Delaware Department of Education

Charter School
Teacher Recruitment and Selection Toolkit

Teacher and Leader Effectiveness Unit

2014

Delaware Department of Education, Teacher and Leader Effectiveness Unit

The unit'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, refer to Appendix C in this section.

The contents of this toolkit were developed under a cooperative agreement with WestEd for the Mid-Atlantic Comprehensive Center, award #S283B120026, from the U.S. Department of Education. The contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.

Acknowledgments. The authors would like to acknowledge and thank Betty Raper and Sarah Sayko for their review and feedback on the toolkit and Bonnie Sudnick for formatting support.

Preferred Citation: Mattson, B., Taylor, L., Eisenhart, C., and Evan, A. (2014). *Delaware charter school teacher recruitment and selection toolkit.* Developed for the Delaware Department of Education, Teacher and Leader Effectiveness Unit. Washington, DC: Mid-Atlantic Comprehensive Center, WestEd.

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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 Public Charter Schools

In 1995, Delaware enacted C., Title 14, Chapter 5 which authorized Delaware Public Charter Schools. The creation of the charter school legislation was intended to:

1. Improve student learning;
2. Encourage the use of different and innovative or proven school environments and teaching and learning methods;
3. Provide parents and students with improved measures of school performance and greater opportunities in choosing public schools within and outside their school districts; and
4. Provide for a well-educated community (Delaware Department of Education, n.d.).

Since that time, the number of charter schools in the state has expanded. Charter schools have brought more opportunities for innovation, school reform, and educational choices for families.

> "One of the promises of charter schools is that they can serve as laboratories of innovation—they can be public education's "R&D" [research and development] arm. Because they have greater autonomy than traditional public schools, and since they tend to attract pioneering educators, they can try out new approaches to education that, if proven effective, can be transplanted back into the larger public education system."
>
> Rod Paige, Secretary of U.S. Department of Education,
> (U.S. Department of Education, 2004, p. v).

Delaware Department of Education's Human Capital Strategy

In recent years, the Delaware Department of Education has promoted the use of human capital strategies by public school districts and schools as part of the Delaware State Board of Education's Strategic Plan. Please refer to Appendix A in this section for a brief description of the Board's Strategic Plan.

Human capital is a term that references the collective knowledge, skills, abilities, values, and motivation of an organization's employees (Society for Human Resource Management). In public education, human capital primarily refers to teachers, leaders, and staff who interact with children on a daily basis.

The Delaware Department of Education's human capital strategy includes the following essential components:

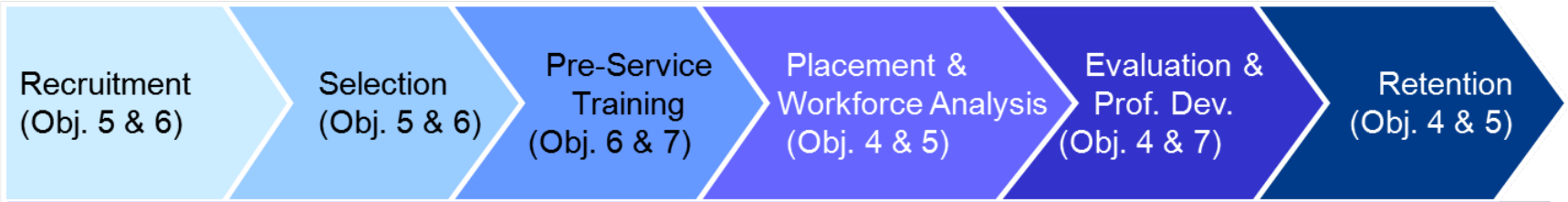
- Educator Recruitment;
- Selection;
- Pre-Service training;
- Placement and workforce analysis;
- Evaluation and professional development; and
- Retention.

Please refer to the next diagram for Delaware's Review: What do we mean by "Human Capital Strategy?"

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.

The ultimate goal of human capital strategy is to improve student performance and teachers' instructional practices. Therefore, all aspects of the human capital strategy should be focused on the knowledge, skills, and expertise of teachers who need to implement the instructional vision of a school (Odden & Kelly, 2009).

Review: What do we mean by "Human Capital Strategy"?



Across all sections: Program Planning, Budgeting, Operations & Process Evaluation

- Prioritize educator recruitment
- Build talent pipelines/partner ships at the state and local level
- Project hiring needs through vacancy/attrition data
- Position school/district leaders to make key hiring decisions
- Deliver clear and early messaging

- Create systems for screening and selecting of applicants
- Employ rigorous, competency-based models to make hiring decisions
- Integrate DPAS-II evaluation findings and other data to selection model for future years

- Develop/lever age programs & partnerships that ensure new talent is prepared for service
- Build induction & mentoring programs that provide deep support
- Set clear expectations about outcomes and evaluation with programs & individuals

- Ensure an equitable distribution of top-performing talent
- Allow for school autonomy in hiring while creating district-wide parameters for talent distribution
- Analyze historical data and account for labor economics

- Maximize use of educator evaluation tool—build "skill" and "will" amongst evaluators
- Tailor PD to school and individual needs—tie PD directly to evaluation
- Analyze all PD efforts to ensure alignment and impact on students

- Implement monetary and non-monetary retention incentives
- Create opportunities for advancement (career pathways)
- Conduct exit surveys to determine reasons for separation
- Use data inform talent decisions

Competency-based Model. One of the components under Selection is the employment of rigorous competency-based models to make hiring decisions.

> A competency is 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 (Ennis, 2008, p. 4-5).

Position-specific competencies include 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 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).

As part of the human capital strategy, Delaware incorporated the Delaware Performance Appraisal System II.

Delaware Performance Appraisal System II (DPAS)

The DPAS II is Delaware's statewide educator evaluation system. As a statewide system, DPAS II establishes consistent educator and student performance expectations and outcomes across the schools. There are three versions of DPAS II:

- DPAS II for Teachers
- DPAS II for Specialists
- DPAS II for 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 Delaware Framework for Teaching, the basis for DPAS II, is aligned with the Delaware Professional Teaching Standard. It is based on Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching (*2nd edition) (Delaware Department of Education, 2012). The Delaware's Framework for

Teaching defines professional practice responsibilities and outlines essential criterion and elements of practice among five separate components of teaching.

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

Please refer to Appendix B in this section for a summary of the Delaware Framework for Teaching.

Roles of Charter School Administrators in Human Capital Strategy

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

Charter school administrators play a key part in the implementation of major human capital strategies. For example, school leaders are involved in:

- the recruitment and selection 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 (Millanowski & Kimball, 2010).

Administrators who are strategically managing talent:

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

Given the responsibilities of charter school leaders in human capital strategies, the Delaware Department of Education requested the development of this toolkit.

About the Toolkit

Purposes

The purposes of the Delaware Charter School Teacher Recruitment and Selection Toolkit are to assist charter school administrators in effectively implementing the Delaware Human Capital Strategy by:

1. Thinking strategically and comprehensively about the recruitment and selection of the charter school's most valuable asset – teachers;

2. Learning more how to apply the most effective practices in recruitment and selection of teachers as part of their human capital strategies;

3. Identifying immediate actions that can be taken; and

4. Using and/or adapting tools and templates that are aligned with the DPAS II components, competencies, and indicators. .

Organization

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 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	General Appendices A. Suggested Teacher Recruitment and Selection Timelines B. Teacher Recruitment and Selection Toolkit Decision Tree C. Alignment of Toolkit with Competencies in the Delaware Performance Appraisal System II D. Annotated bibliography E. Delaware Department of State, School District General Records Retention Schedule: Personnel Records.
9	Compendium of Templates for Charter 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 charter schools to use and/or adapt

Alignment of Toolkit with DPAS II

Each section of the Toolkit references the DPAS II, particularly the first four components and their criterion. In addition, the team designed the templates to reflect the four components of the DPAS II. Third, the Toolkit includes a matrix that identifies the DPAS II component, criterion, proficiency level definitions, example indicators, and the sections of the Toolkit that are aligned with each criterion.

Please refer to the General Appendix C, Alignment of Toolkit with Competencies in the DPAS II.

How to Use the Toolkit

This toolkit is a resource for charter school administrators. It offers practical guidance to charter school leaders for a comprehensive approach to the recruitment and selection of teachers. The team based the guidelines on the latest literature and effective practices. The toolkit includes examples, templates, resources, and references.

Charter school administrators may:

1. Determine which templates the school wants to use and/or adapt. There are templates in each section as well as in the Compendium of Templates for Charter Schools to Use and/or Adapt. The Toolkit includes the following types of templates that are flexible for charter schools to use:

    - Planning staffing and 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, and effectiveness of recruitment activities

2. All of the above templates are aligned with the components, competencies, and indicators of the DPAS II.

3. Learn more about the most effective practices in the recruitment and selection of teachers with examples from other charter schools. The toolkit includes the following examples:

    - Recruitment messages and brochures
    - Evaluation of recruitment activities

4. Use the information to determine which strategies the school is already effectively implementing;

5. Determine and implement additional strategies into the school's recruitment and selection policies and procedures; and

6. 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
Staffing and Recruitment	• How do charter schools project anticipated staffing needs? • When and how do charter schools find the best teacher applicants for their schools? • What are the most effective recruitment methods and strategies?	• Comprehensive Recruitment Process • Suggested Teacher Recruitment and Selection Timelines
Setting up Screening and Selection Processes	• What are systems that charter schools use to screen and select applicants and candidates? • How can charter schools incorporate a competency-based selection model? • How can Delaware charter schools incorporate DPAS-II into their selection processes?	• Creating Systems for Screening and Selection of Applicants and Candidates • Decision Tree • Alignment of Toolkit with Competencies in the DPAS II
Screening Applications	• What processes and procedures do charter schools use in the screening of applications and initial materials?	• Screening Job Applications and Applicant Pools Process
Conducting interviews	• What are the processes and procedures for effective, structured interviews of candidates? • How do charter schools ensure they are following legal guidelines and best practices?	• The On-site Interview Process
Conducting Demonstration Lessons	• When and how do charter schools design and incorporate demonstration lessons in the selection process?	• Demonstration Lessons
Checking References	• What are the process and procedures for checking a candidate's references?	• Competency Based Reference Checking
Forms or Templates	• What forms could a charter school use and/or adapt during the recruitment, screening, and selection processes? • What form letters are available for a charter school to use and/or adapt?	• Compendium of Templates for Charter Schools to Use and/or Adapt

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Appendices

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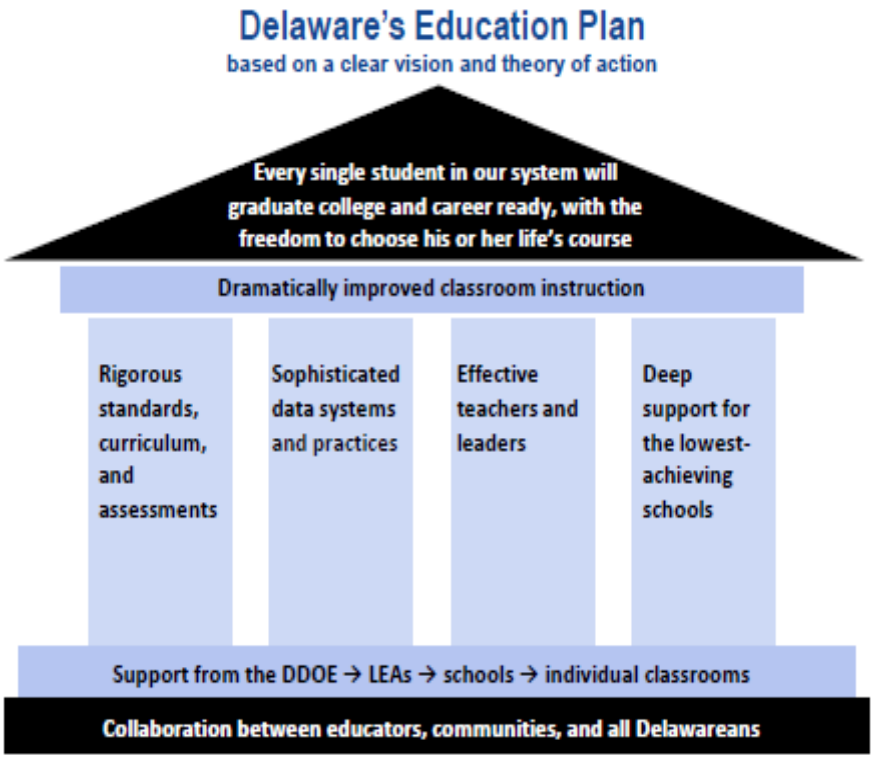
Appendix A
Delaware State Board of Education's Strategic Plan

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.

Delaware's plan is based on a clear vision and theory of action. To address, the above goal, the State Board of Education identified four key pillars for strategies and activities reflected in the following diagram:



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Appendix B
Competencies and 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, 2012). 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.
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,

Delaware Professional Teaching Standards		
		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.

Delaware Talent Management (2012, April) recommends that schools determine which competencies are most needed for any new teacher at a school and create a list of specific indicators for the competences.

Appendix C
Mid-Atlantic Comprehensive Center

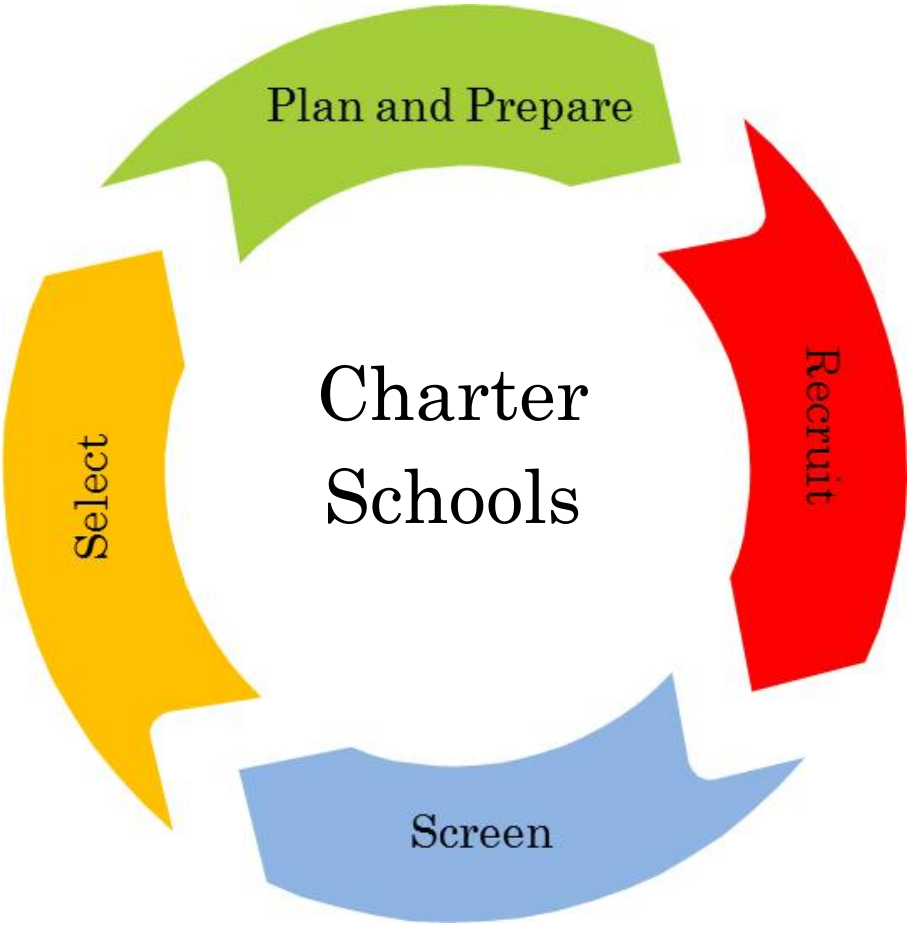
The Mid-Atlantic Comprehensive Center (MACC), a federally-funded Center, is a partnership of technical and organizational experts who bring years of relevant experience working with states to address real-world challenges and further educational change. Core Team Partners include: RMC Research Corporation, 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 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; and
- Effective use of data to improve education.

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

Comprehensive Recruitment Process



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

Introduction

Recruitment is a process by which a charter 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 charter school, often means approaching teacher recruitment and selection differently than traditional public schools (Gross & DeArmond, 2011). Often, the most effective charter schools take an ongoing and more proactive approach to teacher recruitment throughout the school year (Gross & DeArmond, 2011).

According to 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

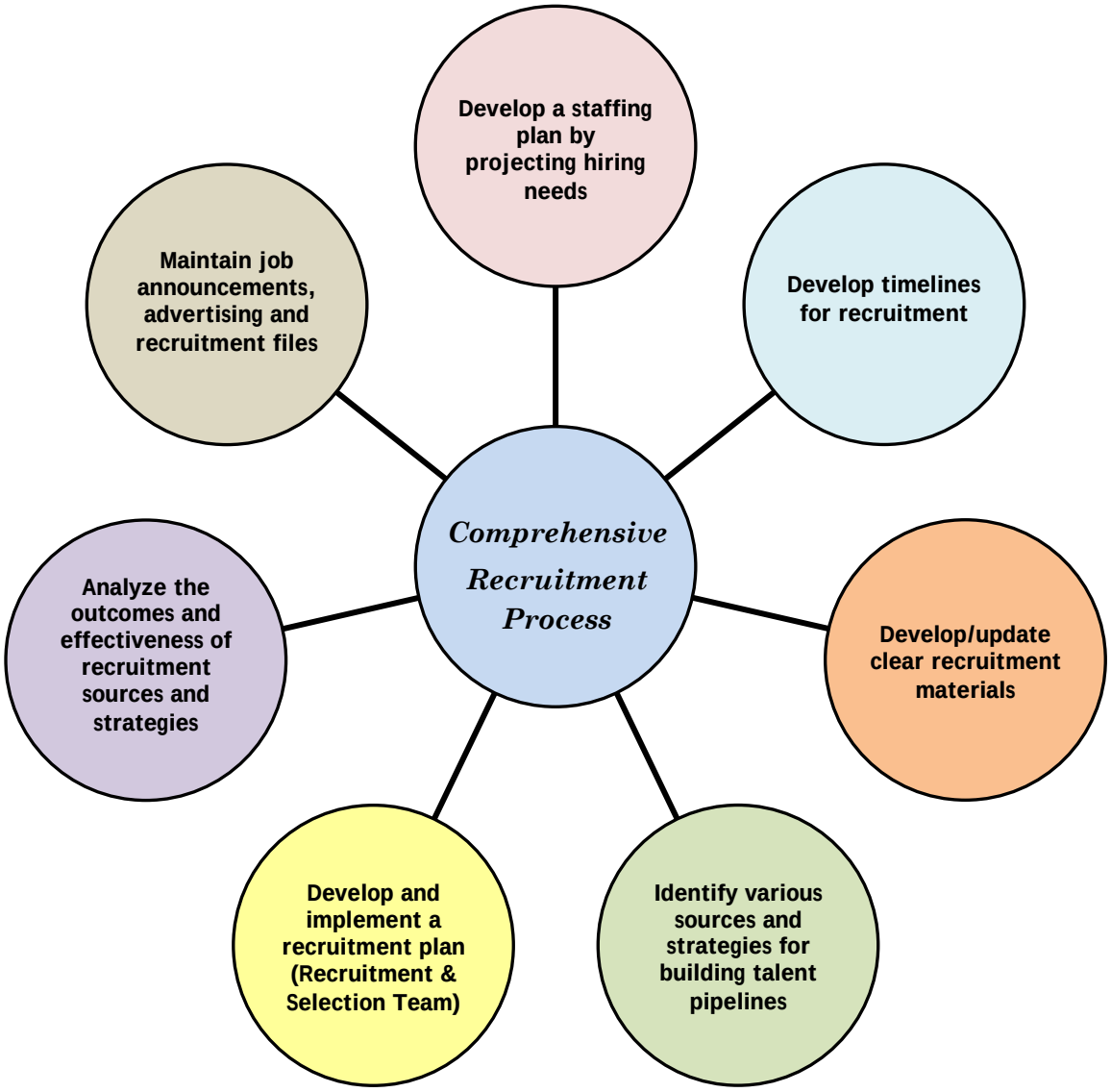
1. How do charter schools project anticipated staffing needs?

2. When and how do charter schools find the best teacher applicants?

3. 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



How do charter schools project anticipated staffing needs?

Develop a Staffing Plan by Projecting Hiring Needs

Many factors determine the hiring needs of a public charter school. Some of the factors may include school or grade level expansion affecting student enrollment, new academic programs, changes in student demographics, and attrition.

The purpose of a staffing plan is to identify the staff needed to meet the educational needs of the students and the mission and vision of a public charter school. It assists charter schools in determining the numbers of teachers and other staff needed to ensure the provision of educational programs and services.

The process of developing a staffing plan helps a charter school systematically analyze a variety of data and factors to identify the most relevant needs.

Consider the following in projecting hiring needs and developing a staffing plan:

1. Identify anticipated staffing needs;
2. Identify specific competencies needed for anticipated positions; and
3. Summarize staffing needs in a staffing plan.

Each of these will be described.

How many anticipated teaching positions may be available?

Data to Review for Anticipated Teaching Positions	
1	Student Enrollment and Demographics Data
2	Previous Staff Vacancy and Hiring Data
3	Intentions of Current Teachers and Anticipated Vacancies
4	Additional Staffing Needs
5	Project Total Numbers by Grade Level/Subject
6	Align School Budget with Anticipated Personnel Needs

1. Review Student Enrollment and Demographics

a. Calculate total enrollment, enrollment by grade levels, and special student populations (e.g., students with disabilities, English language learners), and trend projections from previous years to current and future school years.

2. Review Previous Staff Vacancy and Hiring Data

a. Review previous vacancies created by retirements, resignations, non-renewals, teachers on waivers, and/or leaves of absences to determine annual rates;
b. Review responses from exit interviews; and
c. Review any personnel or staffing issues.

3. Review Intentions of Current Teachers and Anticipated Staff Vacancies

a. Consider formal letters of intention or conduct personal one-on-one conversations with every teacher which may help leadership learn about her/his intentions
    i. Does she/he want to stay?
    ii. Is she/he committed to the school?
    iii. Does she/he want to help lead?
    iv. What questions/concerns does she/he have? (Massachusetts Department of Education, 2010).

4. **Identify any additional staffing needs**

    a. Determine if there are any additional staffing needs related to specific curriculum and/or instructional programs. This may include the review of students' Individualized Education Programs (IEP) to ensure there are adequate services for students.

5. **Project the number of anticipated vacancies by grade level and/or subject**

6. **Consult with the personnel responsible for the school's budget and align budget with anticipated personnel needs**

What specific competencies are needed (e.g., experience, background, qualifications) for these anticipated positions?

Data for Identifying Needed Competencies	
1	Student Performance
2	Teacher Performance

Effective charter schools identify and assess the knowledge, skills, and competencies that teachers need to realize the school's vision for teaching and learning. Charter schools can clarify and define the ideal teacher through a variety of activities, including the identification of critical competencies, job descriptions, and the development of recruitment materials that refer to competencies and job descriptions.

To determine needed competencies for anticipated positions, consider the following:

1. **What are your students' strengths/weaknesses in academic subjects? What are the student performance targets?**

    a. Collectively as a school;
    b. By each grade level; and
    c. By class.

2. Review Performance of Current Teachers

a. Review the outcomes and levels of performance of teachers on the most recent Delaware Performance Appraisal System II
   i. Across teachers by each grade level for levels of performance;
   ii. By novice and experienced teachers; and
   iii. By individual levels of performance on the five components, potentially by novice teachers and experienced teachers.
b. Identify the most effective teachers the school definitely wants to retain.
c. Identify the solid teachers who need some improvement.
d. Identify the ineffective teachers who are in need of significant improvement.

Based on the above review and analyses of data, identify which current teachers would be best to staff the needed positions and where vacancies occur.

3. Summarize Staffing Needs in a Staffing Plan

A staffing plan is a way for a charter school to summarize exactly who it is seeking from the outset. This helps a school identify specific targets for marketing and recruitment of candidates.

On the next page, is an example of a staffing plan that includes the position, annual salary, and estimated start date; needed education qualifications, experience, competencies, and special knowledge or skills; and any other requirements.

Please refer to Appendix A for a Staffing Plan Template.

Example of Staffing Plan for Projected Hiring Needs

Position Title	Needed Education Qualifications	Needed Experience Qualifications	Competencies Required or Needed	Special Knowledge or Skills Needed	Other Requirements	Annual Salary	Estimated Start Date
Special Education Teacher	Master's Degree in elementary special education Licensed & Certified in DE	At least 2 years of experience, preferably in charter school	Knowledge of students' special needs Instructional modifications in general education classes	Learning disabilities Implementation of Response to Intervention system	Background in reading	$45,000	8/2014

Based on the above, create a profile of the ideal candidate for each position (see next section).

Create an Ideal Candidate Profile for Screening and Selection

Before beginning any marketing activities, it is recommended that a charter school develop a definition of the ideal candidate that is aligned to the 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."

Among the seven non-negotiables that teachers must possess and support of Chicago Public Schools 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).

When and How Do Charter Schools Find the Best Teacher Applicants?

Develop Timelines for Recruitment and Selection

The most effective charter 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 school's ability to compete for top candidates (TNTP, 2012). Schools need to hire by May 1st at the latest to be competitive for the best candidates.

