



Interview Tools and Resources:

**A Handbook on Consistently Implementing a Hiring Process to
Attract and Select Outstanding Teachers**

Prepared in partnership with:





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Purpose

The purpose of this handbook is to make available interview processes, models, and resources that school administrators can easily incorporate into their current interview system for new to the district applicants (external) as well as for internal teachers seeking to secure a new position within the district. This handbook is meant to help districts of all sizes. Districts that experience challenges with getting a sufficient number of applicants can use this handbook to help focus selection activities to ensure those selected are a good fit. Districts with a surplus of applicants will find processes within this handbook that help screen out applicants that are not a good fit while keeping those that are a potential good fit engaged in the interview process.

Under certain circumstances S.B. 10-191 requires the use of mutual consent hiring practices. This handbook is meant to aid districts and schools in conducting effective interviews when mutual consent hiring is required; however, the resources and tools reflect strong hiring practices in general and as such can be used in all interview conditions. District staff members are encouraged to take and implement any of the resources and/or samples contained within this handbook.

Overview

This 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.

Additional samples and resources to help school leaders implement effective recruitment and hiring practices can be found at <http://schoolleaderstoolbox.org>. The sample forms contained within this handbook are designed for immediate integration into a systemic interview process. District staff are encouraged to use those resources that best meet their needs.

Background

In 2010, the state of Colorado enacted the *Ensuring Quality Instruction Through Educator Effectiveness Act* (Senate Bill 10-191), which made sweeping reform to how school districts evaluate educators for effectiveness and requires districts to use data on educator effectiveness



to make key human capital management decisions. S.B. 10-191 includes provisions related to how teachers are hired and obtain placements at schools, including that teachers be assigned to schools through *mutual consent hiring*. Mutual consent hiring is a process in which teaching positions are filled at schools based upon the agreement by both the teacher and the principal (with input from other teachers at the school) that the teacher and the school are a good match that aligns well with the teacher’s qualifications, experience, and demonstrated effectiveness. It represents a shift from teacher hiring and placement practices traditionally used by some districts, in which teachers are placed into schools by the district central administration without the ability of principals to interview and select those teachers, or for teachers to accept positions at schools that they believe will be a good fit for them.

Through a grant awarded by the Bill & Melinda Gates Foundation, the Colorado Legacy Foundation (CLF) is providing support to Colorado school districts in implementing S.B. 10-191 by developing models, convening district practitioners to share their experiences in implementing the law, and disseminating best practices. CLF has engaged The New Teacher Project (TNTP), a national non-profit dedicated to ensuring that all students get outstanding teachers, to provide resources and direct support to Colorado school districts in implementing the provisions of S.B. 10-191 that pertain to teacher hiring and placement, including mutual consent hiring. This handbook is aligned with the document titled “Implementing Colorado Senate Bill 10-191: School District Guidance on Mutual Consent Hiring for Teachers.” (See Appendix for more information on CLF and TNTP.)

Although Senate Bill 10-191 creates some new expectations for teacher hiring, it is important to note that this handbook reflects hiring practices that schools in a variety of circumstances have implemented to improve the quality and fit of teacher hires. We hope you too will find this handbook helpful and welcome feedback on its value, as well as any suggestions you have on how we can improve its value for other districts and schools across Colorado.



A Note on Recruitment

Prior to implementing a systemic interview process it is critical for districts to attract a sufficient pool of qualified applicants. Recruiting a sufficient number of applicants for all vacancies is a challenge for many districts. While the focus of this handbook is on the interview process, the table below provides a few simple action steps that your district can take to increase its applicant pool. Recruiting practices should be tailored to your district's need for the coming year.

Action Steps for Increasing Your Applicant Pool

- 1. Use current and recently retired employees to help spread the word. Referrals are a great source of quality applicants.**

Send out a newsletter or brochure to current employees with a message asking them to share information about current openings with interested friends and colleagues. Include clear information on what your district's needs are and directions on how to apply for vacancies.

- 2. Broaden exposure of your openings by posting them on a range of websites that attract users who match your needs and values.**

Some websites to consider using include local and regional university job posting websites, <http://www.teachinColorado.org>, <http://www.idealists.org>, <http://www.teachers-teachers.com>, <http://www.jobing.com>, <http://k12jobs.com>, association websites that may allow for job postings (such as content-specific associations), and BOCES websites (if applicable). With any vacancy posting, highlight what makes your district unique and attractive to teachers. Share how your district supports teachers new to the district and its focus on raising student achievement.

