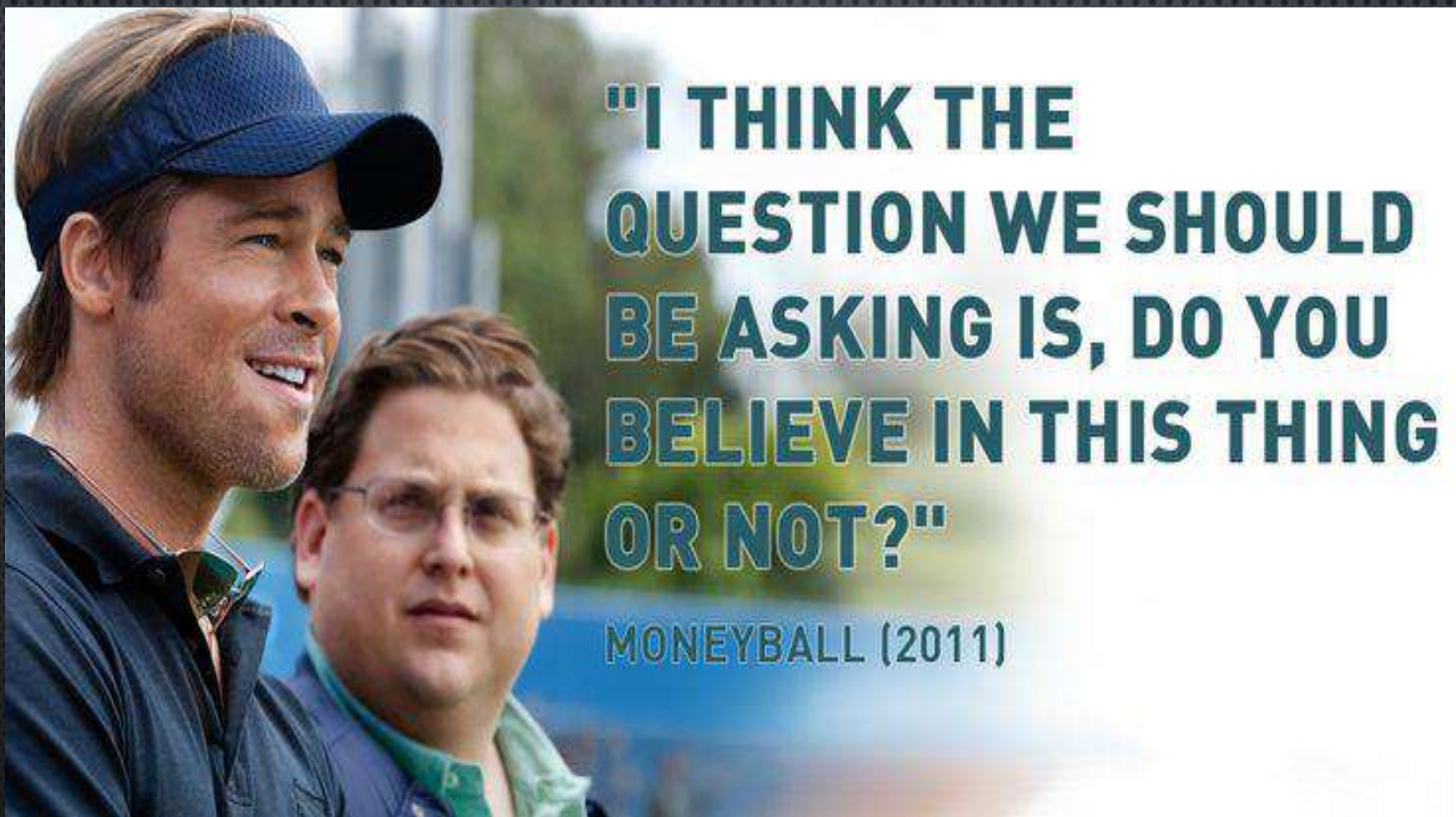# HIRING:

THE ULTIMATE FORCE MULTIPLIER

PASSIVE VERSUS ACTIVE

Recruiting post COVID

80% new administrators
47 new staff this year

"I THINK THE QUESTION WE SHOULD BE ASKING IS, DO YOU BELIEVE IN THIS THING OR NOT?"