To improve the recruitment of teachers, it is recommended that charter 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 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.

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

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

Develop/Update Clear Recruitment Materials

A key aspect of a comprehensive recruitment process is for a 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 school profile; and
- ✓ Recruitment webpage with application information and email address.

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

As part of the recruitment materials, potential candidates need to know why they should consider working in a school. For example, TNTP (2012) found that the number one factor that teachers reported attracted them to their school was the philosophy/mission of the school.

Align all Recruitment Messages

Be sure to align all recruitment messages. For example, if the 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 the school. This may be the first description of the 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:

- 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.

According to Delaware Department of State (School District General Records Retention Schedule Personnel Records, Series No. GSP- 002), job announcement postings contain descriptions of job position, qualifications, salary, job location, and opening and closing dates.

Please refer to Appendix C for an example of a Job Announcement Posting.

Core Marketing Message for Each Ideal Candidate

It is recommended that a charter school develop a core marketing message for each ideal candidate profile. Usually, this is a highly targeted, emotionally-engaging appeal to why the ideal candidate would want a job at the charter school.

Some charter schools design messages that describe the school's mission and values and give candidates as much information about the position, both positive and negative, so applicants are aware of what the work involves (DeArmond, et.al. 2012).

Please refer to the Appendix D for an Example of a Recruitment Message and Brochures from charter schools.

School Profile

Create a 1-page school profile describing the school, goals, and extra supports and opportunities for teachers.

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

Highlight the Strengths of the 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 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).

Recruitment Webpage with Job Application Information and Email Address

1. Create a simple recruitment webpage on the school's website that "sells" the school to applicants and describes why the school is a great place to work (Massachusetts Department of Education, 2010);

2. Be sure the recruitment webpage is easily found by browsers; and

3. Include a job announcement and information on how to apply as well as student and staff profiles. Keep updated with any current vacancies.

4. Link the webpage to Join Delaware Schools website at: http://www.joindelawareschools.org.

Job Applications

Most charter 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 charter 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 charter 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);

7. Names and contact information for references (2-3 references); and

8. Signed certification of the truthfulness of the information.

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

Application Package

Charter 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 Praxis I Pre-Professional Skills Test and Praxis II Subject Assessments
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). The format of the resume may vary from chronological to functional.

3. **Transcripts**. Many charter schools require applicants to submit 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 charter 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 public school.

5. **Praxis Testing Results.** Charter schools may require information on the applicant's scores on the Praxis tests, including the Praxis Pre-Professional Skills Test (PPST), 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 II Subject assessments. (Refer to the section on 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 charter 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	
1	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)?
2	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?
3	Reflect on your future career. Write an essay on your professional goals and how you will prepare yourself for these future plans.

Submission of Applications and Accompanying Materials

It is recommended that charter schools implement a rolling acceptance platform for job applications. The window of opportunity to open the job application process may begin early for the following school year until all positions are filled.

It is highly recommended that charter schools use the Join Delaware Schools website for the submission of all applications.

Website: http://www.joindelawareschools.org

Charter schools typically require submission of hard copies of accompanying materials either through the mail or by faxing.

Identify Various Sources and Strategies for Building Talent Pipelines

Once a charter 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 charter schools use a variety of sources and strategies.

Charter Schools in Delaware typically use the following sources to post job announcements:

- School's website
- Print advertisements
- Join Delaware Schools http://www.joindelawareschools.org/
- Education Week Top School Jobs http://www.topschooljobs.org/
- University of Delaware Project Search
- Innovative Schools/Delaware Talent Management http://innovativeschools.org/delaware-talent-management
- Teach for America http://www.teachforamerica.org/
- National Alliance for Public Charter Schools Job Board http://jobs.publiccharters.org/

A new website is now available for Delaware LEAs: Join Delaware Schools http://www.joindelawareschools.org

Consider the Following Strategies for Building Pipelines	
1	School open house or other events
2	School page on Facebook or other social networking sites
3	College campus job fairs and alumni listservs of local teacher preparation programs
4	Staff visits to alma maters to recruit recent graduates
5	Career fairs in neighboring cities (e.g., Washington, D.C., Baltimore, Philadelphia)
6	Staff referrals with an incentive bonus if a person is hired
7	Incentives (e.g., moving stipend or sign-on bonus)
8	Radio/TV ads, transit ads, or billboards
9	Develop and keep individuals who show promise as future teachers. For example, substitute teachers or volunteers, etc. (Gross & DeArmond, 2011).

In addition, consider posting job announcements to one or more of the following commercial sites:

- Teachers-teachers.com
- Teachjobs.com
- K12.jobs.com
- Idealist.org
- Indeed.com

The listing of the above sites does not indicate an endorsement of these sites by Delaware Department of Education.

Once a charter school identifies various sources and strategies for distribution of recruitment materials, a school may be ready to organize and develop a comprehensive recruitment plan.

What are the most effective recruitment methods and activities?

Establish a Recruitment and Selection Team

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

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

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

Size. The appropriate number of people comprising a committee 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 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 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 the charter 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.**

    a. Goals may be identified as targets for marketing, recruitment of applicants, and/or hiring. Goals should be straightforward and emphasize what the 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.**

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

3. **Set a timeline.**

    a. 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 the school's overall timelines for recruitment and selection.

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

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

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

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

    Potential resources for developing and implementing strategies and activities to recruit and hire teachers and principals include Part A. Teacher and

Principal Training and Recruiting Fund, of the ESEA Title II, Preparing, Training, and Recruiting High Quality Teachers and Principals.

Please refer to Background Information for Information on ESEA Title II Part A funds.

6. Identify anticipated outcomes and accountability measures.

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.

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

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 school's recruitment pipeline allows schools to review the data at the end of the hiring season and revise the recruitment process (TNTP, 2012).

Potential questions for the analyses of data:

- Where did applicants first hear of the school?
- Where did applicants get their information about the school?
- What were the sources for each applicant?
- How much time and money did each source of applicants cost?
- Which sources and strategies provided applicants who fit the school's ideal candidate? (adapted from TNTP, 2012).

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

An example of analysis plan is on the next page.

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

.

Example of Teacher Recruitment Analysis

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

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 positions) 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 for Delaware requirements.

Summary

To develop a comprehensive recruitment process, a charter school needs an ongoing approach that identifies specific timelines for recruitment and selection activities year-round. A charter school uses a data-driven process that will project hiring needs and result in the development of a staffing plan. In addition, a charter school clarifies and defines the ideal candidate and competencies for the recruitment and selection processes. Then, a charter school develops and/or updates a variety of recruitment materials that reflect the school's mission and vision, and the needed teacher competencies for an ideal candidate profile. Once materials are ready, a charter school identifies various sources and strategies for distributing the recruitment materials to local and state pipelines. Next, a charter school establishes a recruitment and selection team who are involved in the development and implementation of a comprehensive recruitment plan, the screening of applicants, and the selection of candidates for hiring recommendations to the administrator. Finally, a charter school analyzes the outcomes and effectiveness of recruitment sources and strategies on a regular basis. In addition, a charter 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

Delaware Department of Education

Delaware Performance Appraisal System II

Web site: http://www.doe.k12.de.us/csa/dpasii/default.shtml

Delaware Professional Standards Board

Web site: http://www.doe.k12.de.us/csa/profstds/default.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

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.

Innovative Schools/Delaware Talent Management

Innovative Schools and its partner, The New Teacher Project, provides Delaware Talent Management – a set of three services that support effective school-level teacher recruitment and hiring practices and provide guidance on the management techniques that lead to better staff retention and improved student outcomes. Educate Delaware is a teacher pipeline powered by a national recruitment campaign that puts applicants through rigorous screening process. Participating schools gain access to a large pool of pre-recommended, certified teacher candidates and receive targeted referrals of candidates for their specific hiring needs.

Web site: http://innovativeschools.org/delaware-talent-management

National Alliance for Public Charter Schools

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

> General web site: http://www.publiccharters.org/Working-For-You/Supporting-Teachers-and-Educators.aspx

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

> Web site: http://jobs.publiccharters.org/

National Charter School Resource Center

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

1. Charter Operations
2. Human Capital (leadership, recruitment and retention)
3. English Language Learners
4. School Turnaround
5. Special Education

The resources include: reports, toolkits, briefs, presentations, articles, case studies, policy and procedures, data, books, and samples.

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

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. Washington, DC: National Charter School Resource Center, American Institutes for research.

Includes tips and cautions, six strategies with additional resources identified, a real life example from the Equity Project, and 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 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.

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. Washington, DC: national Charter School Resource Center, American Institutes for research.

This resource includes tips, cautions, and strategies with additional resources identified for each strategy, a real life example from the STEM charter school, and references. The strategies include: 1. Gather & analyze data to inform the design and implementation of recruitment initiatives. 2. Build strong & sustainable relationships with Institutions of Higher Education (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, and communities. 5. Provide high-quality induction & professional development.

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.

Teacher Talent Toolbox

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

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

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Appendices

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Appendix A
Template: Staffing Plan

[School Letterhead]

School Year:		Date:	
Goal:			

Position Title	Needed Education Qualifications	Needed Experience Qualifications	Competencies Required or Needed	Special Knowledge or Skills Needed	Other Requirements	Annual Salary	Estimated Start Date

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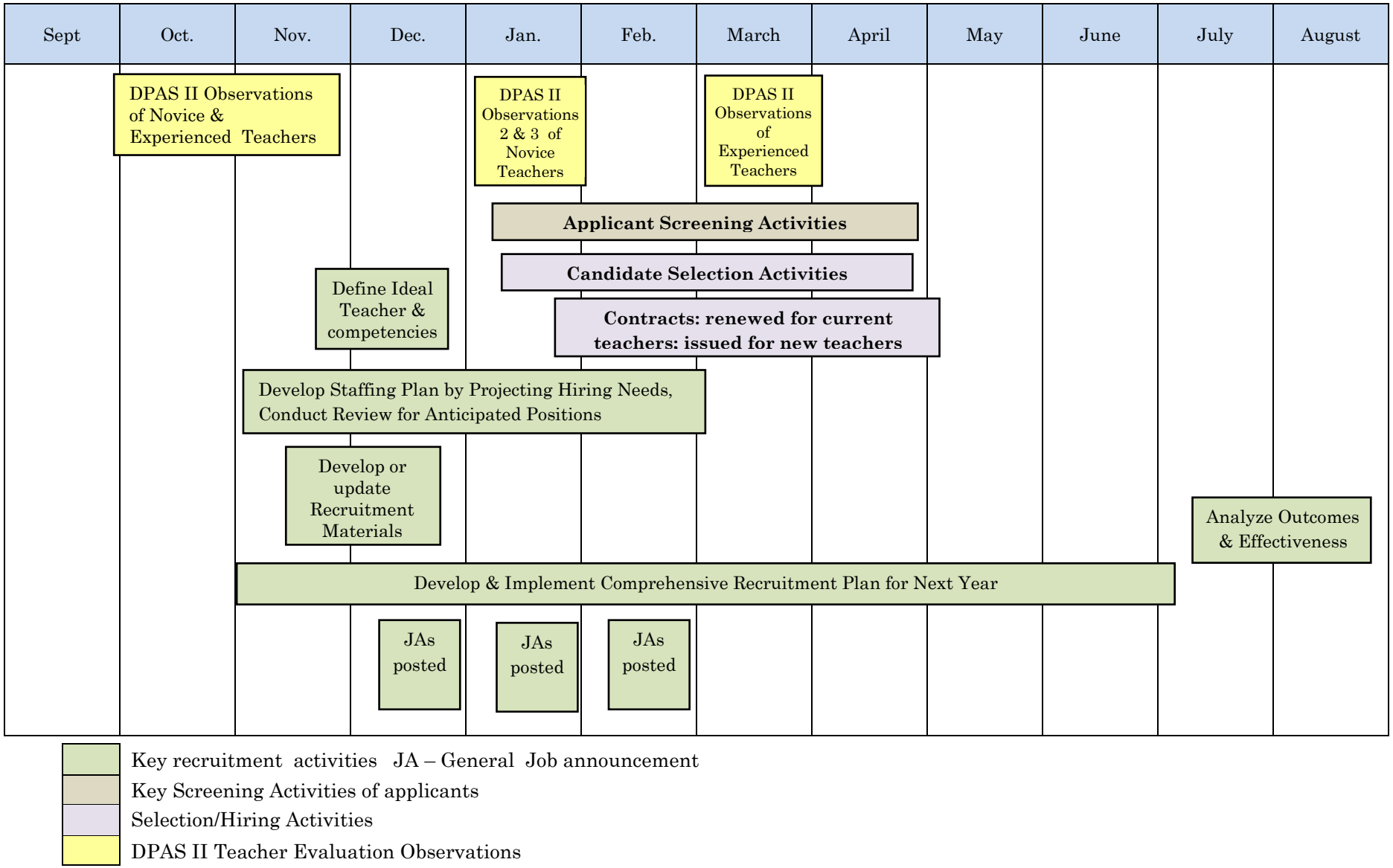
Appendix B
Suggested Delaware Proposed Teacher Recruitment and Selection Timelines



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Template: To Create SY Calendar for Recruitment and Selection Timelines

[School Letterhead]

School Year:		Date:	
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 C
Example of Job Announcement Posting

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 challenging careers in the technical fields

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 D
Example of Recruitment Messages and Brochures

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

The Mastery Difference

What if you could spend every minute of the school day focused on student achievement?

Every day in schools across Philadelphia, Mastery teachers and leaders do just that. And they are eager to tell other educators about the difference Mastery has made in their lives. For the second year in a row, our teachers and leaders have spoken and made Mastery one of the top workplaces in the Philadelphia region.

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 Charter School Recruitment Brochures

Bullis Charter School from Los Altos, CA

Green Tech High Charter School, Albany New York

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Bullis Charter School from Los Altos, CA

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

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

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.

Green Tech High Charter School, Albany New York

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

WILLIAM BUTLER YEATS

THE POSITION

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

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

SALARY

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

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

OTHER BENEFITS

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

REQUIREMENTS

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

Bullis Charter School is an Equal Opportunity Employer

SELECTION PROCESS

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

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

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

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

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

SEND ALL APPLICATION MATERIALS TO:

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

Faxed applications will not be accepted

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

The School...

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

Something Different

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

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

The Mission...

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

Albany's First All-Male Charter High School

GREEN TECH HIGH CHARTER SCHOOL

Small ~ Safe ~ College Prep

Recruiting Teachers in the Following Disciplines:

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

Opening September 2008!

518-694-3400

www.greentechhigh.org

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

The Teachers...

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

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

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

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

The Difference...

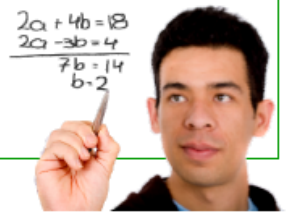
- ***Small, Safe, Interpersonal Learning Environment*** — In alignment with observed best practices at other high performing high schools, GTH has adopted a unique student support model that includes small faculty advising groups, social services, tutoring sessions, and college counseling that begins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

- ***Single Sex Education*** — Research proves that students in single sex classes have superior performance over their co-ed peers and a more positive attitude towards learning.
- ***Commitment to Excellence*** — GTH's entire school program design is built upon research-based instructional strategies and best practices from the highest performing high schools in the country.
- ***Opportunities for Experiential Learning*** — All students at GTH will participate in Service Learning projects and week long summer experiences (academic & work- related) all across the country.
- ***Mentoring Partnerships*** — Each Green Tech High student will be paired with a mentor who is selected on the basis of shared interests.

The Model...

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

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



Be Part of the Green Tech Team!

Teachers Needed in the Following Disciplines:

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

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

Appendix E
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

School information and statistics:

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

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Appendix 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, 2014	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 2014	Recruitment Committee	Travel costs	Referrals Numbers of profiles and brochures distributed
Application of successful marketing strategies to attract applicants	Develop & maintain social networking media to appeal to potential applicants Advertise openings and market through on-line employment web sites	Ongoing	Assistant Principal Technology Teacher	Estimated $100	Referrals indicated on applications Data from social media Data from online searches

Anticipated Outcomes	Action Steps	Timelines	Persons responsible	Budget/ Resources Needed	Accountability Measures
Host recruitment events to promote interest in school's employment opportunities	Attend 2 job fairs to market and recruit staff	2014-2015	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	2014-2015	All Staff	Incentive bonus	Referrals indicated on application Survey results from employees

Template: Recruitment Plan

[School Letterhead]

School Year:		Date:	
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

Appendix G
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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Background Information

Elementary and Secondary Education Act (ESEA)

Reauthorized by the No Child Left Behind Act (NCLB)

Title II – Preparing, Training, and Recruiting High Quality Teachers and Principals

Title II provides the state education agency and local school districts with money to improve the quality of teaching and principal leadership through recruitment, teacher training and professional development, and class size reduction.

Part A – Teacher and Principal Training and Recruiting Fund

Subpart 2 – Subgrants to Local Educational Agencies (LEAs)

Allowable LEA-level activities include, but are not limited to:

- **Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals.**
- **Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in core content knowledge and instructional practices;**
- **Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students;**
- **Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation; and**
- **Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs.**

Relevant Excerpts from Section 2123. Local Use of Funds

(a) IN GENERAL- A local educational agency that receives a subgrant under section 2121 shall use the funds made available through the subgrant to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:

(1) Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only —

(A) if the local educational agency is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and

(B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.

(2) Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including —

(A) providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach —

(i) in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the local educational agency; and

(ii) in schools in which there exists a shortage of highly qualified teachers;

(B) recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades; and

(C) establishing programs that —

(i) train and hire regular and special education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and nondisabled children);

(ii) train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;

(iii) recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and

(iv) provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession

For more information refer to:

U.S. Department of Education. Improving Teacher Quality State Grants, Legislation, Regulations, and Guidance

Web site:
http://www2.ed.gov/programs/teacherqual/legislation.html

This site includes the exact wording of the statute and its sections.

Federal Non-regulatory Guidance

U.S. Department of Education, Office of Elementary and Secondary Education. (2006, October). Improving teacher quality state grants, ESEA Title II, Part A: Non-regulatory guidance. Washington, D.C.: Author

Web site:
http://www2.ed.gov/programs/teacherqual/legislation.html

This Non-Regulatory Guidance explains how State educational agencies, local educational agencies, and State agencies for higher education can effectively and correctly use Title II, Part A funds to ensure

that all teachers are qualified and effective. Under Local Use of Funds, it provides responses to questions addressing:

- **Allowable costs**
- **Maintenance of effort**
- **Supplement not supplant**
- **Classroom reduction.**

Delaware Department of Education, ESEA, Title II Part A Purpose

Web site:
http://www.dcet.k12.de.us/instructional/NCLBTitleIID/titleIIA/index.shtml

This web site includes information on ESEA, Title II Part A Purpose, with links to the statute, the federal Non-regulatory Guidance, and the grant funds for conferences and meetings. It also includes information on Title IX, Equitable Services. There is also links to the DDOE Technical Assistance Consolidated Application, including the approved uses of Title II, Part A funds, and a May 22, 2013 technical assistance webinar.

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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Job Descriptions that Reflect Critical Competencies

Each charter school should have a description of roles and responsibilities for each position or role. A job position 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 the school's mission and vision, culture, and performance expectations based on what type of teacher has been successful at the 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. 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. Start with action verbs. Duties should be essential to the position; avoid listing marginal duties
4. Working Conditions & Physical Requirements; and
5. Qualifications.
    a. Education, Experience, Knowledge, Skills, Abilities, Special Skills, 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.

Opportunity Culture Elementary Teacher Job Description Example

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.

Creating Systems for Screening and Selection of Applicants and Candidates

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"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 charter 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 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 charter 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 charter schools incorporate a competency-based selection model?

3. In what ways can charter schools integrate the DPAS-II evaluation findings and other data 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 process
2	Assign roles and responsibilities to members of the Recruitment and Selection Team
3	Establish screening and selection criteria and map competencies through the process
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.

Determine Key Activities and Timelines in the Screening and Selection Processes

Initially, a charter 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 school may receive.

TNTP (2012) suggests that an effective process should:

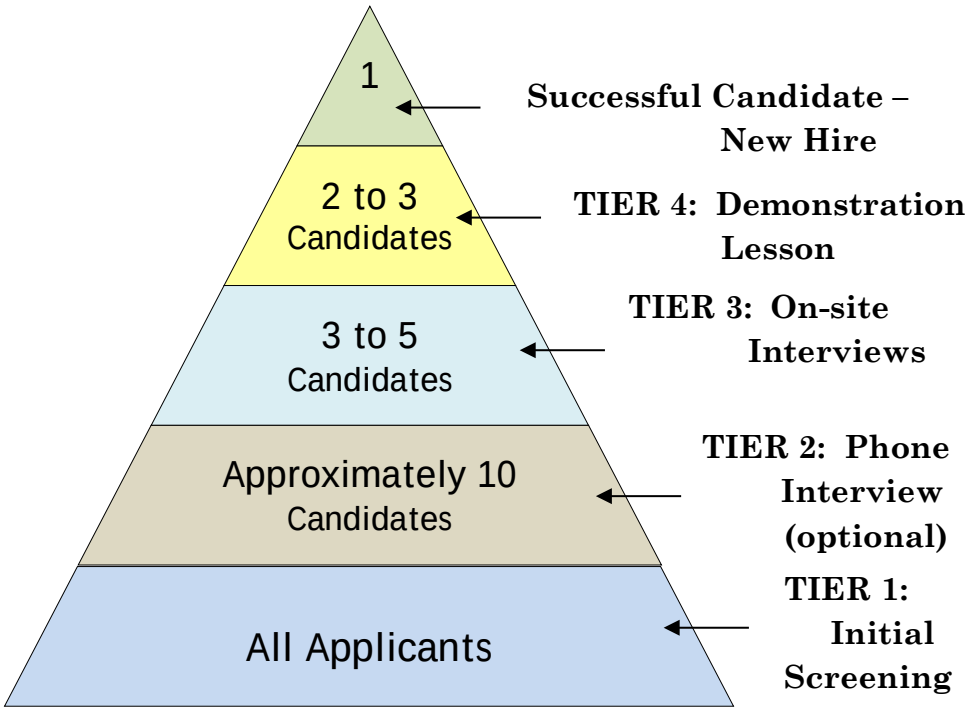
- Provide the school a means to gather all the evidence needed to evaluate applicants and candidates;
- Provide adequate opportunities for a candidate to demonstrate his/her skills and evidence of prioritized school competencies;
- Provide opportunities for a school to view a candidate through multiple lenses and determine his/her areas of strength and development;
- Offer candidates opportunities to learn about the 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 the school and the position. In the first tier, a 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 Recruitment and Selection Team members conducting telephone interviews with applicants. The goal of Tier 2 is to review the candidates selected after the first screening and determine whether a candidate is a potential good match for the position and the goals of the charter school. After the second screening, the school invites the top three to five candidates for formal on-site interviews with Recruitment and Selection Team members (Tier 3). Based on the results of the on-site interviews, the Recruitment and Selection Team invites the top two to three candidates to conduct demonstration lessons at the school with specific classes. The next page delineates the key steps, activities, and timelines within the tiered approach.

Tiered Approach to Screening and Selection



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. School acknowledges application package** • Documentation of school receiving application • Establish applicant tracking system	30 min.	1
Screening Process of Applicants	**2. Screen application packages, including evaluation of:** • Cover letters, • Resumes, • Transcripts, • Praxis results and • Writing samples • Document screening process and criteria	1-2 hours	1-2
	3. Prioritize applicants based on screening criteria • Notify applicants of next steps in selection process or reject	1 hour	2-3
Optional Step in Screening Process	**4. Conduct telephone interview** • 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** • Plan & prepare for on-site interview(s)	1-2 hours	4-5
	• Conduct school-site interview(s) • Evaluate the interview(s) • Notify candidate 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 • Plan & prepare for demonstration lesson(s)	1-2 hours	8-9
	• Conduct demonstration lessons	1 hour	8-10
	• Evaluate demonstration lesson(s) • Determine final recommendations for administration	1-2 hours	8-10
	• Notify Candidates of Decisions	1 hour	8-10
	7. Conduct reference checking	1-2 hours	Optional
	8. Offer letter of employment to final candidate	1 hour	8-10

Refer to General Appendix B for the Teacher Recruitment and Selection Toolkit's 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 school needs to make a decision after the last interviews of and demonstration lessons by all candidates. A suggested estimated days(s) in the process and estimated length of time are included in the previous overview table.

Refer to General Appendix A Suggested Teacher Recruitment and Selection Timelines for activities to complete by months in 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 charter schools to use and/or adapt.

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

Assign Roles and Responsibilities to Members of the Recruitment and Selection Team

The Section on the Comprehensive Recruitment Process suggests that a charter school establish a Recruitment and Selection Team (hereafter called the Team). Remember that the Team serves in an advisory capacity. Ultimate responsibility for hiring decision rests with the school administrator.

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.

Once the school identifies members of the team, it is recommended that a charter 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 administrator. 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 and job posting announcement;
- Selection criterion and rating templates; and
- Information on each applicant/candidate.

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

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 B, 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; and
- 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 charter 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. (Refer to the ideal candidate and job description in the section on the Comprehensive Recruitment Process).

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 charter 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 charter schools to use and adapt.

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

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

Please refer to General Appendix C for the Toolkit's Alignment Chart with the DPAS II.