- 3. Collaborate with neighboring districts.**

Contact neighboring districts to learn about their needs and to find out if they have any non-renewing teachers due to non-performance related issues. If so, inquire how you might share your district's needs with those being non-renewed. You might find that by cooperating with neighboring districts you can potentially increase your qualified applicant pool.

- 4. Communicate your needs directly to educator preparation programs in your area or those which prepared current teachers.**

Contact the institution-based and alternative educator preparation providers in your region and discuss with them your current and anticipated needs. Create a strong relationship with these providers so that they can better fill your needs. Prioritize those providers who consistently provide the most effective teachers.



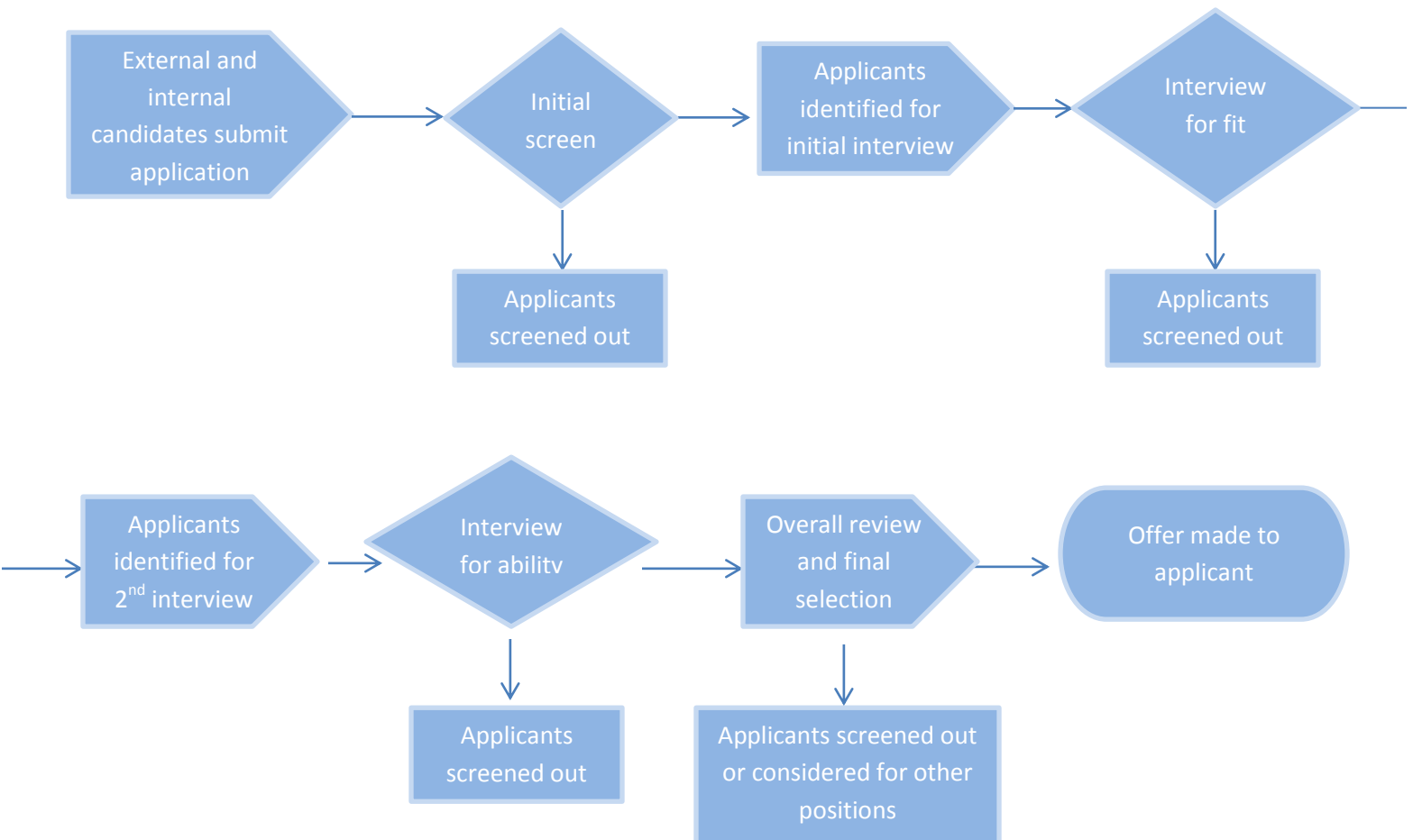
More detailed and specific recruitment strategies will be made available in the late fall/early winter of 2011 to support districts in the implementation of an effective recruitment plan for the 2012 - 2013 school year hiring cycle.