MONEYBALL (2011)

18-19 Beaverton School District School Rankings

	School ID	School Type	School Name	Priority 13-1	Priority 15-1	Priority 16-1	Points 15-	Points 16-17	Overall School Rating	Academic Achievement	Academic Growth	Subgroup growth	School Size	Economically Disadvan	Ever English Learn	Underserved Race/Ethnicity (%)	Mobility (%)	Comparison Index	Weighted % of Points	Total ECD and mobile	Dou
	1156	E	Bethany Elementary School				93.3	90.0	5	5	5	4	537	16	15	12	12	-0.926	98.8		
	58	E	Cedar Mill Elementary School				100.0	86.6	4	5	4		310	14	14	10	16	-0.990	90.0		
4		E	Findley Elementary				100.0	86.6	4	5	4		808	<5	12	4	9	-1.797	95.0		
5			Jacob Wismer Elementary School				97.5	85.0	4	5	4	4	764	6	21	5	13	-1.324	98.8		
6		E	Rock Creek Elementary School				85.0	82.5	4	5	4	4	538	26	14	16	10	-0.640	88.1		
7	1153	E	Aloha-Huber Park School				75.6	81.9	4	4	5	4	940	84	58	66	17	1.904	80.6		
8	1171	E	Oak Hills Elementary School				83.0	81.7	4	5	4	3	565	22	10	14	12	-0.868	97.5		
9	4671	E	Bonny Slope Elementary School				85.0	80.8	4	5	4	3	647	11	8	6	10	-1.491	96.7		
10	1161	E	Errol Hassell Elementary School	2			73.8	78.8	4	4	4	4	527	42	18	23	15	-0.015	71.9	302	
11	1165	E	Hiteon Elementary School				78.1	78.8	4	5	4	3	695	29	14	15	9	-0.632	85.0		
12	1172	E	Raleigh Hills Elementary School				78.1	76.9	4	4	4	3	535	45	24	29	12	0.237	74.4		
13	1178	E	West Tualatin View Elementary School				83.3	76.6	4	5	4		337	12	11	9	15	-1.192	100.0		
14	1160	E	Cooper Mountain Elementary School				79.4	75.6	4	4	4	3	499	18	12	13	10	-0.950	86.9		
15	4712	E	Springville K-8 School				79.4	75.6	4	5	4	3	828	23	15	15	13	-0.658	76.9		
16	2781	E	Scholls Heights Elementary School				75.6	73.8	4	5	4	3	554	18	14	12	7	-1.040	91.9		
17	1170	E	Montclair Elementary School	1		1	62.5	72.5	4	4	4	4	382	35	12	14	12	-0.549	61.7	180	
18	1177	E	Vose Elementary School				73.8	72.5	4	3	4	4	700	84	70	76	15	2.127	76.9		
19	1162	E	Elmonica Elementary School				78.8	71.9	4	4	4	3	571	49	38	36	23	0.8	73.8		
20	1303	E	Nancy Ryles Elementary School				88.1	71.7	4	5	4	3	519	29	12	17	13	-0.591	88.3		
21	1176	E	Terra Linda Elementary School	1			71.9	70.6	4	4	4	3	427	39	21	23	11	-0.061	66.9	214	
22	1179	E	William Walker Elementary School	1			72.5	70.6	4	3	4	3	537	87	69	71	20	2.171	58.8	576	
23	1270	E	Sexton Mountain Elementary School		1	1	59.4	69.4	3	5	4	2	564	18	14	11	10	1.99	87		
24	1155	E	Beaver Acres Elementary School	1		1	76.3	69.4	3	3	4	3	802	66	34	42	16	1.029	66.9	659	
25	1174	E	Ridgewood Elementary School			1	80.0	69.2	3	5	3	3	438	28	8	15	10	-0.818	87.5		
26	1159	E	Chehalem Elementary School	1		1	76.9	67.5	3	3	4	4	506	64	36	44	18	1.8		416	
27	1157	E	Greenway Elementary School	1	1	1	64.4	67.2	3	3	4	3	416	74	43	49	17	0.		379	
28	1154	E	Barnes Elementary School	1	1	1	51.3	62.5	3	3	4	3	739	75	55	61	19	1.747	68.1	696	
29	1164	E	Hazeldale Elementary School	1		1	72.5	61.9	3	4	3	2	453	54	32	31	20	0.716	65.6	336	
30	1166	E	Kinnaman Elementary School	1		1	70.0	58.8	3	3	3	3	699	73	35	46	16	1.165	62.5	623	
31	1163	E	Fir Grove Elementary School	1	1	1	58.1	52.5	3	3	3	2	511	57	27	36	14	0.657	61.9	364	
32	1168	E	McKay Elementary School	1		1	75.6	45.6	2	4	2	2	400	64	34	39	16	0.949	68.8	320	
33	1173	E	Raleigh Park Elementary School		1	1	66.3	45.6	2	4	2	1	419	41	24	30	16	0.285	93.1		
34	1169																24	1.112	30.0	554	