Other Criteria for Consideration

In addition to competencies, consider the following:

- How well does the candidate match the minimum qualifications of the position and the ideal candidate profile?
- Does the candidate's profile align with the school's vision and mission?
- Does the candidate offer a unique set of experiences that other school staff does not have?
- Does the candidate have skills or training that would be beneficial to other faculty?
- Does the candidate appear flexible and have the ability to fill a variety of educational roles in the school? (Gross & DeArmond, 2011).
- Does the candidate demonstrate interests and skills that match the school's culture and needs?
- Does the candidate convey a reasonable understanding of potential challenges involved in teaching at the school?
- Does the 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 school identifies the key competencies for a position, it is recommended that a school map out where 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.

Please refer to General Appendix C for the Toolkit's Alignment Chart with the DPAS II.

Example of Selection Matrix based on DPAS II

Selection Criteria (DPAS II Component & Criterion and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Phone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
Planning and Preparation					
1.a. Instructional Goals			✓	✓	
1.b. Coherent Instruction				✓	✓
1.c. Content & Pedagogy Knowledge	✓	✓	✓	✓	✓
1.d. Knowledge of Students	✓	✓	✓	✓	✓
1.e. Designing Student Assessments	✓		✓	✓	
The Classroom Environment					
2.a. Management Procedures	✓		✓	✓	
2.b. Managing Student Behavior	✓		✓	✓	
2.c. Creating Environment				✓	✓
2.d. Organizing Physical Space				✓	

Selection Criteria (DPAS II Component & Criterion and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Phone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
Instruction					
3.a. Student Engagement				✓	✓
3.b. Flexibility & Responsiveness		✓	✓	✓	
3.c. Communication	✓	✓	✓	✓	
3.d. Use of Questioning & Discussion Techniques			✓	✓	
3.e. Use of Assessments	✓	✓	✓	✓	
Professional Responsibilities					
4.a. Communication with families	✓	✓	✓		
4.b. Recording Student Data	✓	✓	✓		
4.c. Growing & Developing Professionally	✓	✓	✓		✓
4.d. Reflection on Professional Practice	✓	✓	✓		✓

Selection Criteria (DPAS II Component & Criterion and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Phone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
Student Improvement					
5. To be determined by the charter school					
Other Criteria/Competencies to Be Determined by the School					
Cultural Fit with School and Position		✓	✓	✓	✓
Commitment to School Mission		✓	✓	✓	
Beliefs		✓	✓	✓	
Cultural Competence		✓	✓	✓	

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

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.

In addition, each section includes suggested templates for charter schools to use and/or adapt. There is also a section titled Compendium of Templates for Charter Schools to Use or Adapt.

Throughout the Toolkit, there are references to at least three performance levels:

- unsatisfactory,
- satisfactory, or
- superior.

For each performance level, it is recommended that a charter school identify the criteria. 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.

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 three- or four-point rating system.

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 process 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 establishing a record-keeping system for all application packages and candidates as they progress through a school's screening and selection systems. 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 charter schools for record-keeping. The Toolkit also includes a Compendium of Templates for charter 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 Appendix E 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 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 charter 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 charter school needs to assign roles and responsibilities to Members of the Recruitment and Selection Team to carry out the key steps and activities in its processes. Next, a charter 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 charter school needs to establish objective, decision-making procedures that will be used during the screening and selection processes. Finally, a charter school needs to establish a record-keeping system in which all required documentation is maintained.

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Appendices

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Appendix A
Template: Recruitment and Selection Team Assignment of Roles and Responsibilities

[School Letterhead]

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

Steps in the Screening/ Selection Process	**Activities**	**Team Members**
Initial Application	1. **School acknowledges application package(s)** • Documentation of school receiving application(s) • Establish applicant tracking system	
Screening Process of Applicants	**2. Screen application package(s), including evaluation of:** • Cover letters, • Resumes, • Transcripts, • Praxis results and • Writing samples • Document screening process and criteria	
	3. Prioritize applicants based on screening criteria • Notify applicants of next steps in selection process or reject	

Optional Step in Screening Process	4. **Conduct telephone interview(s)** • Plan and arrange phone interview(s) • Conduct phone interview(s) • Evaluate phone interview(s) notes with criteria • Notify applicant(s) of next step in the selection process or reject	
Selection Process	**5. Conduct on-site interview(s) of top tiered candidates** • **Chairperson** • Plan & prepare for on-site interview(s) • Schedule interview(s)	
	• Conduct school on-site interview(s)	
	• Evaluate the interview(s) • Team Recorder	
	• Notify candidate of results and either reject or determine next step in the selection process	
	6. Request demonstration lesson(s) by top tiered candidates • Plan & prepare for demonstration lesson(s)	
	• Conduct demonstration lesson(s)	
	• Evaluate demonstration lesson(s) • Determine Final Recommendations	
	• Notify Candidate(s) of Decision(s)	
	7. Conduct reference checks	
	8. Offer letter of employment to final candidate	

Appendix B
Template: Team Meeting Notes

[School Letterhead]

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

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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 Appendix E.

Screening Job Applications and Applicant Pools Process

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Introduction

One of the components under Selection in the Delaware Human Capital Strategy is to create systems for screening job applications, as well as screening the applicant pool for interviewing. This component strengthens the applicant pool to ensure the most qualified applicants move along the process. A point of caution is to ensure that documentation occurs throughout this process. Located in Appendix A is a template that can be used for this critical documentation process. Screening applicants is usually the first step taken after receiving an application for employment. It may involve reviewing prospective Application Packages, which may include: application, cover letter, resume, writing samples and references, as well as verifying information supplied by the applicant (Society for Human Resource Management). 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).

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 phone 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 the school track the screening process, criteria, and decisions?

Submission of the Application Package

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

A complete Application Package may include up to six components (application, resume, official transcripts, writing sample, and copies of licensures/certifications, Praxis test results). One of the easiest ways to begin eliminating applicants is to ensure they have submitted <u>all</u> 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;
- ☑ Resume;
- ☑ Official transcripts;
- ☑ Writing sample; and
- ☑ Copies of licensures/certifications and Praxis test results.

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

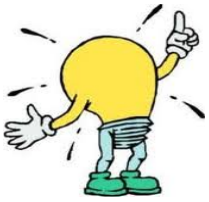
1. Maintaining applications with their accompanying required documents helps a school to record its screening and selection processes;

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 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 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. 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. 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 of 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 Communication with Applicants

It is recommended that a charter school communicate with applicants shortly after the application has been received and identifies the next steps. This may be conducted through emails.

Please refer to Appendix B for Examples of Letter Templates.

Screening of Applications, Resume, and Other Materials

Establishing a consistent process and standard format for screening resumes and materials will lead to a more objective, organized, and efficient selection process. 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.

Screen Cover Letters

When screening cover letters, it is suggested that a 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 the applicant's writing skills.

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

a. Is it personalized?

b. Is it free of typos and incorrect grammar?

c. Is it in correct letter format?

d. Is it one page, 3-4 paragraphs?

e. Does it contain an introductory paragraph that explains why the applicant is applying for the position?

f. Does it contain one or two middle paragraphs highlighting accomplishments and experiences?

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

Review Resumes

The first step in screening applicants is the resume. 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).

A Quick Overview of a Comprehensive Resume Review

Grammar & Organization	• Is the resume presented in a professional manner? • Are there obvious spelling, grammar, or syntax errors? • Is the information organization clearly and logically?
Dates of Employment	• Is the resume up-to-date? • Does the person currently have a job? • What is the length of each job held? • Are there substantial gaps of time between jobs?
Experience (including extra-curricular activities)	• What is the nature and overall length of his/her teaching experience? (summer school, tutoring, full-time, lead teaching?) • Are there examples of classroom-based achievements? • Did the candidate take on multiple responsibilities? • What awards, mertis, or distinctions has the candidate earned?
Education & Certifications	• Will this person be licensed when the position begins? • Does the candidate have advanced degrees? Is that degree in a subject-relevant field? • What type of education training (traditional, alternative, etc.) does the candidate have?

An In-Depth Overview of a Comprehensive Resume Review

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 licenses/endorsements does the applicant hold?

    a. In Delaware or other state(s)?

    b. At what (grade) level(s)?

    c. In what subject(s)? When will the license expire?

3. Does the license match the requirements of the position?

4. Is the applicant highly qualified for the position?

Teaching Experience

1. What type of school(s) has the applicant taught in? Has the applicant taught at a charter school?

2. How many years of teaching experience does that applicant have?

3. What grade levels/classes has the applicant taught? For how long? What were the levels of courses (remedial, honors, lower math, upper math, etc.)?

4. Has the applicant taught special populations (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?

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 position)?

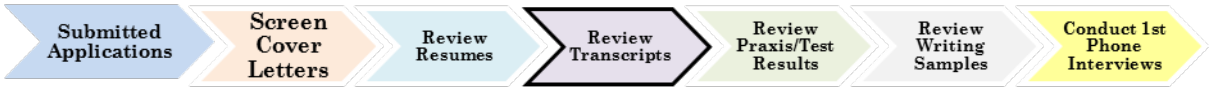
Determine the level of consistent employment. As you screen resumes, make note of applicants with large gaps in their employment history, who held jobs less than two years, or who left a school in mid-year. Further red flags are below.

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 a knock-out 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 do 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, that the applicant has the required undergraduate degree, and has 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 degree(s) obtained match 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?

8. Did the applicant take pedagogy classes? What was average grade received?

Review Praxis/Test Results

Delaware has outlined the qualifying scores on the Praxis I test by the Educational Testing Service (ETS). For the Praxis I, 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	You need to take	Qualifying Score
All Areas	*Praxis I Reading*	175
	and	
	Praxis I Writing	173
	and	
	Praxis I Mathematics	174

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

Exemption tests	Reading	Writing	Mathematics
SAT	Verbal 480 (before 4/95) 560 (as of 4/95)		Mathematics 520 (before 4/95) 540 (as of 4/95)
GRE®	Verbal 490		Quantitative 540
GRE® revised General Test	Verbal 152		Quantitative 145
Core Battery Communication Skills Test		670	

The following areas require the Praxis II test for licensure.

Please refer to Appendix E for the Delaware Praxis II Tests for Certification and Highly Qualified Status.

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).

Some questions to consider are:

1. Did the applicant take and pass the required Praxis I and II tests for the position?

2. Were the Praxis I scores within 5 points of the passing threshold or well above?
    a. If close to the passing threshold, consider requesting a writing sample.

3. Was the Praxis II score within 3 points of passing threshold or well above?

4. Has the applicant taken any other Praxis II content/pedagogy tests making him/her dually qualified?

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.

Review Writing Samples

A writing sample provides the applicant an opportunity to share his/her educational values with the hiring team. It is an opportunity for the hiring 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 three parameters:

- ☑ Does the applicant fully answer the writing prompt?
- ☑ Is the writing sample free of grammatical and punctuation errors?
- ☑ Does the writing sample seem to align with the mission and vision of the school?

If the applicant's writing sample successfully answers these three questions, then it has achieved this benchmark.

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

Prioritize Applicants

Divide resumes into 3 groups:

Please refer to Appendix H for the Evaluating Applicants Based on the Application Package Template.

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

Conduct Telephone Interview Screening, an optional step

It is recommended that the next step in the screening process is to arrange a telephone interview. Set up 15-30 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 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 and acceptance has been made by the Tier 1 applicants, Tier 2 candidates may be notified of non-selection. However, if Tier 1 applicants do not wish to move forward, contact Tier 2 applicants for the 1st phone screening interview.

Suggested topics for a phone 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-level of diversity, what subjects taught, for how long, other responsibilities at school, what he/she enjoyed;

2. Describe goals and aspirations: What is he/she looking for in next position/school? Where does he/she see him/herself in 3 years? 5 years?;

3. Describe his/her "ideal" school. What is 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 school: describe students and staff, goals for coming years, difficulties/struggles, past accomplishments; and

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

If you 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 phone. 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.

Please refer to Appendix J for the 1st Phone Interview Protocol Template

Moving to the next step in process – the On-site Interview

Communicating with Applicants

As indicated in the section above, notify applicants during the phone screen, or as soon as possible after the screening has been completed, if you want to move them forward or if they did not meet the minimum requirements. If the candidate 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 who have been deemed potential candidates for the position and are moving forward, the next section describes how to setup, conduct, and evaluate a candidate during the next phase of 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 the 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. 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. 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 charter schools may use in screening application packages (including the application, cover letter, resume, transcripts, Praxis Test Results, 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 charter school may prioritize applicants for the selection process. As part of the screening process, this section identifies potential evaluation criteria and templates that is 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

(School Letterhead)

Applicant Name:		Applied Position:	
Contact Information:		Date:	

Activities in Screening Selection Process	Dates Completed	Completed Forms	Team Member Involved	Comments Outcomes
1. Application received				
• Record and acknowledge application				
Screening Process				
2. Application package (including completed application) screened				
• cover letter				
• resume				
• transcripts				
• licensures and certifications, including Praxis Test scores				
• writing samples				
3. Applicant prioritized by tiers				
• Candidate rejected or notified of: a. optional phone interview or b. on-site selection process				

Activities in Screening Selection Process	Dates Completed	Completed Forms	Team Member Involved	Comments Outcomes
Optional Step in Screening Process				
4. Telephone interview				
• Telephone interview planned & arranged				
• Telephone interview conducted				
• Telephone interview notes evaluated				
• Candidate contacted for on-site interview or rejected				
On-site Selection Process				
5. On-site interview				
• On-site interview planned & arranged				
• On-site interview conducted				
• Interview notes evaluated				
• Candidate notified of results				
6. Demonstration lesson				
• Demonstration lesson planned & arranged				
• Demonstration lesson conducted				
• Demonstration lesson evaluated				
• Candidate notified of decision				

Activities in Screening Selection Process	Dates Completed	Completed Forms	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

[School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

Thank you for your resume and interest in [Charter School]. I have received your resume and am currently reviewing your credentials. Should I determine that your background and experience meets our hiring needs, I will contact you to schedule an interview.

If you are not selected for current employment opportunities, I will keep your resume on file for future consideration.

We appreciate your consideration of [Charter School].

Sincerely,

[name and title of personnel]

Template Letter: Example Letters/emails for a Resume on File

[School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Mrs. _____,

If you are still interested in teaching in a Delaware Charter School for the upcoming school year, the 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 Letters/emails for Setting up 1st Phone Interview

[School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

Thank you for your resume and interest in [Charter School]. 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 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:

I look forward to speaking with you.

Sincerely,

[name and title of personnel]

Template Letter: Example of Non-selection Letter

[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] at [Charter School]. The school had several excellent candidates for the position and the final decision was difficult. While we will not be offering you the position at [Charter School], 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

[School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

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

The [Charter School] received many resumes for the position from people with strong backgrounds in this field. I regret to inform you that you were not selected by the screening Team for an interview for this position.

I would encourage you to keep informed of other opportunities with the charter school.

Again, thank you for your interest in employment with [Charter 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 Cancelling Phone Interview

[School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

The [position] at [Charter School] has been filled. Thank you for your interest in [Charter School]. I would encourage you to keep informed of other opportunities with the charter school.

Again, thank you for your interest in employment with [charter 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]

Appendix C
Template: Evaluation for Cover Letter

[School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

Cover Letter Criteria	Check	Comments	
1. Is it personalized?			
2. Is it free of typos?			
3. Is it in correct cover letter format?			
4. Is it one page, 3-4 paragraphs?			
5. Does it contain an introductory paragraph that explains why the applicant is applying for the position?			
6. Does it contain one or two middle paragraphs highlighting accomplishments and experiences?			
Total Number of Checks	**/6**	**Performance Level:**	

Adapted from Denver Public School (2007).

Performance Levels based on Total Points

Unsatisfactory	Satisfactory	Superior
1-2: NO	**3-4: HOLD**	**5-6: YES**

Additional Comments/Justification:

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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.

Has curriculum writing experience.

- Researched and chose the textbook for the Astronomy course.
- Facilitated student instruction in secondary level courses on Astronomy, IB Physics, and Earth Science.

Has experience in subject area needed.

- 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.

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.

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

- 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.

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

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

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

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 content areas for students participating in the G.E.D. Program.
- Instructed Reading with diagnostic and prescriptive teaching with a Center.
- Taught grades 2 and 6 and preschool levels.

Has taught for 17 years and does not indicate any accomplishments of students.

These are one year each. Would not put much weight here.

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 (Elementary)** **Company**
2000 – 2009	Teacher – Biology, Env. Science, Botany Senior High Zoology, Conceptual Physics Town, State
1999 – 2000	Teacher - 2nd grade Arts & Tech Academy Town, State
1998 - 1999	Teacher - 3 mo.-3 yrs. Preschool Town, State
1997 – 1998	Teacher - 6th grade Elementary School Town, State
1996 – 1997	Teacher – Reading Company 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

Why leave School after 9 years?

Experience teaching needed subject.

EDUCATION AND TRAINING

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

Summer 2008	**Worked with the Curriculum Writing Team** **On the Biology 1 Pacing Chart**
Summer 2006	**Completion of Masters 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
1968	Laboratory Techniques, High School

Certification?

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Appendix E
Delaware Praxis II Tests for Certification and Highly Qualified (HQ) Status

- This chart lists the Delaware Standard Certificates that have a Praxis II testing requirement. Tests beginning with the **number 5**.
- Are the computer based tests (CBT) of the same version?
- If a Secondary Praxis II 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 a valid and current license or certificate from another state are not required to take Praxis II 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, with the exception of the Reading Specialist certificate that has additional requirements. Please see the DOE regulation for the reading specialist certificate: http://regulations.delaware.gov/AdminCode/title14/1500/1581.shtml#TopOfPage
- For information about specific certificates, go to: http://www.state.de.us/research/AdminCode/title14/1500/index.shtml#TopOfPage
- 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 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	0700	Agriculture	530	3/18/04	HQ not required
Art K-12	0134 5134	Art: Content Knowledge	158	9/1/11	Art
Biology Required 9-12; valid 6-8 in a middle level school	0235 5235	Biology: Content Knowledge	157	9/1/10	Biology †
Business Education Required 9-12; valid 6-8 in a middle level school	0101 5101	Business Education	154	9/1/10	HQ not required
Chemistry Required 9-12, valid 6-8 in a middle level school	0245 5245	Chemistry: Content Knowledge	158	2/16/06	Chemistry †
Early Childhood Birth – Gr 2	0021 5021	Education of Young Children	167	9/15/08	For HQ, K – Grade 2 teachers take test 0014: Elementary Education: Content Knowledge

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
Earth Science Required 9-12, valid 6-8 in a middle level school	0571 5571	Earth and Space Sciences: Content Knowledge	1 5 0	3/18/04	Earth Science †
Elementary Education K- 6	0014 5014 ++	Elementary Education: Content Knowledge DOE will accept either Test 0014/5014 or Test 5031 between 09/01/13 and 12/31/13. Effective 01/01/14 Test 5031 is mandatory.	1 5 1	2/16/06 – 12/31/13	▪ Elementary ▪ Special Education (elementary) ▪ Gifted & Talented (elementary) ▪ Bilingual or ELL/ ESL (elementary) ▪ An option for secondary Special Education teachers who teach to alternate achievement standards
Elementary Education: Multiple Subjects	5031 NEW TESTS	Elementary	N/A	9/1/13	▪ Elementary Education ▪ Special Education
Reading &	5032	Test 5031 must be	1		

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
Language Arts Subtest		taken first. Individual failed subtests can be retaken. DOE will accept either Test 0014/5014 or Test 5031 between 09/01/13 and 12/31/13. Effective 01/01/14 Test 5031 is mandatory.	6 5		(elementary ▪ Gifted & Talented (elementary) ▪ Bilingual or ELL/ ESL (elementary) An option for secondary Special Education teachers who teach to alternate achievement standards
Mathematics Subtest	5033		1 6 4		
Social Studies Subtest	5034		1 5 5		
Science Subtest	5035	Effective 01/01/14 Test 5031 is mandatory.	1 5 9		
English Secondary Required 9-12, valid 6-8 in a middle level school	0041 5041 ++	English Language, Literature, and Composition: Content Knowledge	1 6 3	4/20/06 – 8/31/13	English †
English Secondary Required 9-12, valid 6-8 in a middle level school	5038 NEW TEST	English Language, Literature, and Composition: Content Knowledge	1 6 7	9/1/13	English †

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
English Language Arts Middle Level Required 6-8	0049 5049 ++	Middle School English Language Arts	1 6 1	2/16/06 – 8/31/13	English Language Arts in a Middle Level school
English Language Arts Middle Level Required 6-8	5047 NEW TEST	Middle School English Language Arts	1 6 4	9/1/13	English Language Arts in a Middle Level school
Exceptional Children K - 12	0354 5354	Special Education: Core Knowledge and Applications	1 5 1	9/1/10	Special Education is not a HQ subject/field
Family and Consumer Science Required 9-12, valid 6-8 in a middle level school	0121 5121	Family and Consumer Science	1 6 5	4/1/11	HQ not required
French K – 12	5174	French: World Language	1 6 2	9/1/10	French
German K – 12	5183	German: World Language	1 6 3	9/1/10	German
Health Education 5-12	5551	Health Education	1 6 2	9/1/13	HQ not required

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
Integrated Science Required 9-12, valid 6-8 in a middle level school	0435 5435	General Science: Content Knowledge	160	2/16/06	Integrated Science †
Marketing Education Required 9-12, valid 6-8 in a middle level school	0561	Marketing Education	166	4/1/11	HQ not required
Mathematics Secondary Required 9-12, valid 6-8 in a middle level school	0061 5061 ++	Mathematics: Content Knowledge	141	3/18/04 – 8/31/13	Mathematics †
Mathematics Secondary Required 9-12, valid 6-8 in a middle level school	5161 NEW TEST	Mathematics: Content Knowledge	160	9/1/13	Mathematics †
Mathematics Middle Level Required 6-8	0069 ++	Middle School Mathematics	148	3/18/04 – 8/31/13	Mathematics in a Middle Level school

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
Mathematics Middle Level Required 6-8	5169 NEW TEST	Middle School Mathematics	1 6 5	9/1/13	Mathematics in a Middle Level school
Music K-12	5113	Music: Content Knowledge	1 5 5	4/20/06	Music
Physical Education K-12	0091 5091	Physical Education: Content Knowledge	1 5 2	4/20/06	HQ not required
Physical Science Required 9-12, valid 6-8 in a middle level school	0481	Physical Science: Content Knowledge	1 5 4	4/20/06	Physical Science †
Physics Required 9-12, valid 6-8 in a middle level school	0265 5265	Physics: Content Knowledge	1 4 4	9/1/10	Physics †
Reading Specialist K-12 Coursework and three years of successful teaching	5301	Reading Specialist	1 6 4	9/1/12	HQ not Required

Certificate	Test Number	Test Name	Passing Score	Effective Date	Highly Qualified (HQ) Subject/Field
also required					
Science Middle Level Required 6-8	0439	Middle School Science	1 4 6	2/16/06	Integrated Middle Level school Science or General Science in a Middle Level school
Social Studies Secondary Required 9-12, valid 6-8 in a middle level school	0081 5081	Social Studies: Content Knowledge	1 5 7	3/18/04	Social Studies †
Social Studies Middle Level Required 6-8	0089 5089	Middle School Social Studies	1 6 4	2/16/06	Social Studies in a Middle Level school
Spanish K-12	5195	Spanish: World Language	1 6 8	9/1/10	Spanish
Technology Education Required 9-12, valid 6-8 in a middle level school	0051	Technology Education	1 5 9	9/1/11	HQ not Required

† 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.

++ This test is being discontinued as of September 1, 2013. DOE will accept scores from test administrations before September 1, 2013. The scores must appear on an original ETS Score Report.

Teachers of Special Education, Gifted and Talented, Bilingual, or ESL Students

To meet the highly qualified teacher (HQT) requirement of "full state certification," teachers with a Standard Certificate in an ESEA (Elementary and Secondary Education Act) academic content area who teach this content to classes of Special Education, Bilingual or ESL or Gifted and Talented students, must *also* have the Standard Certificate that corresponds to the students in the class.

For example, a teacher with a Standard Certificate and HQT status in English Language Arts is teaching ELA to a class of special needs students. For this class to be considered HQ, the teacher must also have either an ***Exceptional Children Special Education Teacher*** or ***Early Childhood Exceptional Children Special Education Teacher*** Standard Certificate.

Secondary Special Education, Bilingual, ESL, or Gifted and Talented teachers who teach classes in an ESEA content area must have the Standard Certificate that corresponds to the students in the class *and* must also demonstrate competence in the ESEA academic content area taught.

For example, if a teacher was teaching Social Studies to a Gifted and Talented class, the teacher would need the ***Teacher of Students who are Gifted and Talented*** Standard Certificate and would need to meet the HQT requirement for Social Studies.

Appendix F
Template: Review of Educational Qualifications and Experiences

[School Letterhead]

Applicant Name:		**Applied Position:**	
Team Members:		**Date:**	

For review of Applicant's: Resume, transcripts, licensures and certifications, and Praxis Test Scores.

Educational Qualifications and Experiences Screening Form		**Points Assigned**	
	Check **Yes ✓ / No ✗**	**Reviewer Notes/Comments**	**Screening Explanations**
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) *(1 point for Yes)*		Type of License(s): Type of Certification(s):	Delaware requirements (Refer to Background Information in this section).
2. Add-on endorsement (✓ 1 point per additional endorsement up to 2 points total, ✗ for no)		Endorsements:	A candidate with multiple endorsements provides flexibility for positions.

