics: 150</p>
<p>4. <i>Content Knowledge Exam (Praxis II or ACTFL) Score(s) meets Delaware requirements for Certification</i></p> <p>( if earned 2 points,  for no)</p>		<p>Test Name or Number:</p> <p>Passing Score:</p>	<p>Refer to Appendix E, Delaware Praxis II Tests for Certificates Test Numbers Passing Scores</p>
<p>5. <i>Degree meets Delaware requirements</i></p> <p>( if earned 2 points,  for no)</p>		<p>Degree:</p>	<p>Delaware requires a Bachelor's degree from an accredited 4-year institution at the minimum.</p>
<p>6. <i>Graduate degree</i></p> <p>( if earned 2 points,  for no)</p>		<p>Degree:</p>	<p>A graduate degree may be associated with more in-depth knowledge of content subject and pedagogy.</p>

Educational Qualifications and Experiences		Comments and Explanations	
	Check Yes  / No 	Reviewer Notes/Comments on Applicant	Screening Explanations
<p>7. Major or minor in subject to be taught</p> <p>( if Major 2 points, If minor 1 point,  for no)</p>		<p>Major:</p> <p>Minor:</p>	A major or minor in the subject an educator teaches is related to higher levels of student achievement.
<p>8. Cumulative GPA in BA/BS degree program</p> <p>(3.0 higher=  for 2 points,  for lower)</p>		GPA:	GPA may potentially indicate knowledge, communication skills, and responsibility for recent graduates.
<p>9. Coursework/ Experience with instructional technology ( for yes 2 points,  for no)</p>		Types of technologies:	Uses of various technologies are an emerging area related to teacher effectiveness.
<p>10. Teaching experience ( for yes,  for no) (1 point per year for up to five years)</p>		<p>Numbers of years:</p> <p>Grade level(s):</p> <p>Subject(s):</p>	Teaching experience is potentially related to teacher effectiveness and higher levels of student achievement.
<p>11. Student teaching/field experience</p> <p>( for yes for 2 points,  for no)</p>		<p>Grade level:</p> <p>Subject(s):</p> <p>Type of school:</p>	Student teaching provides opportunities for candidates to refine their instructional, classroom management, and professional skills

Educational Qualifications and Experiences		Comments and Explanations	
	Check Yes  / No 	Reviewer Notes/Comments on Applicant	Screening Explanations
12. Other relevant experiences: ( for yes for 2 points,  for no)		Type(s) of experience(s):	For example, other employment, extracurricular, and/or volunteer experiences.
13. Other (District/School identifies):			
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.
15. Other (District/School identifies):			
Total Number of Points Obtained:		Performance Level:	
<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



19. Template: Evaluation of Applicant’s Writing Sample

[District/School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

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

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

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:

20. 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 1st 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

YES, the applicant will move to the next step (or move to the 1st telephone screening)

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

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
Prioritized Tier Level:			

Comments/Justification:

21. 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
0-5: NO	6-10: MAYBE	11-15: YES	16-20: YES

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:

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.

DPAS II Components 1. Planning and Preparation 2. Classroom Environment 3. Instruction 4. Professional Responsibilities 5. Other	<i>Insert DPAS II Component:</i>
---	---


1. Question #1 [Insert]

Response:  or 	
--	--

2. Question #2 [Insert]

Response:  or 	
--	--

3. Question #3 [Insert]

Response:  or 	
--	--

4. Question #4 [Insert]

Response:  or 	
--	--

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

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

10. Question #10 [Insert]

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

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On-site Interview Process and Procedures

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22. Template: A Discussion Map

[District/School Letterhead]

Applicant Name:		Advertised Position:	
Team Member(s):		Date:	

Directions:

This *Discussion Map* is a graphic organizer to facilitate the selection of the key teaching competencies, based on the Charlotte Danielson model that will be targeted in the interview questions. The Interview Team should use the Discussion Map with a copy of the DPAS II Teacher Competencies to determine the key competencies needed for the teaching position.