BSD Title I Schools

18-19 Beaverton School District School Rankings

School Name	Points 16-17	Overall School Rating	Academic Achievement	Academic Growth	Subgroup growth	School Size	Economically Disadvantaged (%)
Bethany Elementary School	90.0	5	5	5	4	537	16
Cedar Mill Elementary School	86.6	4	5	4		310	14
Findley Elementary	86.6	4	5	4		808	<5
Jacob Wismer Elementary School	85.0	4	5	4	4	764	6
Rock Creek Elementary School	82.5	4	5	4	4	538	26
Aloha-Huber Park School	81.9	4	4	5	4	940	84
Oak Hills Elementary School	81.7	4	5	4	3	565	22
Bonny Slope Elementary School	80.8	4	5	4	3	647	11
Errol Hassell Elementary School	78.8	4	4	4	4	527	42
Hiteon Elementary School	78.8	4	5	4	3	695	29
Raleigh Hills Elementary School	76.9	4	4	4	3	535	45
West Tualatin View Elementary Sch	76.6	4	5	4		337	12
Cooper Mountain Elementary Scho	75.6	4	4	4	3	499	18
Springville K-8 School	75.6	4	5	4	3	828	23
Scholls Heights Elementary School	73.8	4	5	4	3	554	18
Montclair Elementary School	73.5	4	4	4	4	382	25

STUDENT GROUP OUTCOMES

	School Performance (%)	Oregon Performance (%)	Like-School Average (%)		School Performance (%)	Oregon Performance (%)	Like-School Average (%)		School Performance (%)	Oregon Performance (%)	Like-School Average (%)
Economically Disadvantaged				**American Indian/Alaska Native**				**Native Hawaiian/Pacific Islander**			
Eng. Lang. Arts	43.8	39.7	31.4	Eng. Lang. Arts	*	33.0	22.9	Eng. Lang. Arts	*	36.3	21.9
Mathematics	47.7	30.1	25.4	Mathematics	*	26.3	14.3	Mathematics	*	26.9	12.7
Science	39.3	53.2	40.6	Science	*	48.9	55.6	Science	*	42.9	21.1
Ever English Learners				**Asian**				**White**			
Eng. Lang. Arts	41.6	30.8	22.1	Eng. Lang. Arts	75.0	71.9	44.5	Eng. Lang. Arts	48.8	58.7	50.7
Mathematics	47.3	23.7	16.3	Mathematics	58.3	67.8	36.0	Mathematics	48.0	48.9	44.4
Science	36.7	37.1	30.0	Science	75.0	71.9	42.9	Science	53.7	73.0	65.5
Students with Disabilities				**Black/African American**				**Female**			
Eng. Lang. Arts	12.5	21.1	10.5	Eng. Lang. Arts	44.1	31.1	14.4	Eng. Lang. Arts	53.1	57.7	37.6
Mathematics	28.6	17.6	12.4	Mathematics	38.2	19.8	8.8	Mathematics	48.2	42.4	26.3
Science	15.4	34.9	17.9	Science	35.7	37.8	17.2	Science	46.4	62.8	41.9
Migrant				**Hispanic/Latino**				**Male**			
Eng. Lang. Arts	54.3	26.6	20.1	Eng. Lang. Arts	42.4	34.6	25.6	Eng. Lang. Arts	38.5	47.2	27.7
Mathematics	62.5	19.5	16.7	Mathematics	40.0	25.2	20.2	Mathematics	48.8	43.1	27.2
Science	25.0	32.4	32.1	Science	38.9	43.4	33.6	Science	43.3	66.1	42.3
Talented and Gifted				**Multi-Racial**							
Eng. Lang. Arts	90.0	95.1	84.0	Eng. Lang. Arts	45.5	56.9	41.6				
Mathematics	>95	94.5	89.0	Mathematics	54.5	46.4	30.6				

*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.