Educational Qualifications and Experiences Screening Form		Points Assigned	
	Check Yes ✔ / No ✘	Reviewer Notes/Comments	Screening Explanations
3. Praxis I Scores meets Delaware requirements *(✔ if earned 1 point, ✘ for no)*		Passing Scores: Praxis I Reading: Praxis I Writing: Praxis I Mathematics:	Delaware requires: Praxis 1 Reading: 175 Praxis 1 Writing: 173 Praxis 1 Mathematics: 174
4. Praxis II Score(s) meets Delaware requirements for Certification *(✔ if earned 1 point, ✘ for no)*		Test Name: Passing Score:	Refer to Appendix E, Delaware Praxis II Tests for Certification and Highly Qualified Status requirements.
5. Degree in teaching area *(✔ if earned 1 point, ✘ for no)*		Degree: Major: Minor:	A major or minor in the subject an educator teaches is related to higher levels of student achievement.
6. Graduate degree *(✔ if earned 1 point, ✘ for no)*		Degree:	A graduate degree may be associated with more in-depth knowledge of content subject and pedagogy.
7. GPA in BA/BS degree *(3.0 higher= ✔ for one point, ✘ for lower)*		GPA:	GPA may potentially indicate knowledge, communication skills, and responsibility for recent graduates.
8. Coursework/Experience with instructional technology (✔ for yes 1 point, ✘ for no)		Types of technologies:	Uses of various technologies are an emerging area related to teacher effectiveness.

Educational Qualifications and Experiences Screening Form		Points Assigned	
	Check Yes ✓ / No ✗	Reviewer Notes/Comments	Screening Explanations
9. 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.
10. Student teaching (✓ for yes for 1 point, ✗ for no)		Grade level: Subject(s):	
11. Other relevant experiences: (✓ for yes for one point, ✗ for no)		Type(s) of experience(s):	For example, other employment, extracurricular, and/or volunteer experiences.
12. Other (School identifies):			
Total Number of Points:		**Performance Level:**	
Recommendation for Next Step in the Selection Process:			

Performance Levels Based on Total Points

Adapted from Stronge (2013).

Unsatisfactory	Satisfactory	Superior
10-6: NO	**7-12: HOLD**	**13-18: YES**

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Appendix G
Template: Writing Sample Evaluation

[School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

Competencies	Check Yes ✔ / No ✘	Possible Indicators
1. Communication Skills Demonstrates written proficiency in the English language		• Few or no errors in language usage and mechanics • Ideas are clear and concise to reader/listeners
2. Critical Thinking Analyzes information accurately and generates effective solutions to the problems		• Identifies important issues in scenario • Identifies relevant actions to impact desired outcome(s) • Breaks down problem(s) and/or solution(s) into parts • Structures response logically • Provides effective solutions • Presents ideas in a coherent manner • Follows directions in prompt
3. Achievement Sets and meets ambitious, measurable goals		• Discusses goals or goal-setting • Sets ambitious goals • Provides strategies that are concrete and/measurable • Defines success as meeting goals with students • Discusses tracking progress toward goals
4. Personal Responsibility Assumes accountability for reaching outcomes, despite obstacles		• Focuses on factors within teachers' control • Willing to increase effort/go beyond duties to help students • Conveys responsibility for student achievement • Willing to persevere with students despite challenges

Competencies	Check Yes ✔ / No ✘	Possible Indicators
5. Professional Interaction Respects others, and interacts positively and effectively in all situations		• Uses appropriate and respectful tone • Uses strategies/behaviors appropriate for educational environment/teacher role • Describes students, parents, community and others in a respectful and non-judgmental manner
6. Commitment Maintains high expectations for all students and is committed to raising academic achievement in high-need schools		• Conveys belief that all students have the potential to succeed academically, despite any challenges • 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 • Maintains high expectations for students, despite challenges
7. Constant Learning Reflects regularly on performance and accesses resources to improve effectiveness		• Acknowledges areas for improving teaching • Accesses additional resources to improve effectiveness or solve problem • 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	/7	**Performance Level:**

Adapted from TNTP (2012)

Performance Levels based on Total Number of Checks

Unsatisfactory	Satisfactory	Superior
1-2: NO	**3-4: HOLD**	**5-7: YES**

Comments/Justification:

Appendix H
Template: Evaluating Applicants Based on the Application Package

[School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

SCORE REVIEW

Optional: This will need to be attached to the 1st Phone Screening Evaluation document.

Cover Letter:

Unsatisfactory	Satisfactory	Superior
0-2: NO	3-4: HOLD	5-6: YES

Total Scores		
Unsatisfactory	Satisfactory	Superior
0-10: NO	13-20: HOLD	23-31: YES
Prioritized Tier Level:		

Educational Qualifications & Experiences:

Unsatisfactory	Satisfactory	Superior
0-6: NO	7-12: HOLD	13-18: YES

Writing Sample:

Unsatisfactory	Satisfactory	Superior
0-2: NO	3-4: HOLD	5-7: YES

☐ **YES, the applicant will move to the next step (or move to the 1st phone 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 Interview Questions for Novice and Veteran Teachers

Parallel Interview Questions for Novice and Veteran Teachers	
NOVICE	**VETERAN**
Resume Review - Experience and Goals	
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 at our school? 6) What experiences have you had with charter schools?	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 at our school? 6) Why do you want to work at a charter?

Parallel Interview Questions for Novice and Veteran Teachers	
NOVICE	**VETERAN**
Resume Review - 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) 1) Clarify any inconsistencies or unknowns	**Transcripts (1c)** 1) Clarify any inconsistencies or unknowns
Praxis Scores (1c) 1) Clarify any inconsistencies or unknowns	**Praxis Scores (1c)** 1) Clarify any inconsistencies or unknowns

Appendix J
Template: 1st Phone Interview Protocol (optional)

[School Letterhead]

Statement of Intent for all participants:

We appreciate you speaking with us today in regards to the [position] at [Charter School]. The [Charter School] is interested learning more about your previous employment, responsibilities and educational goals. The interview should last about 15-30 minutes.

Applicant Name:		**Applied Position:**	
Team Members:		**Date:**	

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

Comments:

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

Questions should be determined prior to the interview. The questions may be customized for each applicant to clarify any questions/concerns that have arisen from the previous screening phases. Be sure to take complete, accurate notes on the responses to each question.

1. Question #1

Response: ✔ or ✘

2. Question #2

Response: ✔ or ✘

3. Question #3

Response: ✔ or ✘

4. Question #4

Response: ✔ or ✘

5. Question #5

Response: ✔ or ✘

6. Question #6

Response: ✓ or ✗

7. Question #7

Response: ✓ or ✗

8. Question #8

Response: ✓ or ✗

9. Question #9

Response: ✓ or ✗

10. Question #10

Response: ✓ or ✗

Performance Levels Based on Total Points

Unsatisfactory	Satisfactory	Superior
1-3: NO	**4-6: HOLD**	**7-10: YES**

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Appendix K
Template: Evaluating Applicants for 1st Phone Screening (optional)

[School Letterhead]

Applicant Name:		Applied Position:	
Team Member(s):		Date:	

SCORE REVIEW

This document will need to be attached to the Application Package Evaluation document.

1st Interview Score and Performance Level:

Unsatisfactory	Satisfactory	Superior
0-3: NO	4-6: HOLD	7-10: 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.**

Comments/Justification:

(This page intentionally left blank.)

Background Information

Delaware Licensure and Certification Information

From:
http://www.doe.k12.de.us/infosuites/schools/charterschools/Reports/charter_TAManual032006.pdf

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 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 though the Delaware Educator Data System
4. Apply for licensure and certification through DEEDS
5. Pass the Praxis I OR provide passing scores for acceptable alternatives
6. Send official transcripts and test scores to the Delaware Department of Education

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.

DELAWARE LICENSURE AND CERTIFICATION

OFFICE OF TEACHER & ADMINISTRATOR QUALITY DEVELOPMENT
Collette Education Resource Center
35 Commerce Way, Suite 1
Dover, DE 19904
302-857-3388 Office **302-739-1777 Fax**

- **ONLINE APPLICATIONS ONLY**: https://deeds.doe.k12.de.us/default.aspx .

- **DEEDS (Delaware Educator Data System):** Online data system for applications and continuing licensure.

- **LICENSURE & CERTIFICATION SYSTEM:** In order to work as a beginning educator in this state, you must hold both an Initial License and a Standard Certificate. The **License** gives you the right to work as an educator in the State of Delaware. The Standard **Certificate** defines what you can do. Delaware has a three tier licensure system: Initial License (3 years), Continuing License (5 years), & Advanced License (10 years). Each license is accompanied by either a Standard or Emergency Certificate.

- **INITIAL LICENSES:** Can be obtained through one of the following:
  - Bachelor's degree from a regionally accredited 4-year college or university and
    - Completion of a student teaching program (defined as an Approved Program) or;
    - Enrollment in the ARTC (Alternative Routes to Certification) Program. .or, Teach for America, or;
    - 1 year of teaching experience in lieu of student teaching (option used only when requested by the school district) consisting of a least 91 days of long-term teaching experience within the last year in one assignment during which regular evaluations were conducted in the area for which a certificate is sought AND 15 credit hours of professional development related to their area of certification, of which 6 credits must focus on pedagogy.

--AND--

  - Passing score on **Praxis I** (or approved alternative) -- Can be obtained through one of the following:
    - Test is not required for out-of-state educators, effective April 4/1/03 (H.B. 68) with current and valid certificate from out of state in the assigned content area.
    - To qualify for the Composite Score, the educator must be within 2 points of passing. English (reading & writing) and Math must pass in their respective areas.

    - Educators can receive Standard Certificates and Initial or Continuing Licenses without passing the PRAXIS I Exam *from the date of hire to the end of the next consecutive fiscal year*. or;
  - Possession of a current and valid standard license or certificate from another state and less than 3 years of teaching experience. (Praxis I not required) or;
  - Possession of a valid DE standard or professional status certificate which has expired and more than 3 years out of the profession. (Praxis I not required.)

- **CONTINUING LICENSES:** Can be obtained through one of the following:
  - Successful completion of 3 years of teaching experience on a Delaware Initial License and mentoring/professional development required or;
  - Valid and current certificate from out of state in the assigned content area and 3 years of successful teaching experience or;
  - Possession of a valid, prior Delaware Standard or Professional Certificate which has expired and less than 3 years out of the profession.

- **ADVANCED LICENSES:** National Board Certification Only. (Praxis I not required.)

- **STANDARD CERTIFICATES:** Can be obtained through one of the following:
  - VALID and CURRENT certificate from out of state in the assigned content area or;
  - NATIONAL BOARD CERTIFICATION in the assigned content area or;
  - Passing scores on PRAXIS II (if applicable) or;
  - Meets requirements through Delaware State Regulations/course count.

- **EMERGENCY CERTIFICATES:** certificate issued to educator to complete requirements for the Standard Certificate. (Issued only at the request of the school district.)

- **PRAXIS II (effective 1/1/06):** To obtain additional certification area for veteran teachers, initial certification for non-veteran teachers, prerequisite for Alternative Routes to Certification (ARTC) Program, and an option on Highly Qualified Survey to show proficiency.

LICENSURE / CERTIFICATION

License Requirements

- Bachelors degree
- Praxis I passing scores (or equivalent)
    - Exemptions for Praxis I:
        - Valid/current out-of-state license
        - National Board Certification
        - SAT/GRE passing scores for Reading/Mathematics. There is no exemption for Praxis I Writing.
- Student teaching
    - Alternative routes (https://deeds.doe.k12.de.us/registration/deeds_reg_artc.aspx)
        - Alternative Routes To Certification for critical needs areas
        - Teach For America
        - Masters Plus Certification Program (para to teacher)
        - 91 days with an additional 15 credits to be approved by the district

License Types

- Initial (3 years)
    - Mentoring and evaluations
- Continuing (5 years)
    - 90 clock hours
- Advanced (10 years)
    - National Board Certification (no clock hour requirement)

Certificates

- Standard
    - Regionally accredited college or university
    - Praxis II if applicable
    - Coursework (if Praxis II is not applicable)
- Emergency
    - District must request Emergency Certificate through DEEDS

LICENSURE/CERTIFICATION CHECK LIST

General Licensure/Certification Requirements

- Bachelors degree from a regionally-accredited, 4-year college or university
- Completion of a student teaching program, OR one year of teaching experience consisting of a minimum of 91 days of long term teaching experience at one assignment, OR enrollment in an Alternative Routes to Licensure and Certification program (ARTC or MPCP)
- Official passing score on an examination of general knowledge (Praxis I)
- Official scores on the Praxis II examination if applicable and available
- A copy of the out-of-state license or certification, if applicable

Alternative Routes to Certification (ARTC, TFA)

Upon completion of the Alternate Program, the following paperwork must be submitted to DOE:

- Passing scores on Praxis I and Praxis II for their certification area
- Completion letter from the Alternate Routes Program
- Official transcript(s) verifying successful completion of required courses
- An original letter from the immediate supervisor (usually the Principal) attesting to satisfactory teaching performance and recommending the educator for certification signed by the District Personnel Director and District Superintendent

Masters Plus Certification Program (MPCP)

This two-year, UD program, was designed for paraeducators to become teachers of exceptional children.

Upon completion of the MPCP Program, the following paperwork must be submitted to DOE:

- Official transcript(s) verifying completion of MPCP courses
- An original letter from the immediate supervisor (usually the Principal) attesting to satisfactory teaching performance and recommending the educator for certification signed by the District Personnel Director and District Superintendent
- Passing scores on Praxis I and Praxis II Test #10352 (Exceptional Children)
- Completion letter from the MPCP Program

Note: Educators enrolled in MPCP with a concentration in Severe Disabilities will be issued Emergency Certificates in Exceptional Children AND Autism or Severe Disabilities.

91 Days in Lieu of Student Teaching

The applicant must complete one year of teaching experience within the last year consisting of a minimum of 91 days of long term teaching experience at one assignment during which regular evaluations were conducted, evidencing at least satisfactory performance. Effective 7/1/09, the 91-day experience must be done in a DE public or charter school with DPAS evaluations.

Upon completion of 91 teaching days, the following paperwork must be submitted to DOE:

- An original letter signed by the District Personnel Director and District Superintendent attesting to satisfactory teaching performance and recommending the educator for licensure
- Include the date of day 92 in the letter so DOE knows when to begin the license

- Applicants are required to complete 15 credits or equivalent in professional development (6 credits in pedagogy). They will be placed on an Emergency until the requirement is completed and verified in DEEDS by the district.

From:
http://www.doe.k12.de.us/infosuites/schools/charterschools/Reports/charter_TAManual032006.pdf

No Child Left Behind (NCLB)
Highly Qualified Teacher Requirements

Overview

The federal No Child Left Behind (NCLB) legislation requires that all teachers of core academic subject areas be highly qualified in the core academic content areas that they teach. Charter schools must develop a plan with teachers who are not yet highly qualified that outlines the steps to become highly qualified *as soon as possible* and the assistance that the charter school will provide.

The core academic content area(s) taught Under NCLB are:

- English
- Reading, language arts
- Mathematics
- Science
- Music
- Art
- History
- Civics/government
- Economics
- Geography
- Foreign languages.

The highly qualified teacher requirement applies to elementary school teachers as well as to all teachers who teach any of the above NCLB academic content areas to K- 12 students. The requirement also applies to teachers of special education students, English language learners, and gifted and talented students.

To be considered highly qualified under NCLB, a teacher must:

- Have a bachelor's degree, and
- Hold full state certification, and
- Demonstrate subject matter competence in the NCLB academic content area(s) taught.

The provision under Delaware law that allows up to 35% of charter school teachers to be exempt from the certification requirement applies to those subjects *not* being offered in Delaware's alternate route to certification programs. The critical needs areas in the alternate route programs can change on a yearly basis.

Department of Education Contact

Maria Degnats or Erin Pieshala
Education Associate, Teacher and Administrator
Quality Development
(302) 857-3388

Teacher Quality Survey

The Teacher Quality Survey meets the NCLB requirement that states report the number and percent of *classes* taught by highly qualified teachers. Teachers take the Survey for *each* class that they teach of a NCLB academic content area that they teach. The Survey opens in the early fall and closes in the early spring.

If a teacher's schedule has a class of a NCLB academic content area for which a teacher has not previously taken the Survey, the teacher will complete the Survey for that class.

> Example: An English teacher previously met the highly qualified teacher requirement for English through a previous year's survey but is now teaching English and social studies. The teacher will maintain the highly qualified status for English but will take the survey for social studies.

Teachers who need to take the Survey will do so electronically on DEEDS, http://deeds.doe.k12.de.us . Teachers must have a valid user name and password on DEEDS to access the Survey.

Teachers complete the survey, print a copy and sign it, and give their charter school personnel office a printed and signed copy of the survey. They also include relevant documentation that supports their responses to the survey, such as college transcripts or records of professional development.

Charter schools verify the Surveys and notify teachers about the results of their Survey.

Teachers can also check their teacher quality status by logging into DEEDS, selecting "Update My DOE File" (an option under "What Can I Do Today?"), and next selecting "Teacher Quality Status" from the pull-down menu.

Options for Meeting the NCLB Highly Qualified Teacher Requirement

Under NCLB, the options for teachers to meet the academic content area competence requirement vary depending on the teacher's years of experience and the level of the students taught.

Elementary school teachers in a charter school that has up to grade 6 as the highest grade take the Survey as elementary generalists.

In schools that have grades above grade 6, those with elementary certification and teach K – 6 take the survey as elementary generalists. Those teaching grades 6 and beyond can take the Survey based on the Class Content area listed in eSchoolPlus. They may take the survey for Elementary Generalist or for each scheduled class they teach in a NCLB academic content area.

New elementary school teachers are those with less than one full year of teaching experience. Their only option to meet the HQT requirement is:

- Praxis II in elementary education, test 0014.

This requirement applies to regular/general education, special education, and gifted and talented elementary school teachers as well as to those who teach English language learners.

New elementary school teachers of art, music, and foreign languages are those with less than one full year of teaching experience and have the same options available as those for new middle and high school teachers. Refer to the section for these teachers.

Experienced elementary school teachers are those with at least one full year of teaching experience. The options for these teachers are:

- Praxis II in elementary education, test 0014, OR

- HOUSSE (a NCLB acronym for High Uniform State Standard of Evaluation). HOUSSE is a combination of academic course work, pedagogy course work, professional development, and years of experience, OR

- Certification through the National Board for Professional Teaching Standards as an Early Childhood Generalist or Middle Childhood Generalist; however, the certificate must match the students/grades currently taught. The Exceptional Needs Specialist Certificate may be used within HOUSSE but does not equal highly qualified.

These options apply to regular/general education, special education, and gifted and talented elementary school teachers as well as those who teach NCLB academic content areas to English language learners.

Experienced elementary school teachers of art, music, and foreign languages have at least one full year of teaching experience. They have the same options as those for experienced middle and high school teachers. Refer to the section for experienced middle and high school teachers.

New middle and high school teachers are those with less than one full year of teaching experience. The options for these teachers are:

- Praxis II in the academic subject taught, OR

- An academic major in the academic subject taught, OR

- The equivalent of an academic major (30 credit/semester hours) in the academic subject taught, OR

- A graduate degree in the academic subject taught.

These options apply to regular/general education, special education, and gifted and talented teachers as well as those who teach NCLB academic subjects to English language learners.

Experienced middle and high school teachers of *one* NCLB academic content area have at least one full year of teaching experience. The options for these teachers are:

- Praxis II in the academic subject taught, OR
- An academic major in the academic subject taught, OR
- The equivalent of an academic major (30 credit/semester hours) in the academic subject taught, OR
- A graduate degree in the academic subject taught, OR
- HOUSSE (a combination of academic course work, pedagogy course work, professional development, and years of experience), OR
- Certification through the National Board for Professional Teaching Standards in the academic subject taught. The certificate must match the subject and grade level currently taught. The Exceptional Needs Specialist certificate may be used as part of HOUSSE but does not equal highly qualified.

These options apply to both regular and special education teachers of NCLB academic content areas and to teachers who teach NCLB academic content areas to English language learners.

New middle and high school teachers of *multiple* NCLB academic content areas have less than one full year of teaching experience.

These teachers have the same options as for those who teach one NCLB academic content area. Refer to the preceding section about new middle and high school teachers of *one* NCLB academic subject. The teachers must take the teacher quality survey for each NCLB academic subject that they teach.

These options apply to regular, special education, and gifted and talented teachers of NCLB academic subjects and to teachers who teach NCLB academic subjects to English language learners.

Experienced middle and high school teachers of *multiple* NCLB academic content areas have at least one full year of teaching experience. These teachers have the same options as for those who teach one NCLB academic subject. Refer to the preceding section about experienced middle and high school teachers of *one* NCLB academic subject.

Additionally, experienced teachers who teach more than one NCLB academic subject may use the Multi-Subject HOUSSE.

- Middle and high school *special education teachers, ELL/ESL teachers, and bilingual teachers* of more than one NCLB academic content can directly access the Multi-Subject HOUSSE.
- Middle and high school *regular education teachers* of multiple NCLB academic content areas can access the Multi-Subject HOUSSE once they have met the teacher quality requirement for one of the NCLB academic subjects that they teach.

These options apply to regular/general, special education, and gifted and talented teachers of NCLB academic subjects and to teachers who teach NCLB academic subjects to English language learners.

The Multi-Subject HOUSSE option requires that teachers have at least 15 semester credit hours in each NCLB academic content area taught. If the teacher does not, the teacher will not meet the HQT requirement for any of the content areas in Multi-Subject HOUSSE.

Secondary special education teachers teaching to alternate achievement standards (that is, every student in the class takes the Delaware Alternate Achievement Portfolio) may meet the teacher quality survey requirement as elementary generalists. Refer to the sections about elementary school teachers.

Praxis II

Teachers' Praxis II scores must be recorded in DEEDS for teachers to use the scores in meeting the NCLB teacher quality requirement. Additionally, teachers can use only those tests that Delaware has adopted.

The tests that Delaware has adopted with passing scores are available at: https://deeds.doe.k12.de.us/forms/praxis_II_chart.doc.

The Praxis II test required for the exceptional children certificate is for the certificate only; it cannot be used to meet the demonstration of subject matter competence requirement.

Teachers who test in Delaware will automatically have their test scores sent to the Delaware DOE. However, teachers who took a Praxis II test in Delaware before March 2004 will need to request that ETS send the score report to the Delaware DOE. ETS charges a fee for this service.

Teachers who test in another state must request the Delaware DOE as a score recipient on the ETS registration form.

Teachers Not Meeting the NCLB Highly Qualified Teacher Requirement

If a teacher does not meet the highly qualified teacher requirement, the charter school must have a plan in place to get the teacher highly qualified *as soon as possible*.

The On-site Interview

Process and Procedures

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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 charter 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 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 school leaders plan and conduct successful interviews. 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 the 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 principal with the Recruitment and 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 the 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 is the process and procedures for effective, structured interviews of candidates?

2. How do charter schools ensure they are following legal guidelines and best practices when conducting interviews?

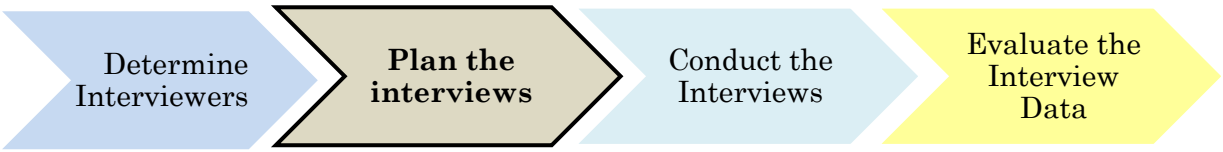
Implementing the Interview Process

The Team of a Charter School 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 Recruitment and Selection Team will be part of the interviews. Ideally the Team will consist of three to five members, including teachers as well as administrators. Sometimes, schools include non-certified staff as well.

Once the Team is established, it is important that all 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 Team members do not participate in every interview, but it is not fair to the candidates. So, school leaders should choose interview Team members who are knowledgeable of the competencies needed for the teaching position, have a vested interest in the outcome, and will be available to participate in all the interviews.



Plan the Interviews

Remember, the school is not the only school that is searching for highly qualified teachers. Because this is a competitive process, the Team must carefully plan the interview. In addition, the Team must also "market" their school to the teachers they hope to hire. Since, excellent teachers often have numerous job offers, these candidates will not only be interviewed by the Team. The candidates will also be interviewing the 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 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 Team members, or interruptions during the interview do not leave a positive impression of the school or its leaders. Detailed planning will prevent interview disasters.

Guiding Questions for Planning the Interviews

The Team must decide how the actual interviews will be conducted. Planning is the key to a smooth interview. The Team should meet and decide on the location and time frame for the interviews. Additionally, the 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 the location for the 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 the 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 the candidate may negatively affect the opinion of a highly qualified candidate, a person that may be a good match for your 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 team, questions from the candidate, and scoring the interview protocol after the interview.

How will the interview begin?

It is often helpful to script the welcome and the directions provided to the candidate at the beginning of the formal interview. Although the 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 Team selects or develops interview questions, the Team should also determine who will ask each question. It is often helpful to have a follow-up question to gain additional or specific information. When constructing the Interview Protocol, determine the 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 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 the specific position. Additionally, the interview questions may need to be differentiated based on the level of experience of a candidate. 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 (novice or veteran).