Section I: Designing a Systemic Interview Process

Step 1: Develop a systemic interview process aligned to the competencies that your district values.

A systemic interview process aligns the values of the district and its schools with the process of seeking teachers and school staff who share the same values. In addition, a clearly defined process ensures that all external and internal applicants are equally considered for the vacancies for which they are qualified. Figure 1 depicts the elements of a systemic interview process.

Figure 1: Systemic Interview Process





Aligning the Interview Process to the District’s Values

A systemic interview process is of no benefit without directly incorporating what a school district cares most about into each step of the process. Note that S.B. 10-191 requires districts to consider applicants’ qualifications, experience, and demonstrated effectiveness. These three characteristics can be measured by using different broad competencies. Identifying what competencies your district values can help your district assess applicants’ fit and ability consistently throughout each step of the interview process. Including competencies in the interview process also ensures that each applicant is compared to other applicants using shared criteria. Figure 2 provides a list of eight competencies that have been found to have value when considering applicants for teaching positions. Most interview models use a combination of four to six of these competencies to assess applicants on the skills most important to success in the district and school. You can select, adapt, or add competencies that best match your district’s needs and values.

Figure 2: Measuring Fit and Ability Using Indicators of Broad Competencies

Broad Competency	Indicators
<p>Achievement</p>	<p>Shows a trend of excellence in endeavors and focuses on concrete results</p> <ul style="list-style-type: none"> • Has a strong academic record/rigorous course of study • Has surpassed expectations in previous employment • Demonstrates effectiveness in the classroom • Sets and meets ambitious goals • Takes on challenges
<p>Commitment</p>	<p>Demonstrates a strong commitment to teaching and to raising the academic achievement of students in schools</p> <ul style="list-style-type: none"> • Demonstrates active desire to teach “where needed” • Believes that students of all backgrounds can and must learn at high levels • Maintains a realistic expectation of challenges • Has a history of staying with employers
<p>Communication Skills</p>	<p>Demonstrates effective written and oral skills</p> <ul style="list-style-type: none"> • Displays mastery of written grammar, usage and organization through resume, portfolio, interviews • Speaks clearly and precisely • Demonstrates fluent verbal and written command of English
<p>Constant Learning</p>	<p>Bases current and future endeavors on lessons drawn from recent research and promising practices</p> <ul style="list-style-type: none"> • Reflects regularly on performance to identify areas for improvement



Broad Competency	Indicators
	<ul style="list-style-type: none"> • Seeks and welcomes feedback from others • Accesses resources to support self-development • Demonstrates willingness to modify approach • Recognizes and learns from failures
<p>Critical Thinking</p>	<p>Analyzes situations thoroughly and generates effective strategies</p> <ul style="list-style-type: none"> • Discerns the presence and nature of problems accurately • Breaks down complex problems • Develops creative solutions • Approaches difficult situations logically • Suggests multiple solutions to a single problem
<p>Personal Responsibility</p>	<p>Assumes accountability for reaching outcomes despite obstacles</p> <ul style="list-style-type: none"> • Focuses on capacity to affect situations rather than on external barriers • Takes initiative to solve own problems • Shows a demonstrated record of dependability
<p>Professional Interaction</p>	<p>Respects others and is sensitive to professional norms of interaction in different situations</p> <ul style="list-style-type: none"> • Understands the role and tone appropriate for new settings • Listens openly to differing opinions • Is aware of how one’s own background and assumptions can influence interactions with others • Remains positive and professional throughout interview
<p>School Fit</p>	<p>Meshes with and wants to be a part of the school community</p> <ul style="list-style-type: none"> • Demonstrates interests, teaching styles, and experiences that match the school’s culture and needs • Interacts appropriately with supervisors, colleagues, parents and students at all times • Possesses applicable skills that match the needs of the school: technology, language, professional background, etc.