3 Key Concepts

IDENTIFY A THEORY OF ACTION!

SET THE PROCESS.

GET THE DATA.

Who are you?*
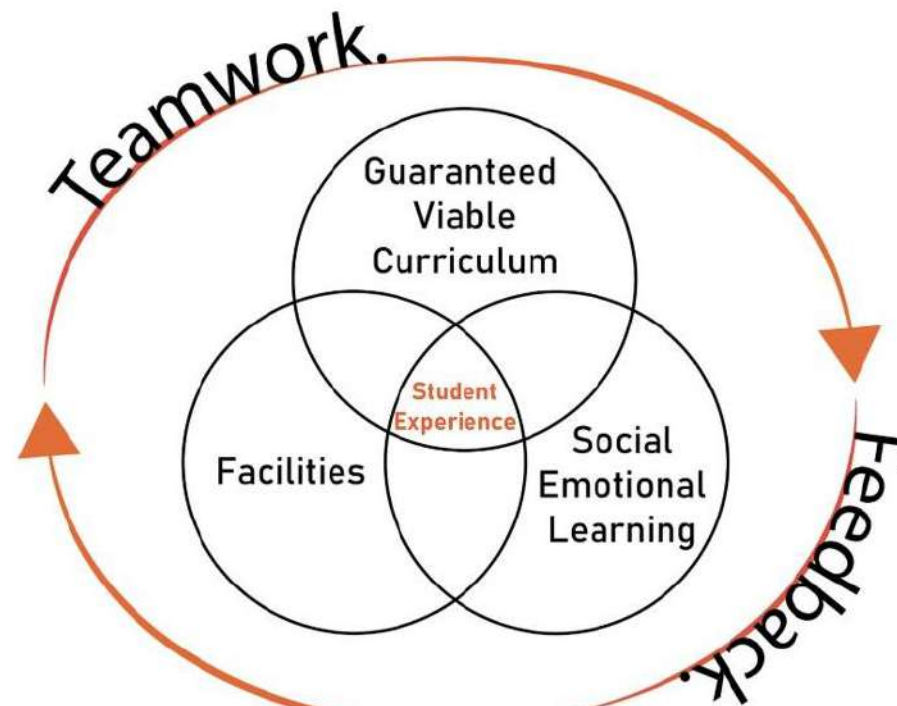
*(as a school or district)

What are you looking for?

Why are you looking for it?

1.