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 the candidate with a brief summary of the after-interview process (i.e., what will happen next – will the leadership 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 Team uses the collected data to determine which candidate will be asked to return for any additional steps to the selection process. Determine if an administrator or a member of the Team will contact the "finalists." Also, determine how the 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 team telephones all the candidates who were interviewed to discuss the outcomes with formal follow-up letters.

Throughout the process, the 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 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 the 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 member of the recruitment and selection team will be interviewers, it is wise to bring all the individuals together for a meeting. At that time, the principal or school leadership team 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 team should have a copy of the job description. The job description and hiring goals are often discussed at the first meeting when the principal or team leader meets with the team.

3. Building Consensus and Articulating the Competencies

As they plan for the interviews, the team must 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.

Key Questions to Articulating Competencies. The definitions of "highly qualified teachers" often refer to completing a four year degree program, obtaining state certification, or a passing score on a licensure exam. However, 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.

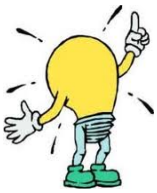
When the team members agree on the instructional skills and personal attributes of a successful candidate, it will be easier to plan the structure of the interview and the decision-making process after the interview.

Refer to the areas and components of the Delaware Performance Appraisal System II. A chart can also be accessed at the Delaware Department of Education website: (http://www.doe.k12.de.us/dpasii)

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 team to select a highly qualified teacher who will match the goals of the school. The questions should focus on the competencies needed for the job position. After the team has determined the instructional competencies for the 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 align 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 the 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).

The key types of questions for the interview include:

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

These key types are further explained on the next pages.

Please refer to Appendix C to view sample Interview Questions Derived from the University of Delaware.

Open-ended Questions

The questions selected should be open-ended (the candidate cannot answer with a simple "yes" or "no"). Additionally, avoid "why" questions that lead to speculation. Use "what" questions that encourage factual details.

Although team members reviewed the candidate's resume, grade transcripts, and letters of recommendation during the earlier screening phase, it is through direct questions that the 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 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 team will want to determine if the candidate is a good match for the school. It is the personal attributes of a candidate that provides the basis for interaction and often determines whether an individual is successful. The team should consider the culture and climate of the school. What interpersonal skills are needed for a new teacher to thrive in the school environment? The team should select questions or provide scenarios that will tap the personal attributes and work ethic of each candidate.

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. Additional questions should focus on the candidate's experience with charter schools.

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 the school. They also require a candidate to think beyond a scripted response.

TNTP Recommends….

- Use realistic scenarios that represent your 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.

Every scenario usually 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 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

It is important to note that there may be minor differences in the wording of the questions, based on a candidate's background experience. The 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.

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.

5. Planning for the Interview Protocol

After the 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 the 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.

The protocol usually 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 the team consider evidence for how a candidate's responses will be evaluated and rated. The U.S. Office of Personnel Management (2008) recommends that there should usually be at least three suggested levels of responses for each question: a superior, a satisfactory, and an unsatisfactory response.

For each selected question, develop a representative response for each proficiency level. As the team is developing and/or selecting questions, consider the table below in determining proficiency levels.

Interview Question	Superior Response	Satisfactory Response	Unsatisfactory Response
	What response would indicate abundant evidence of the desired key concepts, competency, and/or indicator?	What response would indicate some positive evidence of the desired key concepts, competency, and/ or indicator, but there are gaps or an inconsistent pattern?	What response would indicate generally negative or very limited positive evidence 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 three-, 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:

Rating	Level	Evidence
4	**Superior**	Responses indicate evidence of high quality performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component (e.g., Planning and preparation, Classroom Environment, Instruction, Professional Responsibilities).
3	**Satisfactory**	Responses indicate evidence of effective performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
2	**Areas of Concern**	Responses indicate areas of concern that need to be addressed.
1	**Unsatisfactory**	Responses do not indicate an understanding of the key concepts and competencies within a component.
0	**Unable to evaluate**	Missing sufficient information to rate.

7. Contacting the Candidates for Interviews

During this time of planning, the 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 recruitment and selection team should receive copies of the candidates' application materials prior to the interview for their review. This includes: cover letters, applications, the 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 team members. An Interview Schedule will help the team members follow the process for the formal interview with consistency and fidelity. Additionally, the team will be aware of the time parameters.

Time Frame. Most interviews are scheduled for a two hour time frame, including the time needed to score the interview. 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 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 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 time; the interview team should talk 20% of the time.

Interview Schedule Example

Time Allotment	Category
Welcome and Introductions	
10 to 15 minutes	• Smile and be courteous. • Establish an informal, friendly tone to put the candidate at ease. • Provide a brief overview of your 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	• 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	• 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	• 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 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 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.

Sett 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 the 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.

When providing an overview of the school and the position, be sure to share your feelings and experiences. It is important to generate the candidate's excitement and interest in the position. Realize that you need to sell your 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 school.

Ask the Interview Questions according to the Formal Interview Protocol. During the interview, the team members should focus on asking the questions, listening to the candidate's responses, asking follow-up questions as appropriate, and taking detailed notes.

Please refer to Appendix I for the Formal Interview Protocol Template.

Record Candidate's Responses to Questions. It is recommended that 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 how and indicate when the 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 steps indicated. For example, if the 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 implemented.

Remember: Please refer to Appendix I for the Formal Interview Protocol Template.

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 the candidate's responses against the established criteria for the 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 G for the Team Internal Planning Protocol for Determining Questions and Levels of Evidence.

Team Review and Consensus 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 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 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 the 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

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

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

Association of California School Administrators (ACSA)

The Association has a bank of 100 questions that principals can use during interviews with prospective teachers.

Web site: http://www.acsa.org/MainMenuCategories/CareerCenter/100-Questions.aspx

Colorado Legacy Foundation in partnership with the New Teacher Project

Interview tools and resources: A handbook on consistently implementing a hiring process to attract and select outstanding teachers. Retrieved from http://colegacy.org/news/wp-content/uploads/2011/10/Mutual_Consent_Interview_Handbook_5_11_11_FINAL.pdf

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

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

[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 Teacher Competencies to determine the key competencies needed for the teaching position.

Planning and Preparation	**The Classroom Environment**
Instruction	**Professional Responsibilities**

Discussion Map Example

[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 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

Appendix C
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

Topic	Lawful	Unlawful
Name	• What is your full name? • In checking your references and/or educational background, will I be able to identify you by your current name?	• What is your maiden name? • Do you prefer Ms., Miss, or Mrs.? • What type of a name is _____?
Address	• How long have you lived at this address?	• Birthplace? • Names and relationships of person with whom the applicant lives • Do you own or rent your home?
Education	• What schools did you attend? • What courses did you take? • What degrees did you earn?	• What years did you attend? • When did you graduate from high school?
Age	• Are you under 18 years of age?	• How old are you? • What is your date of birth?
Disability	• 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?	• 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?

Topic	Lawful	Unlawful
Citizenship	• Can you present proof, if hired, that you are eligible to work in the United States?	• Are you a U.S. citizen? • Can you provide a green card or a visa?
National Origin	• What language do you speak/write fluently (if job related)?	• Where were you born? • What is your native language? • How/where did you learn to speak that language?
Race	• None	• What race are you?
Family/Marital Status	• 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	• None	• Are you planning to have any children? • Are you pregnant? • What is your sexual orientation?
Military Record	• What education & training have you obtained through the military?	• What are the dates of your military duty? • Have you served in a foreign military? • What was your type of discharge?
Transportation	• Do you have reliable transportation that will assure that you arrive at work on time each day?	• Do you have a car? • How will you get to work?
Arrests/Convictions	• Have you ever been convicted of a felony?	• 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

[School Letterhead]

Applicant Name:		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 (Based on *DPAS Teaching Competencies*)	
NOVICE	**VETERAN**
Component 1: Planning and Preparation 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?	**Component 1: Planning and Preparation** 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 Teaching Competencies*)	
NOVICE	**VETERAN**
Component 2: The Classroom Environment 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?	**Component 2: The Classroom Environment** 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?
Component 3: Instruction 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?	**Component 3: Instruction** 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 Teaching Competencies*)	
NOVICE	**VETERAN**
Component 4: Professional Responsibilities 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?	**Component 4: Professional Responsibilities** 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?
Additional Questions: 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 "*professional ethics"* mean to you?	**Additional Questions:** 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 Questions and Levels of Evidence

[School Letterhead]

Position:		**Date:**	
Team Member(s):			

Critical Components of Competencies Based on DPAS-II	**Questions to be Asked**	**Unsatisfactory Representative Response (1 Point)**	**Satisfactory Representative Response (3 Point)**	**Superior Representative Response (4 Points)**
1. Planning & Preparation 1.a. Instructional goals 1.b. Coherent instruction 1.c. Content & Pedagogy knowledge 1.d. Knowledge of students 1.e. Student assessments	1.			
	2.			
2. Classroom Environment 2.a. Classroom procedures 2.b. Student behavior 2.c. Environment to support 2.d. Organizing physical space	3.			

Critical Components of Competencies Based on DPAS-II	Questions to be Asked	Unsatisfactory Representative Response (1 Point)	Satisfactory Representative Response (3 Point)	Superior Representative Response (4 Points)
3. Instruction 3.a. Engaging students 3.b. Flexibility/responsiveness 3.c. Communication 3.d. Questioning/Discussion techniques 3.e. Using assessment	4. 5.			
4. Professional Responsibilities 4.a. Communication w families 4.b. Recording data 4.c. Professional growth/PD 4.d. Reflection on professional practice	6.			
5. OTHER (Identify)	7. 8.			
Total Scores:				

NOTE: Final Performance Levels will need to be determined based on total number of questions asked.

Unsatisfactory	Satisfactory	Superior
Number of Points: NO	**Number of Points: HOLD**	**Number of Points: YES**

Rating Scale for Each Question		
4	**Superior**	Responses indicate evidence of high quality performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
3	**Satisfactory**	Responses indicate evidence of effective performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
2	**Areas of Concern**	Responses indicate areas of concern that need to be addressed.
1	**Unsatisfactory**	Responses do not indicate an understanding of the key concepts, indicators and/or competencies within a component.
0	**Unable to Evaluate**	Responses missing sufficient information for rating.

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Appendix H
Template Letter: Example of Interview Invitation

[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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Appendix I
Template: Formal Interview Protocol

[School Letterhead]

Statement of Intent for all participants:

We appreciate you speaking with us today in regards to the [position] at [Charter School]. The [Charter School] is interested learning 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).

Component: Planning and Preparation

1. Question #1

Response:
Rating: 0 1 2 3 4
Justification:

2. Question #2

Response:
Rating: 0 1 2 3 4
Justification:

3. Question #3

Response:
Rating: 0 1 2 3 4
Justification:

Component: Classroom Environment

4. Question #4

Response:
Rating: 0 1 2 3 4
Justification:

5. Question #5

Response:
Rating: 0 1 2 3 4
Justification:

6. Question #6

Response:
Rating: 0 1 2 3 4
Justification:

Component: Instruction

7. Question #7

Response:
Rating: 0 1 2 3 4
Justification:

8. Question #8

Response:
Rating: 0 1 2 3 4
Justification:

Component: Professional Responsibilities

9. Question #9

Response:
Rating: 0 1 2 3 4
Justification:

10. Question #10

Response:
Rating: 0 1 2 3 4
Justification:

11. Question #11

Response:
Rating: 0 1 2 3 4
Justification:

Other

12. Question #12

Response:
Rating: 0 1 2 3 4
Justification:

13. Question #13

Response:
Rating: 0 1 2 3 4
Justification:

Final Comments/Reflections:

Rating Scale for Each Question		
4	**Superior**	Responses indicate evidence of high quality performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
3	**Satisfactory**	Responses indicate evidence of effective performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
2	**Areas of Concern**	Responses indicate areas of concern that need to be addressed.
1	**Unsatisfactory**	Responses do not indicate an understanding of the key concepts, indicators and/or competencies within a component.
0	**Unable to Evaluate**	Responses missing sufficient information for rating.

NOTE: Final Performance Levels will need to be determined based on the number of questions asked and total points assigned.

Unsatisfactory	Satisfactory	Superior
Number of Points: NO	**Number of Points: HOLD**	**Number of Points: YES**

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

[School Letterhead]

Candidate Name:		**Position:**		**Date:**	
Team Members:					

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 initialed by the team member. A final team consensus rating should be entered for each component

Recommendation:

- ☐ Highly recommended for next step in selection process
- ☐ Recommended for next step in selection process
- ☐ Not recommended for next step or position
- ☐ 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.

Unsatisfactory	Satisfactory	Superior
Number of Points: NO	**Number of Points: HOLD**	**Number of Points: YES**

Comments/Justification for Consensus Ratings:		
Rating Scale for Each Question		
4	**Superior**	Responses indicate evidence of high quality performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
3	**Satisfactory**	Responses indicate evidence of effective performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
2	**Areas of Concern**	Responses indicate areas of concern that need to be addressed.
1	**Unsatisfactory**	Responses do not indicate an understanding of the key concepts, indicators and/or competencies within a 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

[School Letterhead]

Candidate Name:		**Position:**		**Date:**	
Team Member(s):		**Rank Order of Candidates:** 1. 2. 3. 4.			

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.

Unsatisfactory	Satisfactory	Superior
Number of Points: NO	**Number of Points: HOLD**	**Number of Points: YES**

Comments/Justification for Rank Order:

Rating Scale for Each Question		
4	**Superior**	Responses indicate evidence of high quality performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
3	**Satisfactory**	Responses indicate evidence of effective performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
2	**Areas of Concern**	Responses indicate areas of concern that need to be addressed.
1	**Unsatisfactory**	Responses do not indicate an understanding of the key concepts, indicators and/or competencies within a component.
0	**Unable to Evaluate**	Responses missing sufficient information for rating.

Appendix L
Template Letter: For Unsuccessful Candidate(s)

[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 school received from individuals with strong backgrounds in this field.

We regret to inform you that the position was offered to another candidate.

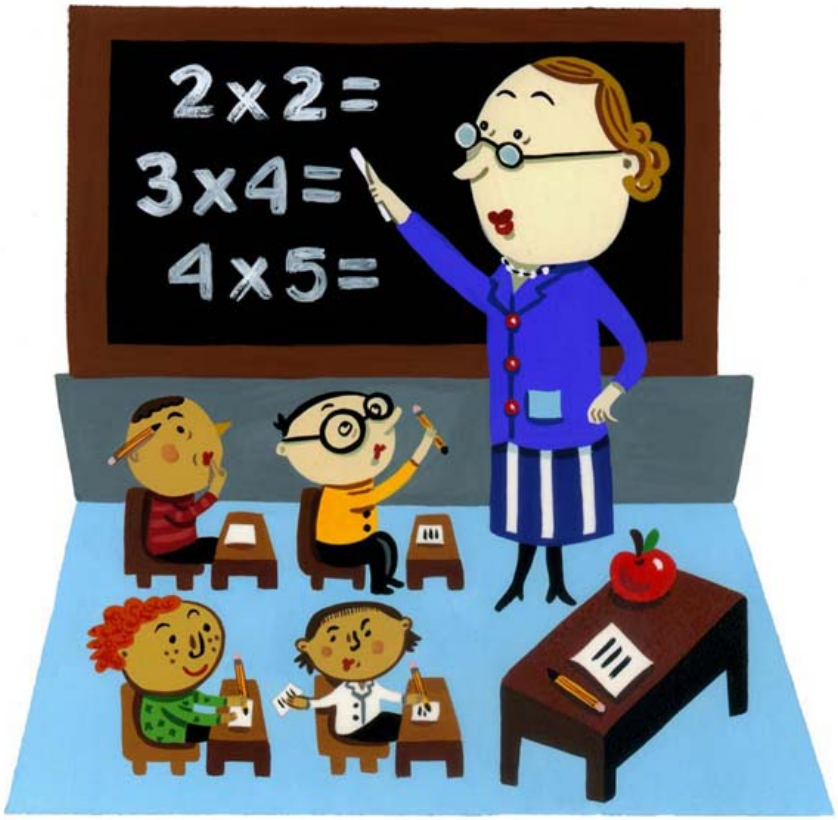
Again, thank you for your application for this position and interest in employment with [name of charter school].

We wish you well in your career.

Sincerely,

[Name and title of personnel]

Demonstration Lessons



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Introduction

Charter schools often use demonstration lessons as a component of the selection process to judge a job candidate's knowledge, skills, and dispositions required for a position and to determine the candidate's fit with the 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 recruitment and 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 charter 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

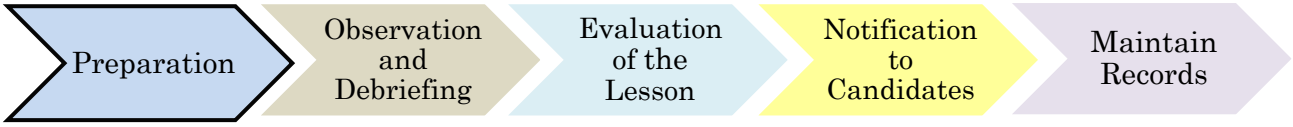
1. How can charter schools design and implement a systematic demonstration lesson process and procedures as part of the selection process?

Implementing a Systematic Process and Procedures for Demonstration Lessons

If a charter school includes demonstration lessons in the selection process, the principal and Recruitment 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 the 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 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 school should prepare the students in the class for the sample lesson by explaining the purpose of the lesson, and providing guidelines on how students should behave during the lesson.

The time of year will impact 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 recruitment and selection team should provide the candidate with written directions and guidelines at least three to five days prior to the scheduled lesson. If the 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 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

- 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

- 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

- 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 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 school develops a rubric, it is suggested that the rubric contain three to four levels of performance.

If using a rating scale, the school may want to use a scale similar to the one presented in the Interview Process and Procedures section.

Rating Scale

Points	Level	Criteria
4	Superior	Lesson provided high quality evidence of key concepts, competencies, and/or indicators in a component.
3	Satisfactory	Lesson provided evidence of effective performance based on a demonstration of understanding of the key concepts, competencies, and indicators in a component
2	Areas of Concern	Lesson indicated areas of concern regarding concepts, competencies, and/or indicators that need to be addressed in a component.
1	Unsatisfactory	Lesson indicated a lack of understanding of the key concepts, competencies, and indicators in a 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 the charter school provide each candidate with information about the class, 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 the candidates needs to bring handouts or the school will print handouts; and
- ✓ Availability of technologies (e.g., computer, SmartBoard, etc.).

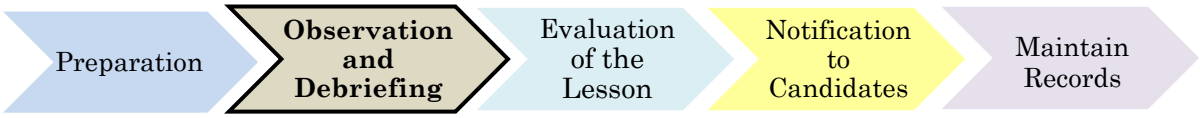
Please refer to Appendix A for a Letter/Email inviting a Candidate to a Demonstration Lesson

Additional Information

It is recommended that a school provide sufficient information to candidates on the school's curriculum, students, and instructional strategies (TNTP, no date). In addition, it is recommended that the charter 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 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 is part of evaluation for the Demonstration Lesson.



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 teacher 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.

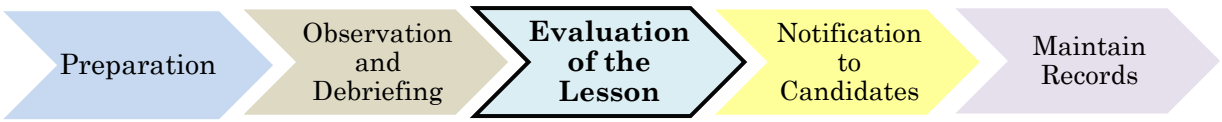
2. Follow-up Candidate Debriefing and Reflection

It is recommended that the selection team hold a debriefing conversation with the candidate after the lesson.

In addition, the 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 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 for each DPAS component. 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 Consensus 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 rating on each candidate.

- 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?

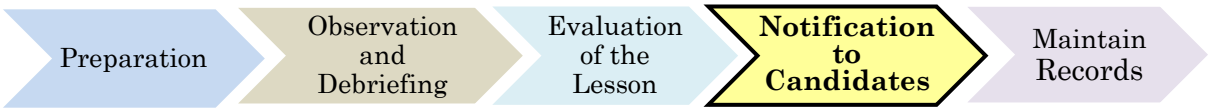
Please refer to Appendix D, a template, Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate.

3. Team Review and Ratings for all Candidates.

After the last candidate's demonstration lesson has been observed and rated, the team should review the group ratings given to all candidates. This will ensure 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.

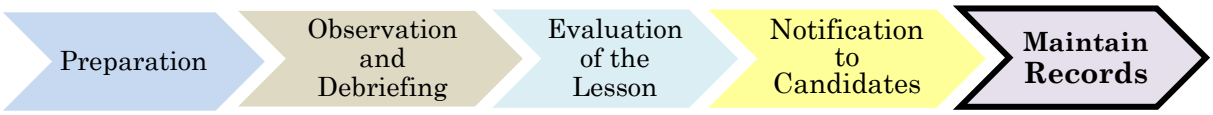
Please refer to Appendix E, a template, Comparison of All Candidates and Team Consensus Rating for Demonstration Lessons.



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 charter 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 charter 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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Appendices

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Appendix A
Template: Letter/email Inviting Candidate to a Demonstration Lesson

[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 _____ [Charter 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 Charter School

Dear Ms. Smith,

The Recruitment and 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 the 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

[School Letterhead]

Candidate Name:		**Position:**	
Grade Level:		**Date of Demonstration Lesson:**	
Subject Area:		**Lesson Duration:**	
Observer:		**Other:**	

DPAS Components and Potential Indicators	**Notes**	**Ratings**
1. Instructional Planning & Preparation □ Goals and objectives for lesson are appropriate for students and represent high expectations. student-centered & measurable. □ Lesson plan is organized & logically sequence with a beginning, middle, and end. □ Lesson contains appropriate activities to reach objectives. □ Lesson allows adequate time for instructional activities (guided to independent practice). □ Lesson includes a variety of activities for different learning	**Strengths:** **Concerns:** **Rating Justification:**	

DPAS Components and Potential Indicators	Notes	Ratings
styles & levels of readiness. □ Other:		
2. Classroom Environment □ Establishes rapport with students that is grounded in mutual respect. □ Organizes student groups. □ Plans and monitors changes in activities so no time for learning is lost. □ Activities engage students in learning. □ Attends to all areas of the class to encourage student participation and manage student behavior. □ Other:	**Strengths:** **Concerns:** **Rating Justification**	
3. Instructional Delivery □ Objective is posted & clearly articulated for students. □ Links the purpose of the lesson to students' interests and/or backgrounds/prior knowledge. □ Clear, understandable directions. □ Questions are appropriate to the sequence of the lesson. □ Lesson pacing is appropriate for all students within the	**Strengths:** **Concerns:** **Rating Justification:**	

DPAS Components and Potential Indicators	Notes	Ratings
class. ◻ Observes the actions and reactions of students as the lesson is implemented. ◻ Provides accurate and timely feedback to students. ◻ Other:		
4. Professional Responsibilities ◻ Recognizes strengths & weaknesses in lesson. ◻ Assesses the effectiveness of the lesson and the reasons for effectiveness. ◻ Identifies what could be done differently to improve the lesson. ◻ Openness to feedback from the team. ◻ Other	**Strengths:** **Concerns:** **Rating Justification:**	
5. Other: (School completes)	**Strengths:** **Concerns:** **Rating Justification:**	
TOTAL Rating Score		
Performance Level		

Rating Scale for Performance Levels

Unsatisfactory	Satisfactory	Superior
0-14	**15-17**	**18-20**

Comments/Justification for Total Rating Scores and Performance Levels:

Demonstration Lesson Rating Scale

Points	Level	Criteria
4	Superior	Lesson provided high quality evidence of key concepts, competencies, and/or indicators in a component.
3	Satisfactory	Lesson provided evidence of effective performance based on a demonstration of understanding of the key concepts, competencies, and indicators in a component
2	Areas of Concern	Lesson indicated areas of concern regarding concepts, competencies, and/or indicators that need to be addressed in a component.
1	Unsatisfactory	Lesson indicated a lack of understanding of the key concepts, competencies, and indicators in a component.
0	Unable to Evaluate	Missing sufficient information and/or observable behaviors.

Appendix C
Template: Demonstration Lesson Reflection Sheet for Candidate

[School Letterhead]

Candidate Name:		**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		

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?
Assessment Methods		
Classroom Management/Student Behavior		
Student Engagement/ Interest		

Adapted from DPAS II

Appendix D
Template: Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate

[School Letterhead]

Candidate Name:		**Position:**	
Grade Level:		**Date of Demonstration Lesson:**	
Subject Area:		**Lesson Duration:**	
Date of Team Meeting:		**Team Member(s):**	

Recommendations

- ☐ Highly recommended for next step in selection process
- ☐ Recommended for next step in selection process
- ☐ Not recommended for next step or position
- ☐ Other:

Rating Scale for Performance Levels

Unsatisfactory	Satisfactory	Superior
0-14	**15-17**	**18-20**

Enter each team member's ratings for the components of the demonstration lesson. Any changes to initial ratings by team members should be initialized by the team member. A final rating should be entered for each component.