Source: *The New Teacher Project, 2011.*



Section II: Communicating with Applicants

Step 2: Develop a communication strategy to ensure that applicants receive timely and useful messages throughout the hiring process.

A well-planned communication strategy allows you to provide applicants with:

- Key messages about your district and what your district values;
- Specific information about the open position;
- Information about the interview process; and
- Expectations for what it is really like to work in your district.

Figure 3 identifies communication points and key messages for your district to consider as you craft your communication strategy. Tailor your messages appropriately for internal and external applicants. For example, internal candidates do not need background information on the district, but they should receive interview details and expectations and be kept informed about their progress through the interview process.

Figure 3: Hiring Process Communication Points and Key Messages

Communication points	Key messages
After initial screen	<ul style="list-style-type: none"> • Moved to the next stage in the application process • Learn about our schools & community • Set expectations on being invited to interview
Selected for interview	<ul style="list-style-type: none"> • Interview details: time, place, who will be interviewing, and what to prepare
After each interview	<ul style="list-style-type: none"> • Thank them for their time • Point of contact to ask any follow up questions • More information about schools, community, next steps in process
Job offer	<ul style="list-style-type: none"> • Exact position being offered • Set expectation on when an answer is needed • Next steps – who will be point of contact, messages to expect



Communication points	Key messages
After offer was accepted	<ul style="list-style-type: none"> • Congratulations and excitement for them choosing to select your school/district • Information about payroll process & benefits • Orientation information – when, where, how long, what to expect • School/district calendar • Set expectation on when they will learn their class schedule and gain entrance to the school building and/or classroom

Source: *The New Teacher Project, 2011.*

Using Communications as a Vehicle for Setting Expectations

Each communication point is an opportunity to set expectations for what your district values and what is expected once an applicant begins working in your district. The following chart suggests ways in which you can communicate key messages through the hiring process. Note that while these messages are particularly helpful for external applicants who do not know the district’s expectations, they are also helpful to reiterate to internal candidates.

Figure 4: Methods to Set Expectations Through Key Messages

Key messages	Ways to convey in hiring process
“Our core values are...”	Customize your job description language and marketing materials to incorporate your school’s core values.
“We value teachers’ time.”	Value the candidates’ time by cultivating them early and getting back to them quickly.
“Our teachers’ job is demanding.”	Conduct a demanding interview and selection process.
“We require staff to be open to feedback.”	Deliver feedback as part of the interview process and see how the candidate reacts and incorporates it.
“We value teachers’ input in leadership decisions.”	Include current teachers in the interview process.
“We integrate parents into our school.”	Schedule a conversation with parents as part of the teacher interview process.



Key messages	Ways to convey in hiring process
"Our staff work long hours," and other cultural expectations.	Connect the candidate with a current teacher outside of the interview process to discuss the realities of the position.

Source: *The New Teacher Project, 2009.*

Section III: Creating Multiple Candidate Screens

Step 3: *Establish multiple candidate screens.*

As depicted in Figure 1, a systemic interview process includes multiple opportunities to screen applicants for their fit with the district. Each screen serves a purpose and includes specific activities. The use of multiple screens should not prolong the interview process. It is important to move quickly through each screen to keep applicants engaged in the process. Figure 5 provides a sample framework for multiple screens, matching specific activities to the initial screen, second screen (fit), and third screen (ability).

Figure 5: Framework for Multiple Candidate Screens

Initial Screen	Interview for Fit	Interview for Ability
<ul style="list-style-type: none"> • Resume Review • Phone Screen 	<ul style="list-style-type: none"> • Interview • School Tour • References 	<ul style="list-style-type: none"> • Sample Lesson • Writing Sample • Portfolio

Source: *Adapted from schoolleaderstoolbox.org, 2011.*

Each screen provides an opportunity for district and school administrators to:

1. Learn more about the applicant’s background, knowledge, attitude, personality and character;
2. Share information about the school with the applicant; and
3. Introduce staff and possibly students to a potential faculty member.



Section IV: Implementing the Interview Process

Sections I-III discuss key design considerations for a systemic interview process. This section moves from design to implementation and provides tips and tools for executing each step in the interview process. The steps follow the first three design steps listed in the prior sections.

Step 4: Conduct an initial screen of applications and resumes.