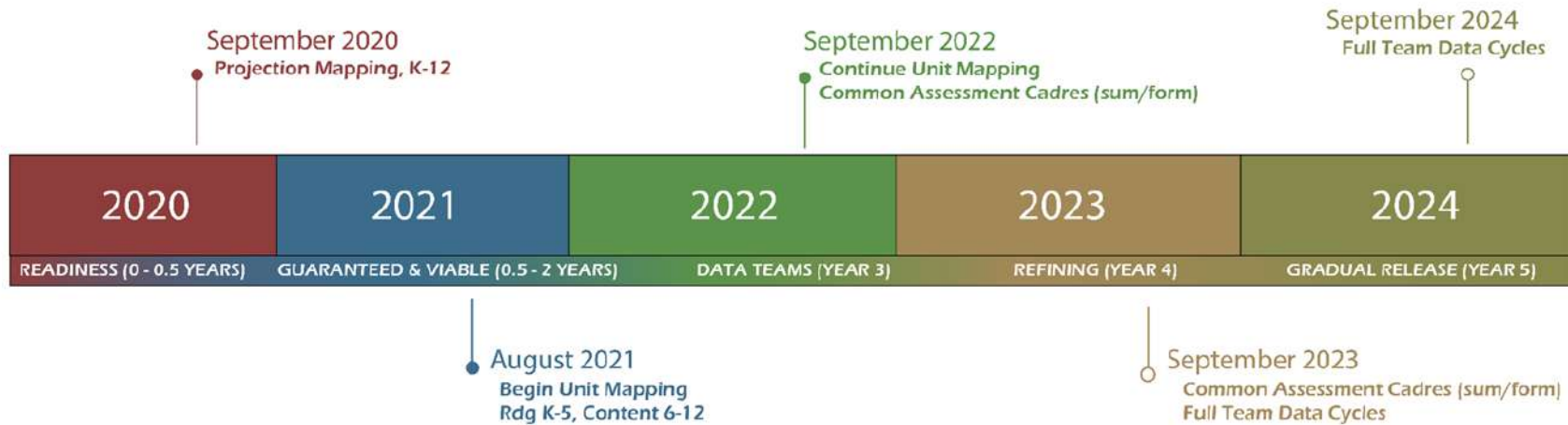IDENTIFY A THEORY OF ACTION!
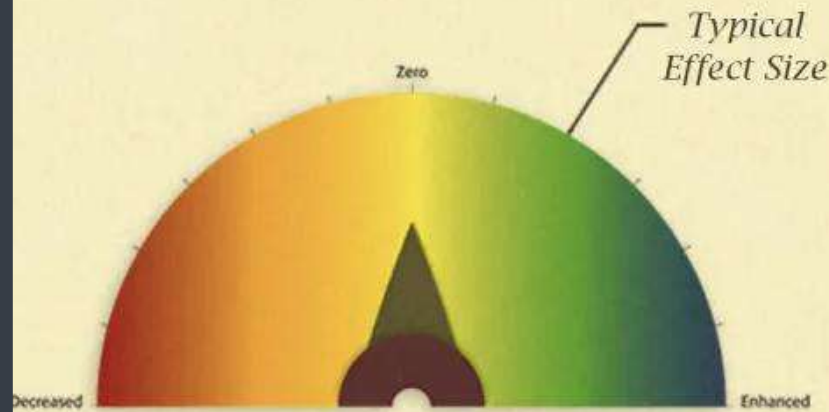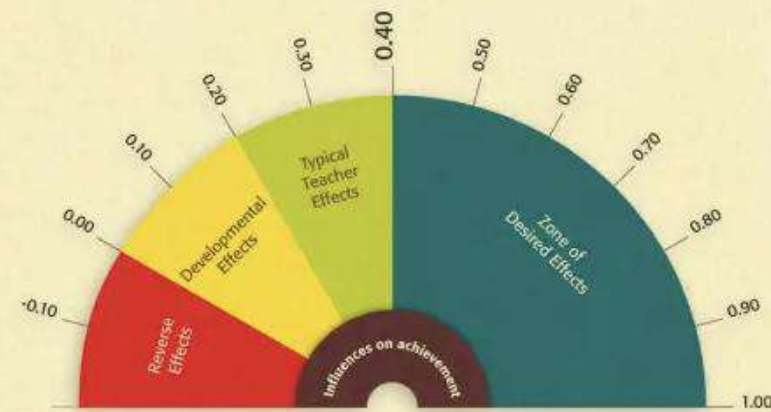
John Hattie
Visual Learning
2018

Source: J. Hattie (December 2017) visiblelearningplus.com
Diagram: S. Waack (p... visible-learning.org

hinge point 0.4

1.57

.70

Influence	Effect size
Collective teacher efficacy	1,57
Self-reported grades	1,33
Teacher estimates of achievement	1,29
Cognitive task analysis	1,29
Response to intervention	1,29
Piagetian programs	1,28
Jigsaw method	1,20
Conceptual change programs	0,99
Prior ability	0,94
Strategy to integrate with prior knowledge	0,93
Self-efficacy	0,92
Teacher credibility	0,90
Micro-teaching/video review of lessons	0,88
Transfer strategies	0,86
Classroom discussion	0,82
Scaffolding	0,82
Deliberate practice	0,79
Summarization	0,79
Effort	0,77
Interventions for students with learning needs	0,77
Mnemonics	0,76
Planning and prediction	0,76
Repeated reading programs	0,75
Teacher clarity	0,75
Elaboration and organization	0,75
Evaluation and reflection	0,75
Reciprocal teaching	0,7.
Rehearsal and memorization	0,...
Comprehensive instructional programs for teachers	
Help seeking	
Phonics instruction	0,..
Feedback	0,70

THEORY OF ACTION

SCHOOL EXAMPLE

SILVER FALLS
S C H O O L   D I S T R I C T
WHERE EVERY STUDENT THRIVES

"

IF the candidate can demonstrate a capacity to prioritize the goals of their team over their own individual interests; **and IF** the candidate possesses a clear understanding that feedback is essential to any form of personal and professional growth; **and IF** the candidate can articulate the standards-based relationship between curriculum, instruction, and assessment; **and IF** the candidate is centered around student educational equity; **THEN** we have found a match congruent to our school's core values and guiding principles.