Planning and Preparation

The Classroom Environment

Instruction

Professional Responsibilities

(This page intentionally left blank.)

23. Template: Team Internal Planning Protocol for Determining Interview Questions and Levels of Evidence

[District/School Letterhead]

Applied Position:		Date:	
Team Member(s):			

Directions: The team identifies the initial interview questions to be asked of each candidate, including potential follow-up questions. Then the team identifies the potential examples of representative responses that would correspond to each level of the rating scale. This should be completed prior to the interviews of candidates. The team will also need to decide on the range of total number of points for each performance level depending on the total number of questions asked.

Rating Scale for Each Question		
4	Highly Effective	Responses indicate evidence of exceptional performance and outstanding knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
3	Effective	Responses indicate evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
2	Needs Improvement	Responses indicate mediocre or developing performance and fundamental knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
1	Ineffective	Responses indicate little or no knowledge and minimal understanding of the key concepts, indicators and/or competencies within a DPAS II component.
0	Unable to Evaluate	Responses missing sufficient information for rating.

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
1. Planning & Preparation 1.a. Selecting Instructional Goals 1.b. Designing Coherent Instruction 1.c. Demonstrating Knowledge of Content & Pedagogy 1.d. Demonstrating Knowledge of Students 1.e. Designing Student Assessments	1.					
	2.					

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
2. Classroom Environment 2.a. Managing Classroom Procedures 2.b. Managing Student Behavior	3.					
2.c. Creating an Environment to Support Learning 2.d. Organizing physical Space	4.					

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
3. Instruction 3.a. Engaging Students in Learning 3.b. Demonstrating Flexibility and Responsiveness	5.					
3.c. Communicating Clearly and Accurately 3.d. Using Questioning and Discussion Techniques 3.e. Using Assessment in Instruction	6.					

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
4. Professional Responsibilities 4.a. Communicating with families	7.					
4.b. Recording Data in a Student Record System 4.c. Growing and Developing Professionally 4.d. Reflecting on Professional Practice	8.					

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
5. OTHER (Identify areas)	9.					
	10.					
Total Scores:						

NOTE: Final Performance Levels will need to be determined based on total number of questions asked.

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	Insert Range of Total Number of Points:	(Insert Range of Total Number of Points):
Example: 0-10	Example: 11-20	Example: 21-30	Example: 31-40

24. Template Letter: Example of Interview Invitation

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

Thank you for your interest in the position of [position title]. Based on our screening process, we would like to interview you for the above position. The interview information is as follows:

Date:

Time:

Location:

Name and Telephone of Contact:

Directions to Interview Location:

[Note: Use this letter to also inform applicants of any other aspects of the interview, e.g., that there will be an interview committee, that a demonstration lesson may be requested, etc.]

Please contact me at [telephone] if I may provide you with additional information.

Sincerely,

[Name and title of personnel]

(This page intentionally left blank.)

25. Template: Formal Interview Protocol

[District/School Letterhead]

Directions: Prior to the interviews of candidates, the team inserts the interview questions to be asked, the total numbers of questions to be asked, and the range of total numbers of points available for each performance level. During the interview, the team records any follow-up questions as well as the candidates' responses. Following the team interview, each team member may use the protocol to assign a rating for each question asked, as well as the justification for the rating.

Statement of Intent for all participants:

We appreciate you speaking with us today in regards to the [position] with [District/School]. The [District/School] is interested to learn more about your previous employment, responsibilities, and educational goals.

Candidate Name:		Position:	
Date of Interview:		Starting and Ending Time of Interview:	
Interview Team Members:	1. 2. 3. 4. 5.	Location (if appropriate):	

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

Comments:

Questions should be determined prior to the interview and may be customized for each applicant to clarify any questions/concerns that have arisen from the previous screening phases. The number of questions per component will vary dependent upon the decision of the Team. (This document is a template and meant to be adjusted accordingly).

Be sure to record any follow-up questions asked and a candidate's responses.