DPAS Components	**Team Member #1**	**Team Member #2**	**Team Member #3**	**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

[School Letterhead]

Position:		**Chairperson:**	
Team Member(s):		**Date of Team Meeting:**	

Enter the final team consensus ratings for each component and candidate.

Components for Competencies	**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:				

Then rank order the candidates (from the highest total score to the lowest total score).

Rank Order of Candidates:

1.
2.
3.

Comments/Justification for Rank Order:

Appendix F
Template Letter: For Unsuccessful Candidate

[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 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 charter school].

We wish you well in your career.

Sincerely,

[name and title of personnel]

Competency-based

Reference Checking

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Introduction

This guide provides the 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. 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).

Timing of Reference Checking During Selection Process

The Competency-based Reference Checking has a fluid role in the selection process. Depending on time, the check could occur in several places in the linear process. If time allows, a suggested time is after the interview and before the demonstration lesson. This allows for 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 candidates, who successfully pass are asked to prepare a demonstration lesson. However, this time-consuming method might be prohibitive in many school; thus, there are other options for conducting the Competency-based Reference Check.

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 team to have a complete perspective of each candidate's profile in order to make the best decision.

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, the hiring team calls the first ranked candidate's references. If the references are

verified, the first ranked candidate will be offered the position. If the first ranked person has poor checks or declines the offer, then the hiring team moves to the second ranked candidate for the Competency-based Reference Check, so on and so forth.

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 candidate's employment history
	Identifying developmental needs of the candidate to assess potential areas of professional develop
What qualities are assessed during the process?	Qualities shown over a period of time (e.g., handling situations, dealing with multiple assignments)
	Qualities provided by a supervisor that are unable to be assessed in other means
	Qualities needed 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 the school

Candidate's Role in the 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., phone number, address, email);

4. Provide the references a copy of his/her resume, cover letter and job description; and

5. If required, indicate the official language of the reference (Public Service Commission of Canada, 2009).

References

Whom to contact for references?

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, schools do not accept references, such as candidate's personal friends, workplace friends, or family (Public Service Commission of Canada, 2009).

Always check the candidate's application to see if the school has permission to contact current supervisors before a call!

Please refer to Appendix A, a template letter to contact a reference for an interview.

The reference checker will need prior to the call:

1. Reference Checking Form;
2. Job description;
3. Definition of the competencies that are the object of the Reference Check;
4. Questions to be asked during the call;
5. Candidate's hiring portfolio; and
6. Any other relevant information.

How to prepare/inform the reference check for involvement?

1. Provide instructions of the process;
2. Provide the job description; and
3. Provide the reference form.

Who should conduct the check?

1. **Hiring manager(s)**: the person who will ultimately supervise the new employee, or

2. **Leader(s):** a person who has an intimate relationship in the position being staffed

When should a reference check by 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 school.

Reference Checks can be completed over the telephone or in writing. Employment references are useful primarily as confirmation of prior employment, dates and salary.

It is important that the Reference Checker be more experienced than the candidate, and be familiar with using the tools and the position requirements!

During the Reference Check

How to conduct a Reference Check:

- ✓ Be very familiar with the candidate's file prior to beginning the Reference Check. Review the candidate's file in-depth.
- ✓ Prior to beginning the call, inform the reference of the reason for the call and a bit about the position.
- ✓ Use the pre-determined questions created for the call.
- ✓ Be objective and do not let opinions override the conversation.
- ✓ Be an attentive listener and actively participate in the 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 academic degrees, professional certifications, or licenses.
- ✓ Make the check tailored to the position and school vision (Department of Navy, 2013).
- ✓ It is important that the Reference Checker have more experience than the candidate, and be familiar with using the tools and the position requirements.

Follow Delaware state laws and federal laws and regulations. Avoid questions including: transportation, worker compensation claims, and any non-job related questions.

What types of questions?	
Preliminary questions	Open-ended questions to garner clarification of the role in the candidate's professional history and strengthens/weaknesses.
Verification	Questions to legitimize candidate 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.

Often, Reference Checks are started by obtaining factual information about prior employment.

How the 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."

Questioning about more sensitive information, such as potentially-inappropriate work-related behavior, should occur later in the interview, once sufficient rapport has been reached between the referee and the reference checker (Public Service Commission of Canada, 2009).

Please refer to Appendix B, Example Questions for Reference Checks and Examples of Types of Illegal or Unethical Questions to Avoid.

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).

It is important to build a strong rapport with the references in order to gain clear insight into the candidate's history.

Example of Opening

"Hello, my name is_____ and I am calling to conduct a structured reference check on_____, who is being considered for the position of_____. The reference check will include preliminary questions designed to verify certain employment information, followed by gathering information on the candidate against a series of job-related competencies. The Reference Check will take approximately one hour 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?"

Once the introductory statement is completed (Preliminary Questions), 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."

Refusal to Participate

Since this is a voluntary request, the interviewee may refuse to participate in the reference check for various reasons, or perhaps even reluctant to provide valuable 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).

Next Steps

As mentioned, the reference checking interview should take approximately thirty minutes to one hour. Be mindful of the time duration during the interview process.

It is recommended the interviewer confirms the reference has received all the necessary information to begin the interview (e.g., instructions of the process, job description, and reference form). In addition, it is important to share a bit about the 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 this environment (Public Service Commission of Canada, 2009).

Verification Questions. The next set of questions is considered the Verification Questions. These 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).

Competency Questions. From there proceed to more detailed information, called Competency Questions. Keep all questions job-related. Ask them to verify information that the candidate has already shared with the school, rather than asking for new information. For example,

> "[Candidate name] told us that s/he had the following job duties when s/he worked in your organization. Is this accurate? S/He also told us that her/his strengths are _____. Is this how you see it?"

Situational Questions. Situational questions concern a candidate's performance and skillsets. It is a two-step process:

1. Ask the reference to describe performance of the candidate in terms of specific behaviors.
2. Ask about areas of development aligned to the DPAS II Competencies. For example, questions related to instruction, classroom environment, and professional responsibilities.

Prior to concluding the call, ask the reference if she/he have any questions or concerns from the interview session. 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.

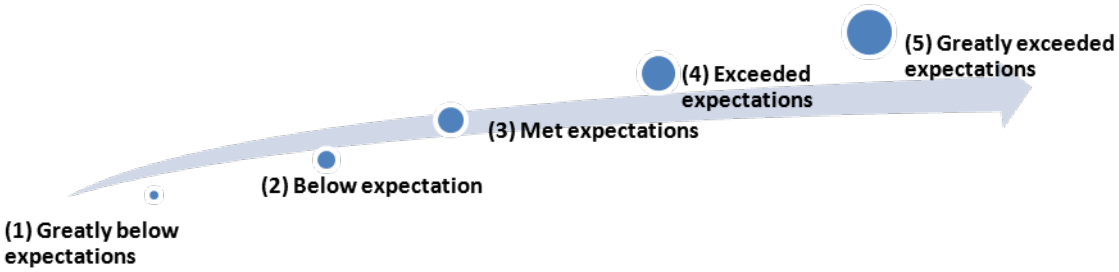
Take Detailed Notes

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).

After the Interview

Once the reference checking interview is finished, the team should review their notes documented in the Reference Checking Evaluation Form. Based on the evaluation criteria, and performance levels, the team should assign points for each question asked and total the number of points assigned. Based on the total number of points, the team should assign a numerical rating using the following scale as an example.

Please refer to Appendix C template, the Reference Checking Evaluation Form.



In addition, there should be a category for not being able to measure the competency based on a reference's responses. A few questions will help to drive the assessment of the competency questions:

1. How many of the behavioral indicators for the competency were addressed during the interview?
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?

Each of the scores for the questions should have justifications provided to support the claim.

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 conducting a competency-based Reference Checking of candidates, including a checklist. The appendices include templates for example letters to references, example questions, and an evaluation form.

Reference Checklist

- ☑ Always check references prior to making a job offer.
- ☑ Be sure to ask the 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.
- ☑ Decide who will conduct the reference checks. It should either be the supervisor, hiring manager, or a member of the Selection Team.
- ☑ 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*. Stors, CT: Author. Retrieved from www.hr.uconn.edu/docs/Guide_to_Effective_Recruiting.pdf

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Appendices

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Appendix A
Template Letter: To Notify Reference of their Participation

[School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

[Charter school] is contacting you to schedule a reference check interview for [candidate's name]. He/she provided your contact information to us during the hiring process. The 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
Example 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?

Wrap-up 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?

Examples of Types 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.

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Appendix C
Template: Reference Checking Evaluation Form

[School Letterhead]

Candidate Name:		**Applied Position:**	
Team Member(s):		**Date:**	
Reference Name:		**Reference Check position:**	
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 should be a ✓ for a satisfactory answer and ✗ for an unsatisfactory answer.

Questions	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 ✘

Performance Levels based on Total Points

Unsatisfactory	Satisfactory	Superior
1-3: NO	**5-8: HOLD**	**9-13: YES**

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, *Charter School Technical Assistance Manual*, 2012)

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 a Pre-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, *Delaware Performance Appraisal System II Guide Revised for Teacher*s, 2013)

Applicant - A person who seeks employment and applies to a charter school for a position.

C

Candidate - An employment applicant who passed the initial screening by a school and deemed minimally qualified for a position and 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, *DPAS II Guide Revised for Teachers*, 2012)

Credentialed Evaluator - An individual, not always the supervisor of a teacher, who has successfully completed DPAS II credentialing in accordance with 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, *DPAS II Guide Revised for Teachers*, 2013)

Criterion - A broad area of knowledge and skills related to a specific component. (Delaware Department of Education, *DPAS II Guide Revised for Teachers*, 2013)

D

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, *DPAS II Guide Revised for Teachers,* 2013)

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)

DDOE - Delaware Department of Education.

Delaware Educator Data System (DEEDS) - A Delaware online data system for application and continuing licensure.

DPAS II – Delaware Performance Appraisal System - 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, *DPAS II Guide Revised for Teachers*, 2013)

E

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)

Element - An observable and specific area of knowledge and/or skill directly related to a DPAS II component criterion. (Delaware Department of Education, *DPAS-II Guide Revised for Teachers*, 2013)

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, *Charter School Technical Assistance Manual*, 2012)

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.

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, *DPAS II Guide Revised for Teachers*, 2013)

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 qualified teacher (HQT) - According to No Child Left Behind (NCLB) Act, a teacher who has obtained full state teacher certification or has 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)

I

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)

Improvement Plan - A plan that a teacher and evaluator mutually develop for a teacher ho receives an overall rating of "Needs Improvement" or "Ineffective" on the Summative, a rating of Unsatisfactory on any appraisal component on a Summative, and be developed if a teacher's overall performance is unsatisfactory during an observed lesson. (Delaware Department of Education, *DPAS II Guide Revised for Teachers,* 2013)

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

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, *DPAS II Guide Revised for Teachers*, 2012)

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)

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, *DPAS II Guide Revised for Teachers,* 2012)

Novice Teacher - A teacher who holds a valid and current Initial License issued by the Delaware Department of Education. (Delaware Department of Education, *DPAS II Guide Revised for Teachers, 2012*)

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, *Charter School Technical Assistance Manual*, 2012)

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 II Subject Assessments- A series of subject matter tests available through the Educational Testing Service (ETS). One way to meet the Delaware and NCLB highly qualified teacher requirements is to attain a passing score on a Praxis II assessment in an NCLB academic content area/class currently taught. The test must match the NCLB academic content area/class and level of student taught. (Delaware Department of Education, *Charter School Technical Assistance Manual*, 2012)

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, *Charter School Technical Assistance Manual,* 2012)

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)

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 Component Rating - A rating for a teacher's performance demonstrating an understanding of the concepts contained within a component. (Delaware Department of Education, *DPAS II Guide Revised for Teachers*, 2012)

Satisfactory Evaluation - On the DPAS II, an evaluation equivalent to the overall "Highly Effective," "Effective," or "Needs Improvement" rating on the Summative Evaluation and shall be used to qualify for a continuing license. (Delaware Department of Education, *DPAS II Guide Revised for Teachers*, 2013)

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, *Charter School Technical Assistance Manual*, 2012)

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.

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, *DPAS II Guide Revised for Teachers*, 2012)

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, 2 *DPAS II Guide Revised for Teachers*, 2012)

Summative Evaluation - Under DPAS II, the comprehensive, end-of-cycle appraisal that shall incorporate the results of the minimum required observations and required component-level data. At the discretion of the Evaluator, it may also include additional announced or unannounced observation data beyond the required observation data provided by other Credentialed Observers. (Delaware Department of Education, *DPAS II Guide Revised for Teachers*, 2013)

T

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 enrolled at least 85% of the time that the class is in session. (Delaware Department of Education, *DPAS II Guide Revised for Teachers*, 2012)

Transcript – A copy of a student's permanent academic record from a college or university he/she attended.

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. The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance. (Delaware Department of Education, *DPAS II Guide Revised for Teachers*, 2013)

Unsatisfactory Component Rating – A rating in DPAS II that means the teacher's performance does not demonstrate an understanding of the concepts of the component. (Delaware Department of Education, *DPAS II Guide Revised for Teachers*, 2012)

Unsatisfactory Evaluation – An evaluation in DPAS II that is equivalent to the overall "Ineffective" rating on the Summative Evaluation. (Delaware Department of Education, *DPAS II Guide Revised for Teachers*, 2012)

W

Working Day – A day when an employee would normally be working in that district or charter school. (Delaware Department of Education, *DPAS II Guide Revised for Teachers*, 2012)

General Appendices

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A. Suggested Teacher Recruitment and Selection Timelines

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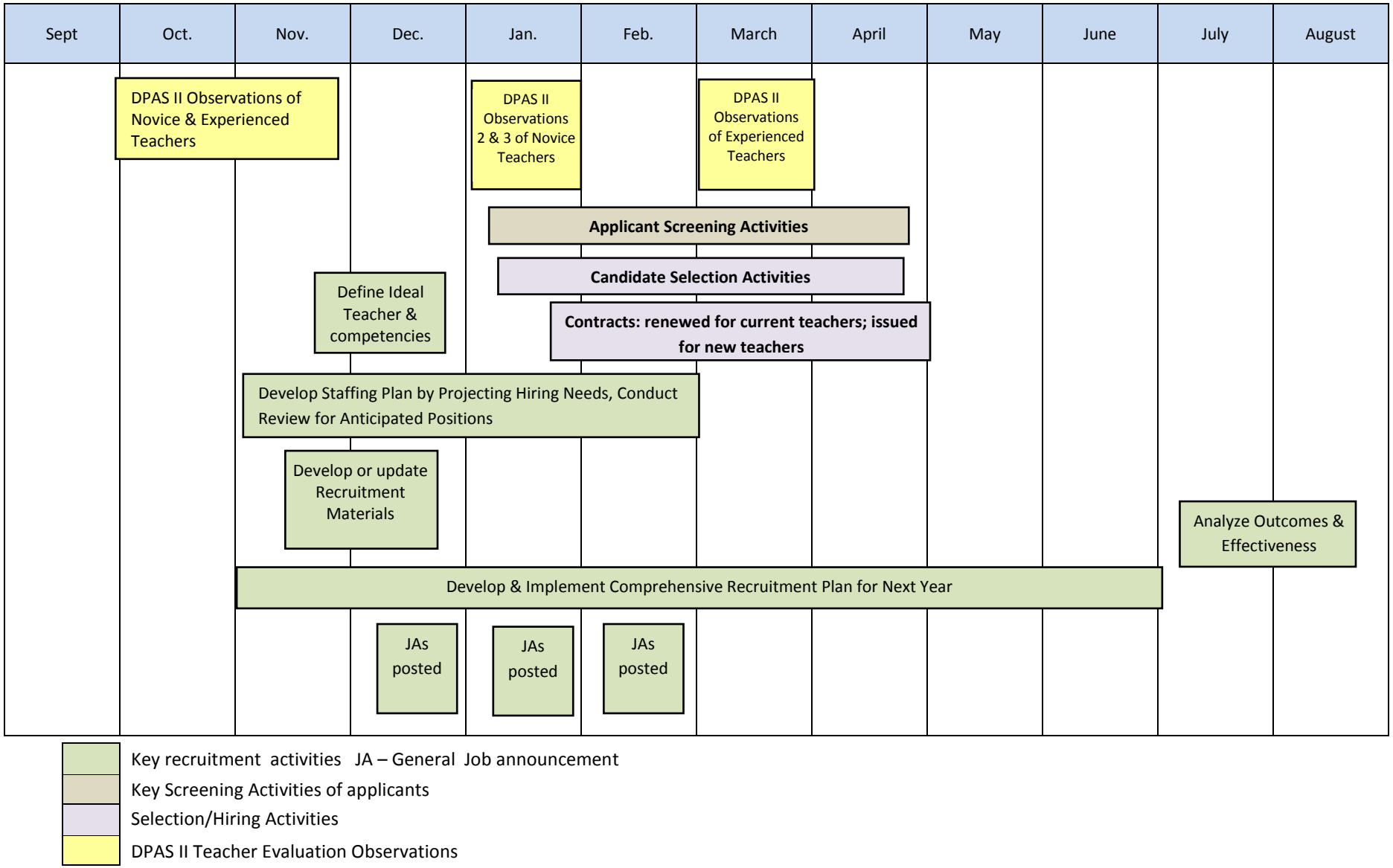
Suggested Delaware Teacher Recruitment and Selection Timelines



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B. Teacher Recruitment and Selection Toolkit Decision Tree

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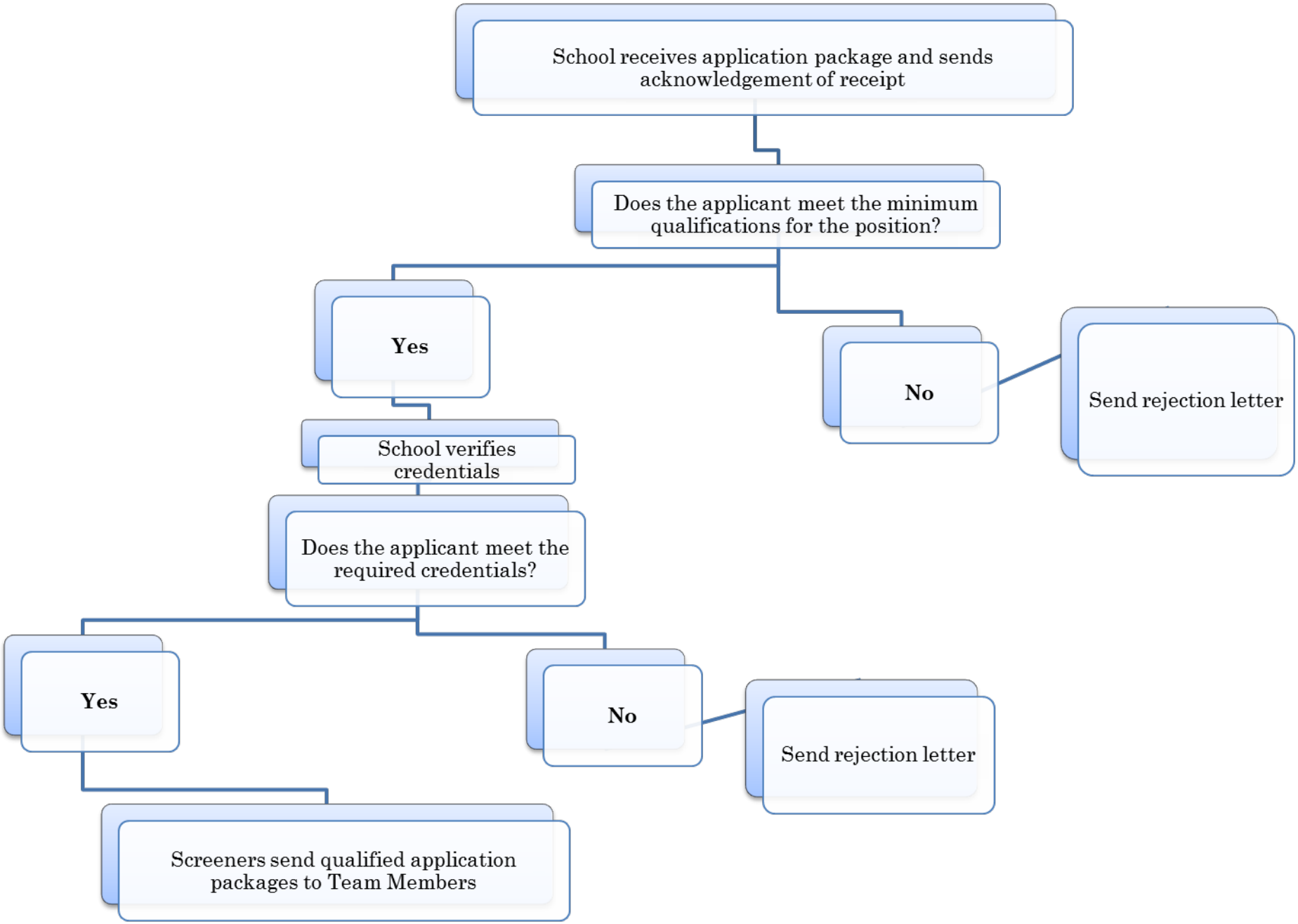
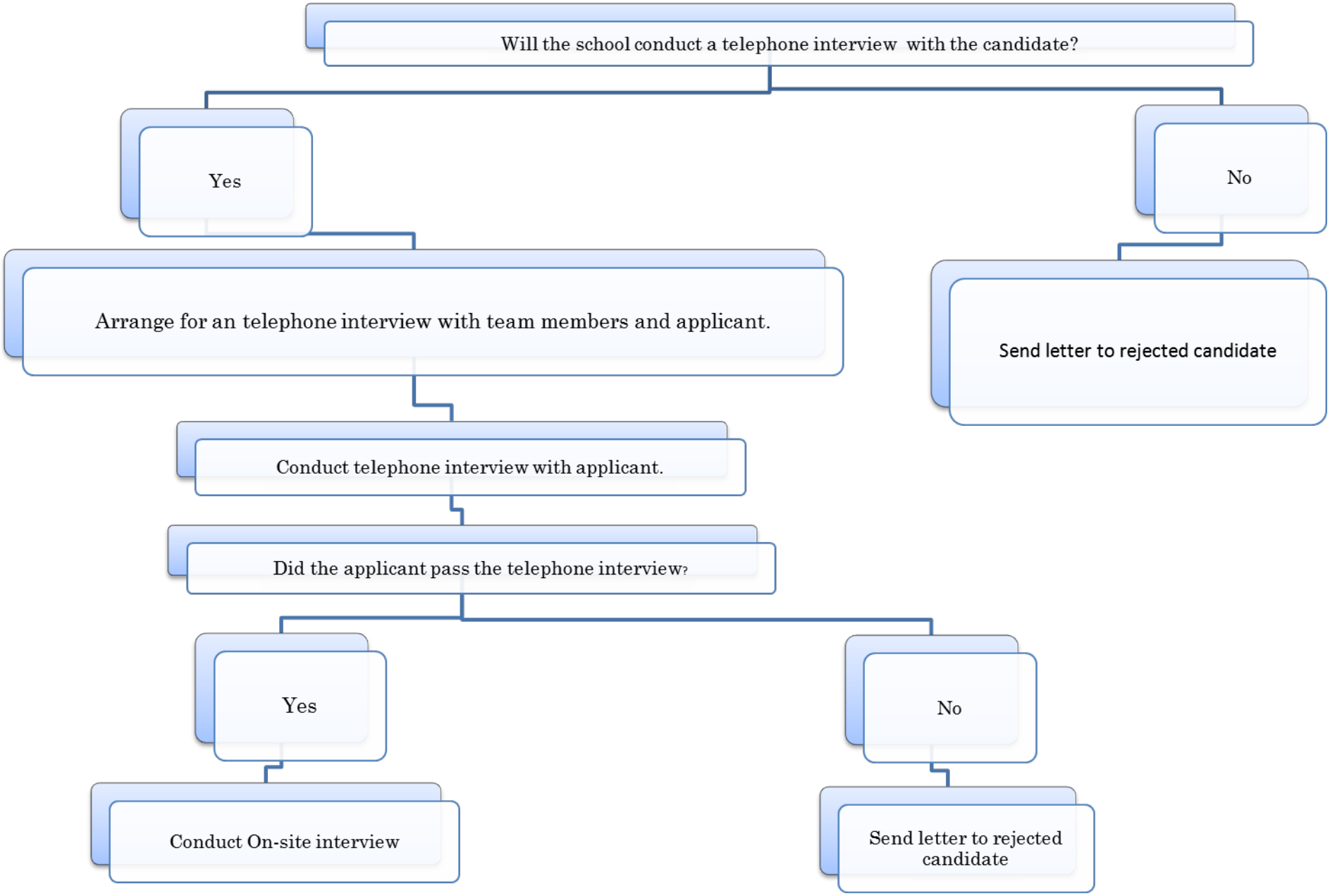
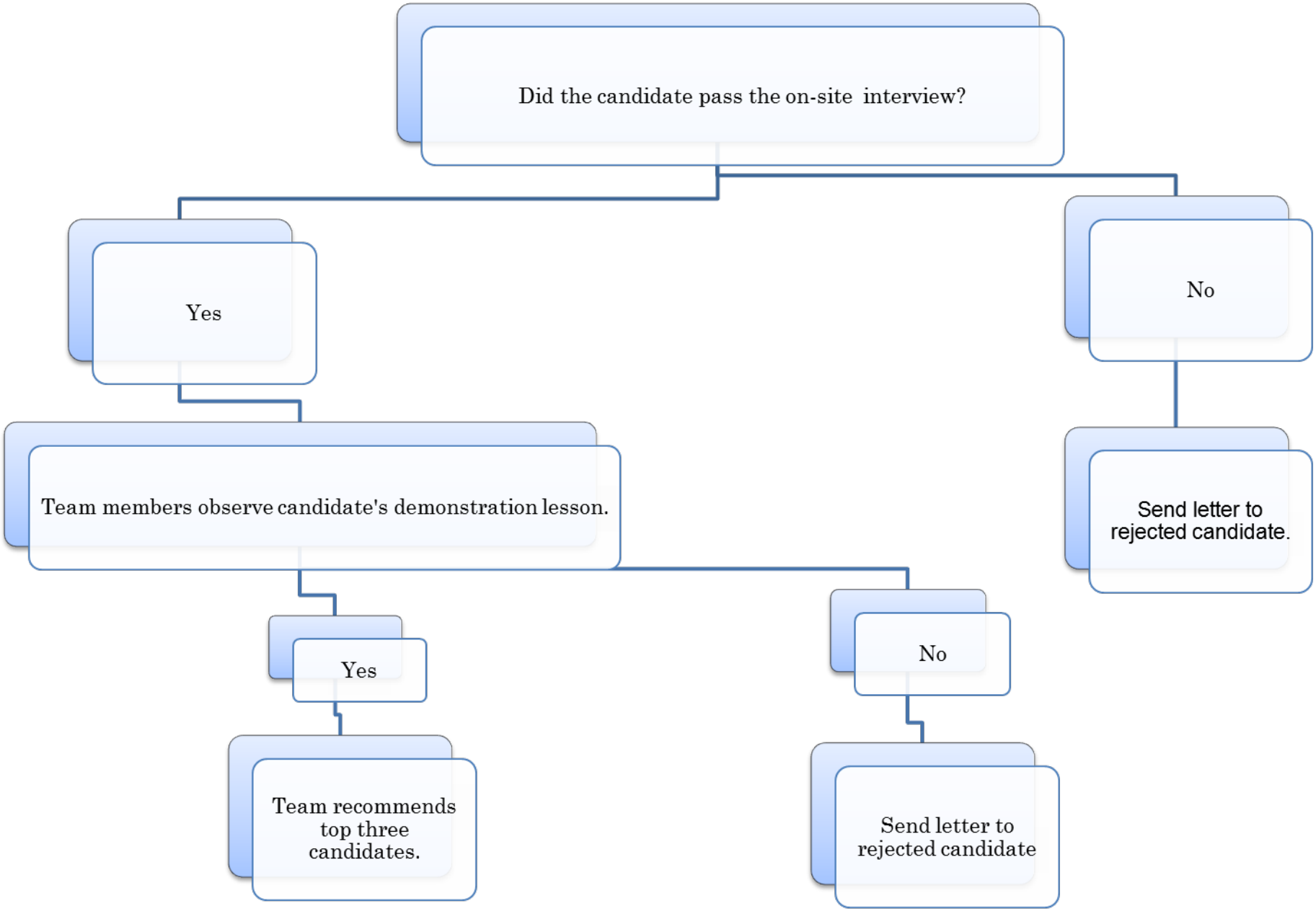