"

IF we hold our school board, our superintendent, our school leaders, and our teachers and staff accountable for operating and collaborating within a team environment, where norms, roles, and expectations of ourselves and others are clear; **and IF** we commit to a focus on giving and receiving feedback to and from each other; **and IF** we focus on implementing a guaranteed and viable standards-based instructional framework for ALL students, with aligned common assessments, and a multi-tiered system of academic and social-emotional supports for those in need, **THEN** student growth and achievement will continue on an upward trajectory, resulting in predictable and equitable student outcomes every single year.

THEORY OF ACTION

DISTRICT EXAMPLE

Backwards map the process

Establish clear expectations

Trust the process

2.
SET THE PROCESS

Teacher Selection Process

Round	Type	Performance Task
1	screening applications	blind scoring of candidates by team
2	writen response	on demand, timed writing prompt
3	Initial interview	writing prompt used for talking points
4	demonsration lesson	receives standards prior, plans, then teaches a lesson to children
5	feedback session	What would you change about your lesson? Why?
6	reference checks	Are references congruent with what we already know?
7	final interview	follow-up questions, review of clear expectations

⬤ = stage with cut point

Stage 1 – Blind Scoring by the Group

Scott	Dan	Leslie	Dana	Steve	VET?	Interview Ranking: 1 - Yes, 2 - M
						Sandy's Notes
1	1	1	2	1		
2	2	3	2	2		Really liked her letter of interest, has year
2	2	2	2	2		From The Office? (SN) LOL; no experienc
1	1	1	1	1		*In-district; have not interacted much w*
3	2	2	2	2		
3	3	3	3	3		*No experience, no license.*
3	3	3	3	3		Too many job changes, way too many ref
3	3	3	3	3		I like that he is local, but only has experie
3	3	2	3	3		Only HS experience.
1	3	2	2	2		
1	1	1	1	1		Has 5yrs. experience as Elem. Princ., like
3	3	3	3	3		Exp. w/higher grades, but moves around
3	3	2	2	3		Application looks interesting, no experien

Stage 2 – Writing Prompt

SFSD Leadership Selection Process

Writing Assessment and Initial Interview Stage

Welcome to the Silver Falls School District Leadership Selection Process. Please read the following directions carefully. We look forward to meeting you, and to learning more about you.

Directions: **You will be given 45 minutes** for this writing assessment. It is up to you to manage this time window. Prior to the 45 minute time limit, please email your assessment to Sandy Sprauer at _sprauer_sandra@silverfalls.k12.or.us_. Please think deeply about the following two questions. You may combine your answers, or address them separately. You will be asked to speak to your written responses during your screening interview. Good luck!!

Question 1: Who are you?

Question 2: How has this shaped you as an Instructional Leader?

Stage 3 – Initial Interview

SHS Assistant Principal
Screening Interview Questions
25-minute virtual interview

1. What traits do you think are most important for assistant principals?

2. Share an example of a time when you worked to implement a new system/initiative. What was successful and what was not?

3. What is your philosophy around managing student behavior? How do you see your role as an AP supporting students and teachers?

4. How would you support efforts to ensure high attendance rates amongst students?

5. When you receive a complaint about a teacher from a parent, how do you handle it?

6. How would you work with a teacher who is struggling with classroom management?

7. Why do you want to be an AP at Silverton High School?

Stage 4 – Demo Lesson

Teacher receives information for the lesson on the day before.

The directions include:

-Profile of students to be taught
-Size of class
-Clear standards with targets
-Directions for lesson plan

Stage 5 – Debrief

How did the lesson go?

What would you have done differently?

Tell me about the behaviors in the back of the room?

Stage 6 – Reference Checks

The only thing they are good for:

To cross check the information gathered from references and compare whether congruent to information gathered through the selection process.

Do NOT do them at the beginning.

Stage 7 – Final Interview

Meeting with the principal and other administrator.