Component 1: Planning and Preparation

1. Question #1 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

2. Question #2 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

3. Question #3 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

Component 2: Classroom Environment

4. Question #4 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

5. Question #5 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

6. Question #6 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

Component 3: Instruction

7. Question #7 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

8. Question #8 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

Component 4: Professional Responsibilities

9. Question #9 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

10. Question #10 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

11. Question #11 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

Other

12. Question #12 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

13. Question #13 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:
Final Comments/Reflections:

DPAS II Components	Question Nos.	Ratings				
		4	3	2	1	0
1. Planning and Preparation	1-3					
2. Classroom Environment	4-6					
3. Instruction	7-8					
4. Professional Responsibilities	9-11					
5. Other	12-13					
TOTAL Rating Scores by Components						
Performance Level(s):						

NOTE: Final Performance Levels will need to be determined based on the number of questions asked and total points assigned.

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):

Rating Scale for Each Question		
4	Highly Effective	Responses indicate evidence of exceptional performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
3	Effective	Responses indicate evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
2	Needs Improvement	Responses indicate evidence of mediocre or developing performance and fundamental knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
1	Ineffective	Responses indicate little or no knowledge and understanding of the key concepts, indicators and/or competencies within a DPAS II component.
0	Unable to Evaluate	Responses missing sufficient information for rating.

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26. Template: Final Team Rating Form for an Interviewed Candidate

[District/School Letterhead]

Candidate Name:		Applied Position:		Date:	
Team Members:					
<p>Directions: Transfer each interviewer’s competency ratings onto this form. A consensus discussion should occur with each team member justifying his/her rating. Any changes to the individual ratings during consensus discussion should be initiated by the team member. A final team consensus rating should be entered for each component as well as complete the justification.</p>					
<p>Recommendation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Highly recommended for next step in selection process <input type="checkbox"/> Recommended for next step in selection process <input type="checkbox"/> Not recommended for next step or position <input type="checkbox"/> Other 					

Components for Competencies	Question Nos.	Team Member #1 Ratings	Team Member #2 Ratings	Team Member #3 Ratings	Team Member #4 Ratings	Team Member #5 Ratings	Consensus Group Rating
1. Planning and Preparation							
2. Classroom Environment							
3. Instruction							
4. Professional Responsibilities							
5. Other							
TOTAL Rating Scores:							

Performance Levels:						
----------------------------	--	--	--	--	--	--

NOTE: Final Performance Levels will need to be determined based on total number of questions asked.

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):

Comments/Justification for Consensus Ratings:		
Rating Scale for Each Question		
4	Highly Effective	Responses indicate evidence of exceptional performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
3	Effective	Responses indicate evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
2	Needs Improvement	Responses indicate evidence of mediocre or developing performance and fundamental knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
1	Ineffective	Responses indicate little or no knowledge and understanding of the key concepts, indicators and/or competencies within a DPAS II component.
0	Unable to Evaluate	Responses missing sufficient information for rating.

Adapted from U.S. Office of Personnel Management (2008)

27. Template: Final Team Ratings for All Interviewed Candidates

[District/School Letterhead]

Candidate Name:		Position:		Date:	
Team Member(s):		Rank Order of Candidates: 1. 2. 3. 4.			

Directions: Enter the final team consensus ratings for each component, question number, and candidate. Then rank order the candidates (from the highest total score to the lowest total score).

Components for Competencies	Question Numbers	Candidate #1 (name)	Candidate #2 (name)	Candidate #3 (name)	Candidate #4 (name)
1.Planning and Preparation					
2. Classroom Environment					
3.Instruction					
4. Professional Responsibilities					
5. Other:					
TOTAL Rating Scores					
Performance Levels					

NOTE: Final Performance Levels will need to be determined based on total number of questions asked.

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):

Comments/Justification for Rank Order:

Rating Scale for Each Question		
4	Highly Effective	Responses indicate evidence of exceptional performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
3	Effective	Responses indicate evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
2	Needs Improvement	Responses indicate evidence of mediocre or developing performance and fundamental knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
1	Ineffective	Responses indicate little or no knowledge and understanding of the key concepts, indicators and/or competencies within a DPAS II component.
0	Unable to Evaluate	Responses missing sufficient information for rating.