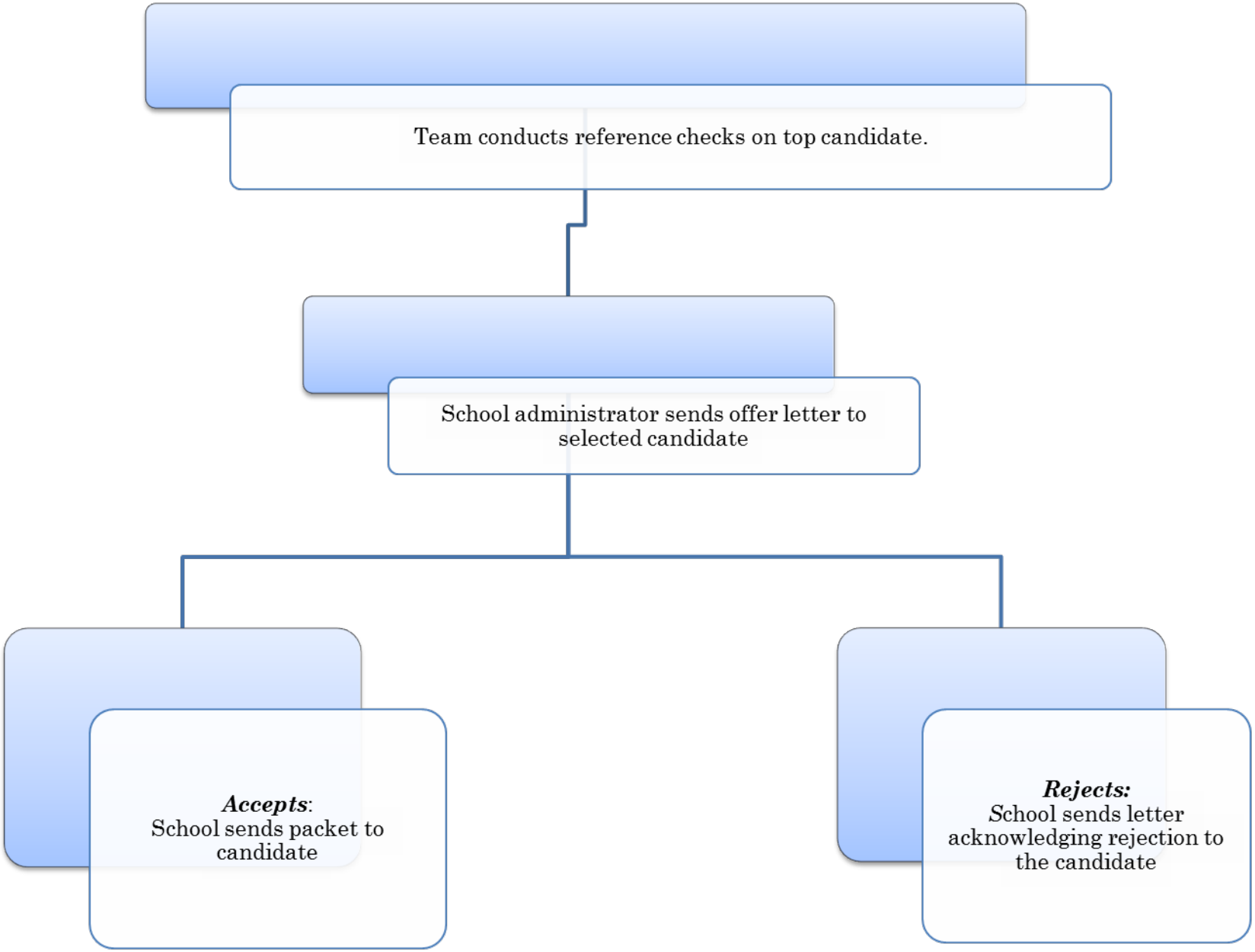
**TNTP suggests the duration between each activity is at most 5 business days



**TNTP suggests the duration between each activity is at most 5 business days



**TNTP suggests the duration between each activity is at most 5 business days



**TNTP suggests the duration between each activity is at most 5 business days

C. Alignment of Toolkit with Competencies in the Delaware Performance Appraisal System II

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Alignment of DPAS with Toolkit

Component 1: Planning and Preparation

DPAS II			
Criterion	***Proficiency level definition***	***Example Indicators***	***Alignment***
1a. Selecting instructional goals	*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 assessments.*	Value, Sequence, and Alignment: *Goals are appropriate for learners and represent high expectations and rigor for the students.* Clarify *Each of the goals can be readily assessed through both formative and summative assessments.* Balance *Students demonstrate their understanding and knowledge in multiple formats.* Sustainability for Diverse Learners *The teacher identifies prerequisite skills and knowledge of the students and uses the information to plan to meet the individual student data.*	• On-site Interviews • Demonstration Lessons
1b. Designing coherent instruction	*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.*	Learning Activities *Learning activities designed and/or selected are suitable for diverse learners and support the instructional goals.* Instructional Materials and Resources *When appropriate and possible, the teacher uses technology to enhance the learning experience.* Instructional Grouping *The teacher creates instructional groups that are varied, appropriate to student learning, and meet instructional goals.* Lesson and Unit Sequence *The lesson has a beginning, middle and end.*	• On-site Interviews • Demonstration Lessons

DPAS II			
Criterion	***Proficiency level definition***	***Example Indicators***	***Alignment***
1c. Demonstrating knowledge of content and pedagogy	*Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.*	Knowledge of Content and the Structure of the Discipline *The teacher considers intra-disciplinary connections and plans how they will help students see the connections between what they learned previously and what they will be learning.* Knowledge of Prerequisite Relationships *Plans reflect understanding of the relationships among topics and concepts and a link to necessary cognitive structures of students to ensure learning.* Knowledge of Content-Related Pedagogy *The teacher selects a wide range of effective pedagogical approaches that may be used during the sequence of learning.*	• Screening Process • On-site Interviews • Demonstration Lessons
1d. Demonstrating knowledge of students	*Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for groups of students.*	Knowledge of Child and Adolescent Development *The teacher uses his/her knowledge of child and adolescent development to plan lessons—(1) the plans indicate how the teacher meets the needs of the general population of students; (2) the plans include adaptations or modifications to meet the needs of individual learners in the class.* Knowledge of the Learning Process *The teacher uses knowledge of how students learn when crafting plans.* Knowledge of Students' Skills, Knowledge, and Language Proficiency *The teacher displays understanding of individual students' skills, knowledge and language proficiency—relevant student data area considered when planning instruction and/or communication with the students.*	• Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking

DPAS II			
Criterion	***Proficiency level definition***	***Example Indicators***	***Alignment***
		Knowledge of Students' Interests and Cultural Heritage *The teacher considers student interests and heritage when planning lessons.* Knowledge of Students' Special Needs *The teacher collects information about each student's learning and medical needs—When planning, the teacher considers the IEP of students and/or any other special needs.*	
1e. Designing student assessment	*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.*	Congruence with Instructional Goals *The teacher creates and/or selects assessments that are fully aligned with the instructional goals in both the content and process.* Criteria and standards *Assessment criteria and standards are clear to the teachers and the students—Students may have been involved in the development of the criteria and standards.* Design of Formative Assessments *The teacher uses formative assessment data to inform future instruction.* Use for planning *The teacher plan for the use of formative and summative assessments to closely monitor student learning.*	• Screening Process • On-site Interviews • Demonstration Lessons

Component 2: The Classroom Environment

DPAS II			
Criterion	**Proficiency level definition**	**Indicators**	**Alignment**
2a. Managing classroom procedures	*Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction.*	Management of Instructional Groups *The teacher assists students in developing the skills to effectively work in a group setting.* Management of Transitions *Transitions are seamless and result in little loss of instructional time—the teacher plans and monitors changes in activities and/or grouping.* Management of Materials and Supplies *The teacher prepares resources ahead of time to facilitate the smooth operation of the classroom.* Performance of Non-Instructional Duties *Students are engaged in learning tasks directly related to the lesson while their teacher is performing necessary non-instructional duties.*	• Screening Process • On-site Interviews • Demonstration Lessons
2b. Managing student behavior	*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.*	Expectations *The teacher has clearly established standards of conduct and students can articulate what is expected of them both academically and behaviorally.* Monitoring of Student Behavior *The teacher uses preventive strategies to monitor student behavior.* Response to Student Behavior *The teacher responds to misbehavior effectively.*	• Screening Process • On-site Interviews • Demonstration Lessons
2c. Creating an environment to support	*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*	Teacher Interaction with Students *The teacher's interactions are appropriate for the age and culture of the students.* Students Interactions with Others *Corrective interactions exhibit respect for the individual.*	• Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking

DPAS II			
Criterion	**Proficiency level definition**	**Indicators**	**Alignment**
	in work.	Importance of the Content *Students participate in class activities and demonstrate their understanding of the content within and outside of the discipline.* Expectations for Learning and Achievement *Students are actively involved during the class, have internalized expectations, work hard, and persist to accomplish the goals.* Pride in Student Work *Students demonstrate attention to detail and take obvious pride in their work.*	
2d. Organizing physical space	*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.*	Safety and Accessibility *The classroom is safe and students assist in monitoring for safety.* Arrangement of Furniture and Use of Physical Space Resources *Students know where the needed materials are located and acquire the resources in a manner that does not disrupt the learning for others.*	• On-site Interviews

Component 3: Instruction

DPAS II			
Criterion	***Proficiency level definition***	***Indicators***	***Alignment***
3a. Engaging students in learning	*Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.*	Activities and assignments *Students are encouraged to initiate or adapt activities and projects to enhance their understanding.* Grouping of Students *Student groups are structured to promote a productive learning experience.* Instructional Materials and Resources *Materials and resources are suitable for the instructional purposes of the lesson.* Structure and Pacing of the Lesson *Students are actively engaged in learning throughout the period.*	• Screening Process • On-site Interviews • Demonstration Lessons
3b. Demonstrating flexibility and responsiveness	*Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.*	Lesson Adjustment *The teacher accurately observes the actions and reactions of the students as the lesson is being implemented* Response to Students *The teacher enhances learning by building on a student's interests and/or talents.* Persistence *The teacher seeks effective approaches for students who need help in the classes.*	• Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking
3c. Communicating clearly and accurately	*Teacher communicates clearly and accurately to students, both orally and in writing.*	Expectations for Learning *Students understand how the current lesson fits into the broader sequence of learning.* Directions and Procedures *Classroom procedures are clear and understood by the students.* Explanation of Content *Students accurately explain lesson concepts to their*	• Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking

DPAS II			
Criterion	**Proficiency level definition**	**Indicators**	**Alignment**
		peers.	
3d. Using questioning and discussion techniques	*Teachers' use of questioning, and discussion techniques reflects high-level questions, true discussion, and full participation by all students.*	Quality of Questions *The teacher asks questions that are appropriate (depth and breadth) to the sequence of learning.* Discussion Techniques *Students working in groups actively listen, accept multiple perspectives, and respectfully address others during conversation.* Student Participation *The teacher ensures all voices are heard in discussion.*	• Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking
3e. Using assessment in instruction	*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 Criteria *Students are fully aware of the criteria and performance standards to be used in assessments.* Monitoring of Student Learning *The teacher uses varied types of formal and informal assessments to collect student learning data.* Feedback to Students *Students effectively use feedback to correct and/or revise their work.* Student Self-Assessment and Monitoring of Progress *Students are able to accurately assess and monitor the quality of their own work against established criteria and performance standards.*	• Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking

Component 4: Professional Responsibilities

DPAS II			
Criterion	***Proficiency level***	***Indicators***	***Alignment***
4a. Communicating with families	*The teacher communicates frequently with families and successfully engages families in the instructional program.*	<u>Information about the instructional program</u> *The teacher provides frequent information about the instructional program to families.* <u>Information about individual students</u> *The teacher communicates with families about the academic, developmental, and behavioral progress of the student.* <u>Engagement of families in the instructional program</u> *Families are actively engaged in the instructional program.*	• Screening Process • On-site Interviews • Competency-based Reference Checking
4b. Recording data in a student record system	*The teacher maintains and records accurate data in an efficient manner.*	<u>Student completion of assignments</u> *The teacher records data on student assignment completion and grades.* <u>Student progress in learning</u> *The teacher maintains formative assessment and other relevant data for use in instructional planning.* <u>Non-instructional records</u> *The teacher maintains and records all required and relevant data including, but not limited to, attendance, disciplinary actions, and contact information.*	• Screening Process • On-site Interviews • Competency-based Reference Checking
4c. Growing and developing professionally	*The teacher actively participates in professional development activities and contributes to the profession.*	<u>Enhancement of content knowledge and pedagogical skills</u> *The teacher seeks out opportunities to enhance his or her content knowledge and/or pedagogical skills.* <u>Receptivity to feedback from colleagues</u> *The teacher welcomes feedback from colleagues and supervisors.* <u>Service to the profession</u> *The teacher welcomes the opportunity to help his or her colleagues.*	• Screening Process • On-site Interviews • Competency-based Reference Checking

DPAS II			
Criterion	**Proficiency level**	**Indicators**	**Alignment**
4d. Reflecting on professional practice	*The teachers' 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.*	Accuracy *The teacher accurately assesses his or her effectiveness among the various components of teaching.* Use in future teaching *The teacher regularly uses reflection to improve future instruction.*	• Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking

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D. Annotated Bibliography

Recruitment and Selection

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.

American Federation of Teachers. (2007). *Meeting the challenge: Recruiting and retaining teachers in hard-to-staff schools.* Washington, DC: Author. Retrieved from http://www.aft.org/pdfs/teachers/hardtostaff0607.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.

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 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*. Washington, DC: National Charter School Resource Center. 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 has 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.

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 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.

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.

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 http://www.aecf.org/upload/publicationfiles/mobilizing%20motivating%20%20staff.pdf

This guide includes information on recruiting and selecting staff, supporting staff performance, and includes example of candidate rubric, and classroom observation of teachers form.

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.

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. Retrieved from http://www.doe.mass.edu/apa/framework/level4/SelectingTeachers.pdf

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.

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.

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 https://www.google.com/#q=Human+resources+and+charter+schools%3A+Hiring%2C+turnover+and+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. Washington, DC: National Charter School Resource Center, American Institutes for research. 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. Washington, DC: National Charter School Resource Center, American Institutes for research. 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 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.

National Education Association. (2009). *Strengthening and diversifying the teacher recruitment pipeline.* 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.

NewSchools Venture Fund. (2007, June). *Achievement First: The design and implementation of a highly effective teacher recruitment system*. San Francisco, CA: Author. Retrieved from http://www.newschools.org/files/PracticesFromPortfolio-Vol1-ExecSum.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: 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.

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.

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

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 your school.* [PDF document] Retrieved from http://tntp.org/assets/tools/TNTP_Marketing.Toolbox2012_TSLT%25203.12.pptx

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.

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.

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://colegacy.org/news/wp-content/uploads/2011/10/Mutual_Consent_Interview_Handbook_5_11_11_FINAL.pdf

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 www.shrm.org

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.) *Selection criteria and indicators*. Brooklyn, NY: Author.

This chart includes twelve competencies and corresponding indictors.

Interviews

Clement, M. (2002, September). Help wanted: How to hire the best teachers. *Principal Leadership*, 2(7), 20-24. Retrieved from http://www.nassp.org/portals/0/content/47942.pdf

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://colegacy.org/news/wp-content/uploads/2011/10/Mutual_Consent_Interview_Handbook_5_11_11_FINAL.pdf

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.

Pacific University, Human Resources. (no date). *Interview questions: Legal or illegal*? Forest Grove, OR: Author. Retrieved from: http://www.pacificu.edu/offices/hr/training/interview/pdfs/LegalOrIllegalInterviewQuestions.pdf

The document includes a representative list of questions with a short analysis of each question to determine whether it is an unacceptable or acceptable question.

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&cd=1&ved=0CCkQFjAA&url=http%3A%2F%2Ftntp.org%2Fassets%2Ftools%2FTNTP_Effective%2520Interviewing.Toolbox2012_TSLT%25203.12.pptx&ei=g2luUtTiJ4ez4AP4noDwAw&usg=AFQjCNFRluwHbfkvhcLxpMD4_L9yGSqBxw&bvm=bv.55123115,d.dmg

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.

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%25203.12.pptx

This PowerPoint presentation addresses the development of a school selection model, the creation of a comprehensive selection process, 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 http://www.newschools.org/files/PracticesFromPortfolio-Vol1-ExecSum.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 http://www.aecf.org/upload/publicationfiles/mobilizing%20motivating%20%20staff.pdf

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&usg=AFQjCNFxNFpspwEKfn1QFqOEHSuIVtv_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

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.* Stors, CT: Author. Retrieved from http://www.hr.uconn.edu/docs/Guide_to_Effective_Recruiting.pdf

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.

E. 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	UNSUCCESSFUL APPLICATIONS FOR EMPLOYMENT Contain original applications for employment, as well as resumes, DD214, transcripts, and letters of commendation or recommendation. NOTE: Applications of persons hired by an agency should be retained in the Departmental Personnel Record (See GSP-004A).	Record Copy	District Personnel Office	CONF.	THREE YEARS OR FINAL DISPOSITION	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) Department of Education (DOE-250012 02/06) Instructions and Procedures for completion of a Civil Rights On-Site compliance Review Updated: 2008
GSP-002	JOB ANNOUNCEMENT POSTINGS Contain description of job position; qualifications; salary; job location; and opening and closing dates.	Record Copy Info Copy	District/ Local School Office		THREE YEARS OR FINAL DISPOSITION	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) Department of Education (DOE-250012 02/06) Instructions and Procedures for Completion of a Civil Rights On-site compliance Review Updated 2008
GSP-003	LISTING OF AUTHORIZED POSITIONS (LAP) Job #P10C0404 Report listing budgeted positions; pay grade class code; name; and SSN by state agency. Generated each pay cycle.	Info Copy Record Copy	District Office/Local School Dept. of Finance	CONF. CONF.	REPLACE AS UPDATED REPLACE AS UPDATED	Replace as updated. (29 CFR 516, 1620, and 1627.3)

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
	C. ATTENDANCE AND LEAVE, CUMULATIVE 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).	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).
	D. BENEFITS File contains authorizations for benefits (health/life insurance, blood bank, credit union, savings bonds, etc.) acquired or waived by state employees.	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).
	E. EMPLOYEE CONTRACT FILES Documents relate to employment agreements between school boards and designated professional employees.	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)
	F. RECOMMENDATIONS/ COMMENDATIONS Letters of appreciation/commendation of employee's performance.	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 Include dates of training sessions given to employees and list of protective equipment issued to employees handling hazardous chemicals.	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)
GSP-017	EQUAL EMPLOYMENT OPPORTUNITY COMMISSION EEO5 REPORTS Collection of employment data of public elementary and secondary school systems and annexes. Include Local School Report (Form 168B or equivalent and related correspondence).	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)
GSP-018	EMPLOYEE SALARY SCHEDULES 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.	Info and Record Copy	District Personnel Office		PERMANENT	Maintain permanently at agency.

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
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: 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	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) Updated: 2008

Compendium of Templates for Charter 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 Recruitment Process							
1. Staffing Plan	•						
2. Recruitment Calendar	•	•					
3. Recruitment Plan	•						
4. Analyses of Outcomes & Effectiveness of Teacher Recruitment Sources/Strategies							•
Creating Systems for Screening and Selection of Applicants and Candidates							
5. Recruitment & Selection Team Assignment of Roles & Responsibilities			•				
6. Team Meeting Notes			•				
7. Selection Matrix based on DPAS II	•				•		
Screening Job Applications and Applicant Pool Process							
8. Applicant Tracking Form					•	•	
9. Example letter/email for recognition of Application Package Submission				•			
10. Example letter/email for resume on file				•			
11. Example letter/email for setting up 1st telephone interview				•			
12. Examples of non-selection letters				•			
13, Example Letter for cancelling phone interview				•			
14. Evaluation for Cover Letter						•	•
15. Review of Educational Qualifications & Experiences						•	•

Name of Template	Types of Templates						
	Planning	**Timelines**	**Team Related**	**Letters emails**	**Tracking**	**Screening & Selection Protocols**	**Evaluation**
16. Writing Sample Evaluation						•	•
17. Evaluating applicants based on the Application Package						•	•
18. 1st Phone Interview Protocol (optional)						•	
19. Evaluating Applicants for 1st Phone Screening						•	•
On-Site Interviews							
20. Discussion Map for Planning Interviews	•					•	
21. Team Internal Planning Protocol for Determining Questions & Levels of Evidence	•						•
22. Letter Example of Interview Invitation				•			
23. Formal Interview Protocol						•	
24. Final Team Rating Form for an Interviewed Candidate							•
25. Final Team Ratings for All Interviewed candidates							•
26. Letter for Unsuccessful Candidate(s)				•			
Demonstration Lessons							
27. Letter/email Inviting Candidate to a Demonstration Lesson				•			
28. Demonstration Lesson Observation Form						•	
29. Demonstration Lesson Reflection Sheet for Candidate						•	
30. Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate							•

Name of Template	Types of Templates						
	Planning	**Timelines**	**Team Related**	**Letters emails**	**Tracking**	**Screening & Selection Protocols**	**Evaluation**
31. Comparison of All Candidates and Team Consensus Ratings for Demonstration Lessons							•
32. Letter for Unsuccessful Candidate				•			
Competency-based Reference Checking							
33. Letter to notify Reference of their Participation				•			
34. Reference Checking Evaluation Form						•	•

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Comprehensive Recruitment Process

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Template: Staffing Plan

[School Letterhead]

School Year:		Date:	
Goal:			

Position Title	Needed Education Qualifications	Needed Experience Qualifications	Competencies Required or Needed	Special Knowledge or Skills Needed	Other Requirements	Annual Salary	Estimated Start Date

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Template: Recruitment Calendar

Template to Create SY Calendar for Recruitment and Selection Timelines

[School Letterhead]

School Year:		**Date:**	
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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Template: Recruitment Plan

[School Letterhead]

School Year:		Date:	
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 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.