Clarify if candidates has any question?

Presentation for candidate on the professional expectations at the school.

1. What is your greatest professional accomplishment as an instructional leader?

2. What is your greatest professional failure as an instructional leader?

3. Describe your experience implementing standards based curriculum, instruction and assessment.

4. Provide two examples of how you or an educational team you have been part of have directly supported underrepresented students.

5. What interests you about Silverton High School and the Silverton community in general?

6. Have you identified an area of need or improvement at SHS and how would you contribute to solving it?

7. Give one example when you disagreed with a team member and one example when a subordinate disagreed with you. How did you go about resolving the disagreement?

8. Share how you will enhance equity and diversity through curriculum and instructional practices.

9. What strengths do you bring to the Leadership team both at SHS and district-wide? What attributes will others bring to the table to help in your growth?
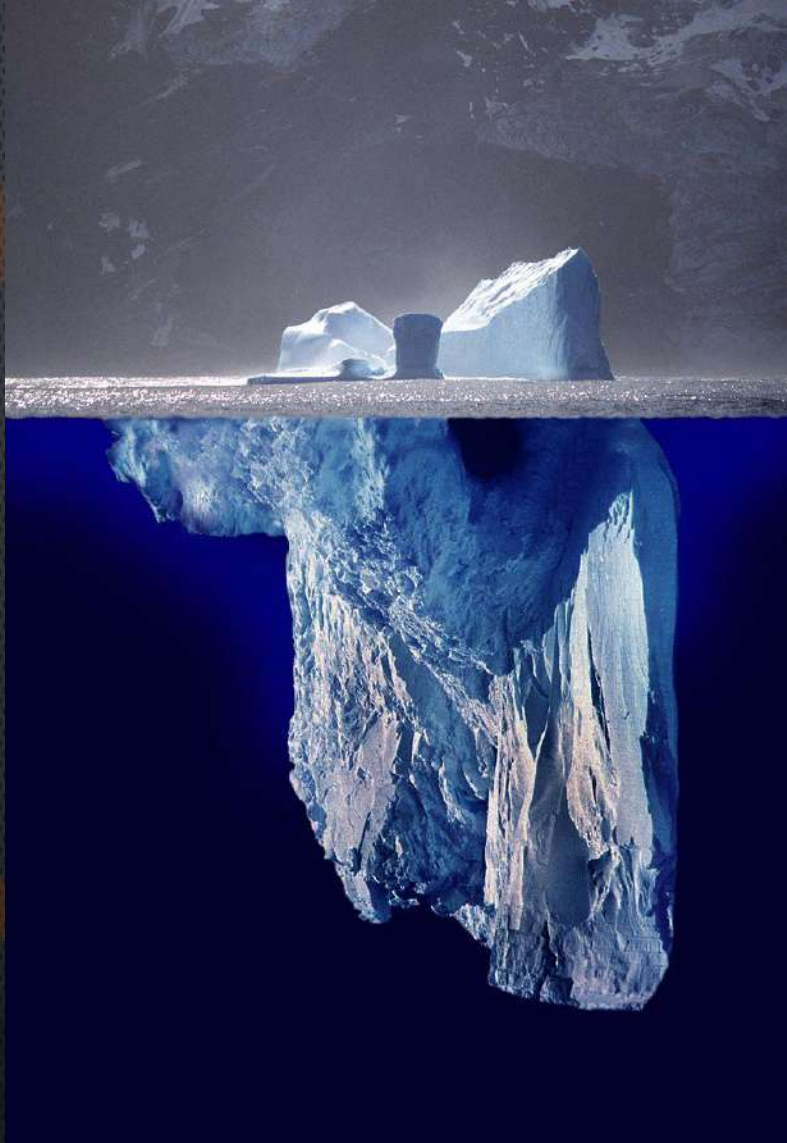
"Be the Principal"

KEEP CALM AND TRUST THE PROCESS

The Theory is your guide

Develop the performance task(s)
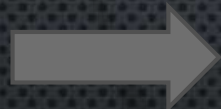
3.

GET THE DATA!

Why
Performance Tasks?

What will a lesson that aligns to your *Theory of Action*

→ Look like?

→ Sound like?

→ Feel like?

A word about RUBRICS

THE FLYWHEEL CONCEPT

No Effort, No Motion!

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