(Adapted from U.S. Office of Personnel Management, 2008)

28. Template Letter: For Unsuccessful Candidate(s) After On-site Interview

[District/School letterhead]

[Date]

Name of Candidate

Address

Dear Mr./Ms. _____,

Thank you for taking the time to interview for the position of [position title].

The selection of a final candidate was a difficult task given the many applications the district/school received from individuals with strong backgrounds in this field.

We regret to inform you that the position was offered to another candidate.

Again, thank you for your application for this position and interest in employment with [name of district/school].

We wish you well in your career.

Sincerely,

[Name and title of personnel]

(This page intentionally left blank.)

Demonstration Lessons

(This page intentionally left blank.)

29. Template: Letter/email Inviting Candidate to a Demonstration Lesson

[District/School Letterhead]

[Date]

Name of Candidate

Address

Dear _____,

We would like to invite you to participate in the next phase of our selection process. This next step will take place at _____ [school].

Your time at our school will be divided into two key activities:

1. Delivery of a demonstration lesson; and
2. An in-person debriefing with our selection team.

_____ ([name]) will continue to be your primary contact through this phase of the selection process. Please feel free to communicate any questions you might have regarding the process directly to _____ [name], _____ [Email address] or _____ [telephone number].

Your Next Steps (please read carefully):

1. Time:
2. School location:
3. Preparing for the demonstration lesson:
4. Timeframe:

Please reach out to _____ with any questions you may have.

Sincerely,

[Name and title of personnel]

Attachments/Enclosures

(This page intentionally left blank.)

30. Template: Demonstration Lesson Observation Form

[District/School Letterhead]

Directions: Prior to the demonstration lesson, the Selection Team will need to identify and agree on the total number of points for the demonstration lesson, and the range of total number of points for each of the four performance levels.

Each member of the Selection Team, who observes a demonstration lesson, completes the initial information on the first page of this template, and uses the next pages to record notes during the observation lesson. After the demonstration lesson is completed, each team member evaluates and rates the candidate according to the DPAS II components.

Candidate Name:		Advertised Position:	
Grade Level:		Date of Demonstration Lesson:	
Subject Area:		Lesson Duration:	
Team Member/ Observer:		Other:	

DPAS II Components and Potential Indicators	Notes	Ratings
5. Other: (School completes)	<p>Strengths:</p> <p>Concerns:</p> <p>Rating Justification:</p>	
TOTAL Rating Score		
Performance Level		

Rating Scale for Performance Levels

Performance levels based on Total Number of points (if four points are assigned to each component).
 The rating scale and performance levels may be adjusted by a district/school.

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points): 0 - 5	(Insert Range of Total Number of Points): 6 - 10	(Insert Range of Total Number of Points): 11 - 15	(Insert Range of Total Number of Points): 16 - 20

Comments/Justification for Total Rating Scores and Performance Levels:

--

Demonstration Lesson Rating Scale

Points	Level	Criteria
4	Highly Effective	Lesson provided evidence of exceptional performance and outstanding knowledge and understanding of key concepts, competencies, and/or indicators in a DPAS II component.
3	Effective	Lesson provided evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and indicators in a DPAS II component.
2	Needs Improvement	Lesson provided evidence of mediocre or developing performance and fundamental knowledge and understanding of key concepts, competencies, and/or indicators that need to be addressed in a DPAS II component.
1	Ineffective	Lesson provided evidence of little or no knowledge and understanding of the key concepts, competencies, and indicators in a DPAS II component.
0	Unable to Evaluate	Missing sufficient information and/or observable behaviors.

(This page intentionally left blank.)

31. Template: Demonstration Lesson Reflection Sheet for Candidate

[District/School Letterhead]

Directions: After the candidate completes the demonstration lesson, the Team asks the candidate to complete the following reflection sheet prior to the debriefing with the candidate.