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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Template: Recruitment and Selection Team Assignment of Roles and Responsibilities

[School Letterhead]

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

Steps in the Screening/ Selection Process	**Activities**	**Team Members**
Initial Application	1. **School acknowledges application package(s)** • Documentation of school receiving application(s) • Establish applicant tracking system	
Screening Process of Applicants	**2. Screen application package(s), including evaluation of:** • Cover letters, • Resumes, • Transcripts, • Praxis results and • Writing samples • Document screening process and criteria	
	3. Prioritize applicants based on screening criteria • Notify applicants of next steps in selection process or reject	

Optional Step in Screening Process	4. **Conduct telephone interview(s)** • Plan and arrange phone interview(s) • Conduct phone interview(s) • Evaluate phone interview(s) notes with criteria • Notify applicant of next step in the selection process or reject	
Selection Process	**5. Conduct on-site interview(s) of top tiered candidates** • **Chairperson** • Plan & prepare for on-site interview(s) • Schedule interview(s)	
	• Conduct school on-site interview(s)	
	• Evaluate the interview(s) • Team Recorder	
	• Notify candidate(s) of results and either reject or determine next step in the selection process	
	6. Request demonstration lesson(s) by top tiered candidates • Plan & prepare for demonstration lesson(s)	
	• Conduct demonstration lesson(s)	
	• Evaluate demonstration lesson(s) • Determine Final Recommendations	
	• Notify Candidate(s) of Decision(s)	
	7. Conduct reference checks	
	8. Offer letter of employment to final candidate	

Template: Team Meeting Notes

[School Letterhead]

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

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Template: Selection Matrix based on the DPAS II

[School Letterhead]

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

Indicate where in the screening and selection process, the following competencies will be assessed.

Selection Criteria **(DPAS II Component & criterion, & other)**	**Application Package Screening** **(Resume, Transcripts, & Praxis)**	**Phone Interview**	**In-person On-site Interview**	**Demonstration Lesson**	**References Checked**
Planning and Preparation					
1.a. Instructional goals					
1.b. Coherent Instruction					
1.c. Content & Pedagogy Knowledge					
1.d. Knowledge of Students					
1.e. Designing Student Assessments					

Selection Criteria (DPAS II Component & criterion, & other)	Application Package Screening (Resume, Transcripts, & Praxis)	Phone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
The Classroom Environment					
2.a. Management Procedures					
2.b. Managing Student behavior					
2.c. Creating Environment					
2.d. Organizing physical space					
Instruction					
3.a. Student engagement					
3.b. Flexibility & responsiveness					
3.c. Communication					
3.d. Use of Questioning & Discussion Techniques					
3.e. Use of assessments					

Selection Criteria (DPAS II Component & criterion, & other)	Application Package Screening (Resume, Transcripts, & Praxis)	Phone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
Professional Responsibilities					
4.a. Communication with families					
4.b. Recording Student Data					
4.c. Growing & Developing professionally					
4.d. Reflection on professional practice					
Student Improvement					
5. To be determined by the charter school					

Selection Criteria (DPAS II Component & criterion, & other)	Application Package Screening (Resume, Transcripts, & Praxis)	Phone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
Other Criteria/Competencies to be Determined by the School					
Cultural Fit with school and position					
Commitment to school mission					
Beliefs					
Cultural Competence					

Note: There are currently examples under the other criteria/competencies category. A charter school will need to determine which additional competencies and criterion will be addressed in this category.

Screening Job Applications and Applicant Pool Process

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Template: Applicant Tracking Form

(School Letterhead)

Applicant Name:		Position:	
Contact Information:		Date:	

Activities in Screening Selection Process	Dates Completed	Completed Forms	Team Member Involved	Comments Outcomes
1. Application received				
• Record and acknowledge application				
Screening Process				
2. Application package (including completed application) screened				
• cover letter				
• resume				
• transcripts				
• licensures and certifications, including Praxis Test scores				
• writing samples				
3. Applicant prioritized by tiers				
• Candidate rejected or notified of: a. optional phone interview or b. on-site selection process				

Activities in Screening Selection Process	Dates Completed	Completed Forms	Team Member Involved	Comments Outcomes
Optional Step in Screening Process				
4. Telephone Interview				
• Telephone interview planned & arranged				
• Telephone interview conducted				
• Telephone interview notes evaluated				
• Candidate contacted for school site interview or rejected				
On-site Selection Process				
5. On-site Interview				
• On-site interview planned & arranged				
• On-site interview conducted				
• Interview notes evaluated				
• Candidate notified of results				
6. Demonstration lesson				
• Demonstration lesson planned & arranged				
• Demonstration lesson conducted				
• Demonstration lesson evaluated				
• Candidate notified of decision				

Activities in Screening Selection Process	Dates Completed	Completed Forms	Team Member Involved	Comments Outcomes
Final Selection process				
7. References or letters of recommendation checked				
8. Offer letter of employment to final candidate or rejected				
Other:				

(This page intentionally left blank.)

Template Letter: Example letter/email for recognition of Application Package Submission

[School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

Thank you for your resume and interest in [Charter School]. I have received your resume and am currently reviewing your credentials. Should I determine that your background and experience meets our hiring needs, I will contact you to schedule an interview.

If you are not selected for current employment opportunities, I will keep your resume on file for future consideration.

We appreciate your consideration of [Charter School].

Sincerely,

[name and title of personnel]

Template Letter: Example letters/emails for a Resume on File

[School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Mrs. _____,

If you are still interested in teaching in a Delaware Charter School for the upcoming school year, the 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 letters/emails for Setting up 1st Phone Interview

[School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

Thank you for your resume and interest in [Charter School]. 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 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:

We look forward to speaking with you.

Sincerely,

[name and title of personnel]

Template Letter: Example of Non-selection Letter

[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] at [Charter School]. The school had several excellent candidates for the position and the final decision was difficult. While we will not be offering you the position at [Charter School], 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

[School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

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

The [Charter School] received many resumes for the position from people with strong backgrounds in this field. I regret to inform you that you were not selected by the screening Team for an interview for this position.

I would encourage you to keep informed of other opportunities with the charter school.

Again, thank you for your interest in employment with [Charter 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 Cancelling Phone Interview

[School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

The [position] at [Charter School] has been filled. Thank you for your interest in [Charter School]. I would encourage you to keep informed of other opportunities with the charter school.

Again, thank you for your interest in employment with [charter 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: Evaluation for Cover Letter

[School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

Cover Letter Criteria	Check	Comments	
1. Is it personalized?			
2. Is it free of typos?			
3. Is it in correct cover letter format?			
4. Is it one page, 3-4 paragraphs?			
5. Does it contain an introductory paragraph that explains why the applicant is applying for the position?			
6. Does it contain one or two middle paragraphs highlighting accomplishments and experiences?			
Total Number of Checks	**/6**	**Performance Level**	

Adapted from Denver Public School (2007).

Performance Levels based on Total Points

Unsatisfactory	Satisfactory	Superior
1-2: NO	**3-4: HOLD**	**5-6: YES**

Additional Comments/Justification:

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Template: Review of Educational Qualifications and Experiences

[School Letterhead]

Applicant Name:		**Applied Position:**	
Team Members:		**Date:**	

For review of Applicant's: Resume, transcripts, licensures and certifications, and Praxis Test Scores.

Educational Qualifications and Experiences Screening Form		**Points Assigned**	
	Check **Yes ✓ / No ✗**	**Reviewer Notes/Comments**	**Screening Explanations**
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) *(1 point for Yes)*		Type of License(s): Type of Certification(s):	Delaware requirements (Refer to Background Information in this section).
2. Add-on endorsement (✓ 1 point per additional endorsement up to 2 points total, ✗ for no)		Endorsements:	A candidate with multiple endorsements provides flexibility for positions.

Educational Qualifications and Experiences Screening Form		Points Assigned	
	Check Yes ✓ / No ✗	Reviewer Notes/Comments	Screening Explanations
3. Praxis I Scores meets Delaware requirements *(✓ if earned 1 point, ✗ for no)*		Passing Scores: Praxis I Reading: Praxis I Writing: Praxis I Mathematics:	Delaware requires: Praxis 1 Reading: 175 Praxis 1 Writing: 173 Praxis 1 Mathematics: 174
4. Praxis II Score(s) meets Delaware requirements for Certification *(✓ if earned 1 point, ✗ for no)*		Test Name: Passing Score:	Refer to Appendix E, Delaware Praxis II Tests for Certification and Highly Qualified Status requirements.
5. Degree in teaching area *(✓ if earned 1 point, ✗ for no)*		Degree: Major: Minor:	A major or minor in the subject an educator teaches is related to higher levels of student achievement.
6. Graduate degree *(✓ if earned 1 point, ✗ for no)*		Degree:	A graduate degree may be associated with more in-depth knowledge of content subject and pedagogy.

Educational Qualifications and Experiences Screening Form		Points Assigned	
	Check **Yes ✓ / No ✗**	**Reviewer Notes/Comments**	**Screening Explanations**
7. GPA in BA/BS degree *(3.0 higher= ✓ for one point, ✗ for lower)*		GPA:	GPA may potentially indicate knowledge, communication skills, and responsibility for recent graduates.
8. Coursework/Experience with instructional technology (✓ for yes 1 point, ✗ for no)		Types of technologies:	Uses of various technologies are an emerging area related to teacher effectiveness.
9. 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.
10. Student teaching *(✓ for yes for 1 point, ✗ for no)*		Grade level: Subject(s):	
11. Other relevant experiences: *(✓ for yes for one point, ✗ for no)*		Type(s) of experience(s):	For example, other employment, extracurricular, and/or volunteer experiences.

Educational Qualifications and Experiences Screening Form		Points Assigned	
	Check Yes ✓ / No ✗	Reviewer Notes/Comments	Screening Explanations
12. Other (School identifies):			
Total Number of Points:		**Performance Level:**	
Recommendation for Next Step in the Selection Process:			

Adapted from Stronge (2013)

Performance Levels Based on Total Points

Unsatisfactory	Satisfactory	Superior
10-6: NO	7-12: HOLD	13-18: YES

Template: Writing Sample Evaluation

[School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

Competencies	Check Yes ✔ / No ✘	Possible Indicators
1. Communication Skills Demonstrates written proficiency in the English language		• Few, or no errors in language usage and mechanics • Ideas are clear and concise to reader/listeners
2. Critical Thinking Analyzes information accurately and generates effective solutions to the problems		• Identifies important issues in scenario • Identifies relevant actions to impact desired outcome(s) • Breaks down problem(s) and/or solution(s) into parts • Logically structures response • Provides effective solutions • Presents ideas in a coherent manner • Follows directions in prompt
3. Achievement Sets and meets ambitious, measurable goals		• Discusses goals or goal-setting • Sets ambitious goals • Strategies are concrete and/measurable • Defines success as meeting goals with students • Discusses tracking progress toward goals
4. Personal Responsibility Assumes accountability for reaching outcomes, despite obstacles		• Focuses on factors within teachers' control • Willing to increase effort/go beyond duties to help students • Conveys responsibility for student achievement • Willing to persevere with students despite challenges

Competencies	Check Yes ✔ / No ✘	Possible Indicators
5. Professional Interaction Respects others, and interacts positively and effectively in all situations		• Uses appropriate and respectful tone • Strategies/behaviors appropriate for educational environment/teacher role • Describes students, parents, community and others in a respectful and non-judgmental manner
6. Commitment Maintains high expectations for all students and is committed to raising academic achievement in high-need schools		• Conveys belief that all students have the potential to succeed academically, despite any challenges • Goals/strategies focus 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 • Maintains high expectations for students, despite challenges
7. Constant Learning Reflects regularly on performance and accesses resources to improve effectiveness		• Acknowledges areas for improving teaching • Accesses additional resources to improve effectiveness or solve problem • 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	/7	**Performance Level:**

Performance Levels based on Total Number of Checks *Adapted from TNTP (2012)*

Unsatisfactory	Satisfactory	Superior
1-2: NO	**3-4: HOLD**	**5-7: YES**

Comments/Justification:

Template: Evaluating Applicants Based on the Application Package

[School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

SCORE REVIEW

Optional: This will need to be attached to the 1st Phone Screening Evaluation document.

Cover Letter:

Unsatisfactory	Satisfactory	Superior
0-2: NO	3-4: HOLD	5-6: YES

Total Scores		
Unsatisfactory	Satisfactory	Superior
0-10: NO	13-20: HOLD	23-31: YES
Prioritized Tier Level:		

Educational Qualifications & Experiences:

Unsatisfactory	Satisfactory	Superior
0-6: NO	7-12: HOLD	13-18: YES

Writing Sample:

Unsatisfactory	Satisfactory	Superior
0-2: NO	3-4: HOLD	5-7: YES

☐ **YES, the applicant will move to the next step (or move to the 1st phone screening)**

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

Comments/Justification:

(This page intentionally left blank.)

Template: 1st Phone Interview Protocol (optional)

[School Letterhead]

Statement of Intent for all participants:

We appreciate you speaking with us today in regards to the [position] at [Charter School]. The [Charter School] is interested learning more about your previous employment, responsibilities and educational goals. The interview should last about 15-30 minutes.

Applicant Name:		**Applied Position:**	
Team Members:		**Date:**	

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

Comments:

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

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. Be sure to take complete, accurate notes in the responses to each question.

1. Question #1

Response: ✔ or ✘

2. Question #2

Response: ✔ or ✘

3. Question #3

Response: ✔ or ✘

4. Question #4

Response: ✔ or ✘

5. Question #5

Response: ✔ or ✘

6. Question #6

Response: ✔ or ✘

7. Question #7

Response: ✔ or ✘

8. Question #8

Response: ✔ or ✘

9. Question #9

Response: ✔ or ✘

10. Question #10

Response: ✔ or ✘

Performance Levels Based on Total Number of Points

Unsatisfactory	Satisfactory	Superior
1-3: NO	**4-6: HOLD**	**7-10: YES**

(This page intentionally left blank.)

Template: Evaluating Applicants for 1st Phone Screening (optional)

[School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

SCORE REVIEW

This document will need to be attached to the Application Package Evaluation document.

1st Interview Score and Performance Level:

1-3: NO	4-6: HOLD	7-10: 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.**

Comments/Justification:

(This page intentionally left blank.)

On-site Interviews

(This page intentionally left blank.)

Template: A Discussion Map

[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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Template: Team Internal Planning Protocol for Determining Questions and Levels of Evidence

[School Letterhead]

Position:		Date:	
Team Member(s):			

Critical Components of Competencies Based on DPAS-II	Questions to be Asked	Unsatisfactory Representative Response (1 Point)	Satisfactory Representative Response (3 Point)	Superior Representative Response (4 Points)
1. Planning & Preparation 1.a. Instructional goals 1.b. Coherent instruction 1.c. Content & Pedagogy knowledge 1.d. Knowledge of students 1.e. Student assessments	1.			
	2.			
2. Classroom Environment 2.a. Classroom procedures 2.b. Student behavior 2.c. Environment to support 2.d. Organizing physical space	3.			

Critical Components of Competencies Based on DPAS-II	Questions to be Asked	Unsatisfactory Representative Response (1 Point)	Satisfactory Representative Response (3 Point)	Superior Representative Response (4 Points)
3. Instruction 3.a. Engaging students 3.b. Flexibility/responsiveness 3.c. Communication 3.d. Questioning/Discussion techniques 3.e. Using assessment	4. 5.			
4. Professional Responsibilities 4.a. Communication w families 4.b. Recording data 4.c. Professional growth/PD 4.d. Reflection on professional practice	6.			
5. OTHER (Identify)	7. 8.			
Total Scores:				

NOTE: Final Performance Levels will need to be determined based on total number of questions asked.

Unsatisfactory	Satisfactory	Superior
Number of Points: NO	Number of Points: HOLD	Number of Points: YES

Rating Scale for Each Question		
4	**Superior**	Responses indicate evidence of high quality performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
3	**Satisfactory**	Responses indicate evidence of effective performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
2	**Areas of Concern**	Responses indicate areas of concern that need to be addressed.
1	**Unsatisfactory**	Responses do not indicate an understanding of the key concepts, indicators and/or competencies within a component.
0	**Unable to Evaluate**	Responses missing sufficient information for rating.

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Template Letter: Example of Interview Invitation

[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]

(This page intentionally left blank.)

Template: Formal Interview Protocol

[School Letterhead]

Statement of Intent for all participants:

We appreciate you speaking with us today in regards to the [position] at [Charter School]. The [Charter School] is interested learning 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).

Component: Planning and Preparation

1. Question #1

Response:
Rating: 0 1 2 3 4
Justification:

2. Question #2

Response:
Rating: 0 1 2 3 4
Justification:

3. Question #3

Response:
Rating: 0 1 2 3 4
Justification:

Component: Classroom Environment

4. Question #4

Response:
Rating: 0 1 2 3 4
Justification:

5. Question #5

Response:
Rating: 0 1 2 3 4
Justification:

6. Question #6

Response:
Rating: 0 1 2 3 4
Justification:

Component: Instruction

7. Question #7

Response:
Rating: 0 1 2 3 4
Justification:

8. Question #8

Response:
Rating: 0 1 2 3 4
Justification:

Component: Professional Responsibilities

9. Question #9

Response:
Rating: 0 1 2 3 4
Justification:

10. Question #10

Response:
Rating: 0 1 2 3 4
Justification:

11. Question #11

Response:
Rating: 0 1 2 3 4
Justification:

Other

12. Question #12

Response:
Rating: 0 1 2 3 4
Justification:

13. Question #13

Response:
Rating: 0 1 2 3 4
Justification:

Final Comments/Reflections:

Rating Scale for Each Question		
4	**Superior**	Responses indicate evidence of high quality performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
3	**Satisfactory**	Responses indicate evidence of effective performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
2	**Areas of Concern**	Responses indicate areas of concern that need to be addressed.
1	**Unsatisfactory**	Responses do not indicate an understanding of the key concepts, indicators and/or competencies within a component.
0	**Unable to Evaluate**	Responses missing sufficient information for rating.

NOTE: Final Performance Levels will need to be determined based on total number of questions asked and total points assigned.

Unsatisfactory	Satisfactory	Superior
Number of Points: NO	**Number of Points: HOLD**	**Number of Points: YES**

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Template: Final Team Rating Form for an Interviewed Candidate

[School Letterhead]

Candidate Name:		Position:		Date:	
Team Members:					

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 initialed by the team member. A final team consensus rating should be entered for each component

Recommendation:

- ☐ Highly recommended for next step in selection process
- ☐ Recommended for next step in selection process
- ☐ Not recommended for next step or position
- ☐ 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.

Unsatisfactory	Satisfactory	Superior
Number of Points: NO	**Number of Points: HOLD**	**Number of Points: YES**

Comments/Justification for Consensus Ratings:

Rating Scale for Each Question		
4	**Superior**	Responses indicate evidence of high quality performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
3	**Satisfactory**	Responses indicate evidence of effective performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
2	**Areas of Concern**	Responses indicate areas of concern that need to be addressed.
1	**Unsatisfactory**	Responses do not indicate an understanding of the key concepts, indicators and/or competencies within a component.
0	**Unable to Evaluate**	Responses missing sufficient information for rating.

Adapted from U.S. Office of Personnel Management (2008)

Template: Final Team Ratings for All Interviewed Candidates

[School Letterhead]

Candidate Name:		Position:		Date:	
Team Member(s):		**Rank Order of Candidates:** 1. 2. 3. 4.			

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.

Unsatisfactory	Satisfactory	Superior
Number of Points: NO	**Number of Points: HOLD**	**Number of Points: YES**

Comments/Justification for Rank Order:

Rating Scale for Each Question		
4	**Superior**	Responses indicate evidence of high quality performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
3	**Satisfactory**	Responses indicate evidence of effective performance based on a demonstration of understanding of the key concepts, competencies, and/or indicators within a component.
2	**Areas of Concern**	Responses indicate areas of concern that need to be addressed.
1	**Unsatisfactory**	Responses do not indicate an understanding of the key concepts, indicators and/or competencies within a component.
0	**Unable to Evaluate**	Responses missing sufficient information for rating.

(Adapted from U.S. Office of Personnel Management, 2008)

Template Letter: For Unsuccessful Candidate(s)

[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 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 charter school].

We wish you well in your career.

Sincerely,

[Name and title of personnel]

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Demonstration Lessons

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Template: Letter/email Inviting Candidate to a Demonstration Lesson

[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 _____ [Charter 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.)

Template: Demonstration Lesson Observation Form

[School Letterhead]

Candidate Name:		**Position:**	
Grade Level:		**Date of Demonstration Lesson:**	
Subject Area:		**Lesson Duration:**	
Observer:		**Other:**	

DPAS Components and Potential Indicators	Notes	Ratings
1. Instructional Planning & Preparation □ Goals and objectives for lesson are appropriate for students and represent high expectations, student-centered & measurable. □ Lesson plan is organized & logically sequence with a beginning, middle, and end. □ Lesson contains appropriate activities to reach objectives. □ Lesson allows adequate time for instructional activities (guided to independent practice) □ Lesson includes a variety of activities for different learning styles & levels of readiness. □ Other:	**Strengths:** **Concerns:** **Rating Justification:**	

DPAS Components and Potential Indicators	Notes	Ratings
2. Classroom Environment □ Establishes rapport with students that is grounded in mutual respect □ Organizes student groups □ Plans and monitors changes in activities so no time for learning is lost □ Activities engage students in learning □ Attends to all areas of the class to encourage student participation and manage student behavior □ Other:	**Strengths:** **Concerns:** **Rating Justification**	
3. Instructional Delivery □ Objective is posted & clearly articulated for students □ Links the purpose of the lesson to students' interests and/or backgrounds/prior knowledge □ Clear, understandable directions □ Questions are appropriate to the sequence of the lesson □ Lesson pacing is appropriate for all students within the class □ Observes the actions and reactions of students as the lesson is implemented	**Strengths:** **Concerns:** **Rating Justification:**	

DPAS Components and Potential Indicators	Notes	Ratings
◻ Provides accurate and timely feedback to students ◻ Other:		
4. Professional Responsibilities ◻ Recognizes strengths & weaknesses in lesson ◻ Assesses the effectiveness of the lesson and the reasons for effectiveness ◻ Identifies what could be done differently to improve the lesson ◻ Openness to feedback from the team ◻ Other	**Strengths:** **Concerns:** **Rating Justification:**	
5. Other: (School completes)	**Strengths:** **Concerns:** **Rating Justification:**	
TOTAL Rating Score		
Performance Level		

Rating Scale for Performance Levels

Unsatisfactory	Satisfactory	Superior
0-14	**15-17**	**18-20**

Comments/Justification for Total Rating Scores and Performance Levels:

Demonstration Lesson Rating Scale

Points	Level	Criteria
4	Superior	Lesson provided high quality evidence of key concepts, competencies, and/or indicators in a component.
3	Satisfactory	Lesson provided evidence of effective performance based on a demonstration of understanding of the key concepts, competencies, and indicators in a component.
2	Areas of Concern	Lesson indicated areas of concern regarding concepts, competencies, and/or indicators that need to be addressed in a component.
1	Unsatisfactory	Lesson indicated a lack of understanding of the key concepts, competencies, and indicators in a component.
0	Unable to Evaluate	Missing sufficient information and/or observable behaviors.

Template: Demonstration Lesson Reflection Sheet for Candidate

[School Letterhead]

Candidate Name:		**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		

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?
Classroom Management/Student Behavior		
Student Engagement/Interest		

Adapted from DPAS II

Template: Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate

[School Letterhead]

Candidate Name:		**Position:**	
Grade Level:		**Date of Demonstration Lesson:**	
Subject Area:		**Lesson Duration:**	
Date of Team Meeting:		**Team Member(s):**	

Recommendations

- ☐ Highly recommended for next step in selection process
- ☐ Recommended for next step in selection process
- ☐ Not recommended for next step or position
- ☐ Other:

Rating Scale for Performance Levels

Unsatisfactory	Satisfactory	Superior
0-14	**15-17**	**18-20**

Enter each team member's ratings for the components of the demonstration lesson. Any changes to initial ratings by team members should be initialized by the team member. A final rating should be entered for each component.

DPAS Components	**Team Member #1**	**Team Member #2**	**Team Member #3**	**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:				

Template: Comparison of All Candidates and Team Consensus Ratings for Demonstration Lessons

[School Letterhead]

Position:		**Chairperson:**	
Team Member(s):		**Date of Team Meeting:**	

Enter the final team consensus ratings for each component and candidate.

Components for Competencies	**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:				

Then rank order the candidates (from the highest total score to the lowest total score).

Rank Order of Candidates:

1.
2.
3.

Comments/Justification for Rank Order:

Template Letter: For Unsuccessful Candidate

[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 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 charter school].

We wish you well in your career.

Sincerely,

[Name and title of personnel]

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Competency-based Reference Checking

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Template Letter: To Notify Reference of their Participation

[School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

[Charter school] is contacting you to schedule a reference check interview for [candidate's name]. He/she provided your contact information to us during the hiring process. The 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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Template: Reference Checking Evaluation Form

[School Letterhead]

Candidate Name:		**Applied Position:**	
Team Member(s):		**Date:**	
Reference Name:		**Reference Check Position:**	
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 should be a ✓ for a satisfactory answer and ✗ for an unsatisfactory answer.

Questions	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 ✗

Performance Levels based on Total Points

Unsatisfactory	Satisfactory	Superior
1-3: NO	5-8: HOLD	9-13: YES