Candidate Name:		Advertised Position:	
Grade Level:		Date of Demonstration Lesson:	
Subject Area:		Lesson Duration:	

Reflect and comment on the different aspects of your instructional delivery for your demonstration lesson.

1. To what extent was the lesson effective?

2. What would you do differently to improve the lesson?

Aspects of Demonstration Lesson	Were the following aspects of your instructional delivery effective? Why or why not?	What would you do differently to improve the lesson?
Instructional Strategies		
Student Grouping(s)		
Student Activities		
Materials, Resources, and Technology		
Assessment Methods		
Classroom Management/ Student Behavior		
Student Engagement/ Interest		

Adapted from DPAS II (Delaware Department of Education, 2015).

32. Template: Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate

[District/School Letterhead]

Directions: After the Demonstration Lesson, the Chairman of the Selection Team asks each member of the team to share their ratings on a candidate’s demonstration lesson for each of the five components. The team then discusses the ratings and reaches consensus or average rating for the candidate and records these. Any changes to initial ratings by team members should be initialized by the team member. A final rating should be entered for each component.

Candidate Name:		Advertised Position:									
Grade Level:		Date of Demonstration Lesson:									
Subject Area:		Lesson Duration:									
Date of Team Meeting:		Team Member(s):									
Recommendations <ul style="list-style-type: none"> <input type="checkbox"/> Highly recommended for next step in selection process <input type="checkbox"/> Recommended for next step in selection process <input type="checkbox"/> Not recommended for next step or position <input type="checkbox"/> Other: 		Rating Scale for Performance Levels <table border="1"> <thead> <tr> <th>Ineffective</th> <th>Needs Improvement</th> <th>Effective</th> <th>Highly Effective</th> </tr> </thead> <tbody> <tr> <td>0-5 Points</td> <td>6-10 Points</td> <td>11-15 Points</td> <td>16-20 Points</td> </tr> </tbody> </table>		Ineffective	Needs Improvement	Effective	Highly Effective	0-5 Points	6-10 Points	11-15 Points	16-20 Points
Ineffective	Needs Improvement	Effective	Highly Effective								
0-5 Points	6-10 Points	11-15 Points	16-20 Points								

DPAS II Components	Team Member #1 Ratings	Team Member #2 Ratings	Team Member #3 Ratings	Consensus Team Rating
1. Planning and Preparation				
2. Classroom Environment				
3. Instructional Delivery				
4. Professional Responsibilities (reflection)				
5. Other				
Total Rating Scores:				
Performance Levels:				
Comments/Justification for Consensus Ratings:				

33. Template: Comparison of All Candidates and Team Consensus Ratings for Demonstration Lessons

[District/School Letterhead]

Advertised Position:		Chairperson:	
Team Member(s):		Date of Team Meeting:	

Directions: After each candidate has been evaluated, the Team enters the final team consensus ratings for each candidate according to the DPAS II components.

DPAS II Components	Candidate #1 (Insert name)	Candidate #2 (Insert name)	Candidate #3 (Insert name)	Candidate #4 (Insert name)
1.Planning and Preparation				
2. Classroom Environment				
3.Instruction				
4. Professional Responsibilities				
5. Other				
TOTAL Rating Scores:				
Performance Levels:				

Then rank order the candidates (from the highest total score to the lowest total score).

Rank Order of Candidates:

- 1.
- 2.
- 3.

Rating Scale for Performance Levels

Ineffective	Needs Improvement	Effective	Highly Effective
0-5 Points	6-10 Points	11-15 Points	16-20 Points

Comments/Justification for Rank Order:

34. Template Letter: For Unsuccessful Candidate After Demonstration Lesson

[District/School letterhead]

[Date]

Name of Candidate
Address

Dear _____,

Thank you for taking the time to demonstrate a lesson for the position of [position title].

The selection of a final candidate was a difficult task given the many applications the district/school received from individuals with strong backgrounds in this field.

We regret to inform you that the position was offered to another candidate.

Again, thank you for your application for this position and interest in employment with [name of district/school].

We wish you well in your career.

Sincerely,

[Name and title of personnel]

(This page intentionally left blank.)

Competency-based Reference Checking

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35. Template Letter: To Notify Reference of their Participation

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

[District/school] is contacting you to schedule a reference check over the telephone for [candidate's name]. He/she provided your contact information to us during the hiring process. The district/school was told that you were made aware of the potential for representatives to contact you.

I would greatly appreciate no more than 30 minutes of your time to speak with us about [candidate's name], and his/her role at [organization]. Below are 3 timeframes that we are available to speak with you. Please let me know the most convenient one. If these dates are not convenient, please suggest another time.

[Suggest time #1]

[Suggest time #2]

[Suggest time #3]

I look forward to speaking with you. Thank you for your participation.

Sincerely,

[name and title of personnel]

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36. Template: Reference Checking Evaluation Form

[District/School Letterhead]



Directions: The person conducting the reference check inserts the questions that will be asked and completes this evaluation form during and after the reference check for each candidate.

There is flexibility in assigning the number of points for each question the total number of points across the questions, and the range of points for each performance level. The rating scale and performance levels may be adjusted by a district/school.



























Candidate Name:		Applied Position:	
Team Member(s):		Date:	
Reference Name:		Reference Position:	
Organization:		Contact Number:	

****Remember, this evaluation form will need to be completed for each of the 3 references****

<input type="checkbox"/> <u>YES</u>, the candidate has successfully passed the reference check section.
<input type="checkbox"/> <u>NO</u>, the candidate will not move forward. A letter of non-selection will be sent.

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

Directions: Please insert the wording of the question for each question asked. This form may also be used to record the reference's comments or the evaluator's justification. Indicate on the last page of this form, the question number related to each of the DPAS II components and criterion.

Questions	Rating	Comments/Justification
Verify dates of employment:	Response:  or 	
Verify current/previous job title (starting/final):	Response:  or 	
Verify salary (starting/final):	Response:  or 	
Question 1 (insert)	Response:  or 	
Question 2 (insert)	Response:  or 	
Question 3 (insert)	Response:  or 	
Question 4 (insert)	Response:  or 	
Question 5 (insert)	Response:  or 	
Question 6 (insert)	Response:  or 	
Question 7 (insert)	Response:  or 	
Question 8 (insert)	Response:  or 	
Question 9 (insert)	Response:  or 	
Question 10 (insert)	Response:  or 	
TOTAL POINTS		

Performance Levels based on Total Number of Points (if two points are assigned per satisfactory response for questions 1-10). The range of total number of points for each performance level are suggestions. The rating scale and performance levels may be adjusted by a district/school.

Ineffective	Needs Improvement	Effective	Highly Effective
Examples: 0-5	6-10	11-15	16-20
(Insert Total Number of Points):	(Insert Total Number of Points):	(Insert Total Number of Points):	(Insert Total Number of Points):

DPAS II Components and Criterion Referenced in Questions	Question Number	Comments
Component 1: Planning and Preparation		
1.a. Selecting Instructional Goals		
1.b. Designing Coherent Instruction		
1.c. Demonstrating Knowledge of Content & Pedagogy		
1.d. Demonstrating Knowledge of Students		
1.e. Designing Student Assessments		
Component 2: Classroom Environment		
2.a. Managing Classroom Procedures		
2.b. Managing Student Behavior		
2.c. Creating an Environment to Support Learning		
2.d. Organizing Physical Space		
Component 3: Instruction		
3.a. Engaging Students in Learning		
3.b. Demonstrating Flexibility, and Responsiveness		

DPAS II Components and Criterion Referenced in Questions	Question Number	Comments
3.c. Communicating Clearly and Accurately		
3.d. Using Questioning, Discussion Techniques		
3.e. Using Assessment in Instruction		

DPAS II Components and Criterion Referenced in Questions	Question Number	Comments
Component 4: Professional Responsibilities		
4.a. Communicating with Families		
4.b. Recording Data in a Student Record System		
4.c. Growing and Developing Professionally		
4.d. Reflecting on Professional Practice		
Other		

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