Figure 6 identifies key questions to consider when conducting an effective initial screen of applications and resumes. Note that assessing applicants’ qualifications and experience can be done at this stage of the interview process by reviewing their reported qualifications to teach in Colorado and reviewing their resume. It is important to ensure that applicants accurately report their qualifications on their application. You may want to follow up with applicants who appear to be qualified based on their resume, but who did not properly indicate their qualifications on their application.

Figure 6: Key Components of Initial Screen

Component	Questions to Consider
Look for	<ul style="list-style-type: none"> • Is the application complete (all necessary documentation has been submitted)? • What competencies are assessed during an initial review of an applicant’s complete application and resume? • What qualifications are essential for the position? Under what circumstances will applicants who have not met those qualifications be allowed to continue to the next screen?
Screeners	<ul style="list-style-type: none"> • Who will conduct the initial screen? <ul style="list-style-type: none"> - Most districts use district HR staff or other non-school based staff to conduct initial applicant screens. • How will the staff conducting initial screens be normed on the competencies to be assessed during the initial screen?
Decision making	<ul style="list-style-type: none"> • What is the process screeners will use to make decisions as to which candidates to move to the next screen? • What form will they use to record their findings and decisions? <ul style="list-style-type: none"> - A sample resume checklist is provided in the Appendix. • What directions will be provided to those conducting initial screens so that they communicate decisions and/or questions to the appropriate person?
Communications	<ul style="list-style-type: none"> • Once the initial screen has been completed, how does a principal or district human resource staff member know that the applicant should be considered for interviews? • What standard message will applicants who passed the first screen receive to inform them of the next steps in the process (including



Component	Questions to Consider
Communications	<p>length of time the applicant can expect to wait before hearing about an opportunity to interview, tips on what to prepare for a possible interview, and links to resources to learn more about the district)?</p> <ul style="list-style-type: none"> • What standard message will applicants who will not be moving forward to the next phase in the process receive once their application has been screened?

Source: *The New Teacher Project, 2011.*

Step 5: Conduct interviews and related activities for fit and ability.

Before deciding which interview activities to implement, determine which competencies you want to assess during each activity and how they measure fit and ability. Think about how applicants’ responses to interview questions may or may not indicate evidence of meeting the competencies you are attempting to measure. Figure 7 provides a framework for thinking about the activities, competencies, and tools that align with determining fit and ability. Sample [questions to use during initial phone and in-person interviews](#), [interview questions to use when assessing ability](#), and [scenario](#) questions are available in the appendix to help you think about which questions you may want to ask during interview activities. When developing interview questions, become familiar with what questions are prohibited by laws enforced by the Equal Employment Opportunity Commission.

Figure 7: Measuring Fit & Ability through Different Interview Activities

	Fit	Ability
Activities	<ul style="list-style-type: none"> • Phone Interview • Interview • School Tour • References 	<ul style="list-style-type: none"> • School Tour • Sample Lesson • Review of portfolio • Writing sample • Principal/Recruiter Interview
Competencies measured	<ul style="list-style-type: none"> • Achievement • Commitment • Communication skills • Critical thinking • Personal responsibility • Professional interaction 	<ul style="list-style-type: none"> • Commitment • Communication skills • Constant learner • Critical thinking • Personal responsibility • Professional interaction • School fit
Tools	<ul style="list-style-type: none"> • Phone Interview Template • Interview Questions • Follow up Questions • Reference Check Questionnaire 	<ul style="list-style-type: none"> • Sample lesson debrief template • Interview Questions

Source: *Adapted from schoolleaderstoolbox.org, 2011.*



Capturing Demonstrated Effectiveness During Interview Activities

S.B. 10-191 requires districts to consider applicants' qualifications, experience, and demonstrated effectiveness. As noted above, qualifications and experience can be assessed during an initial screen. Assessing demonstrated effectiveness may require a more nuanced approach. Consider different ways of collecting demonstrated effectiveness based upon the experience of the applicant being interviewed and what student population the applicant has served.

For external applicants entering the teaching profession with student teaching experience, consider asking them to provide examples of how they raised student achievement. You can assess this by getting them to discuss what data they used and how they interpreted it to assess their students' growth. You may also want to ask them to provide examples of classroom assessments and how they used results from those assessments to ensure all students met their goals. A third option is to ask them to discuss their students' Colorado Growth Model results.

For external applicants entering the teaching profession without having student teaching experience, you may want to ask them to discuss what data they have used in their previous jobs to assess their effectiveness. Listen for clear objectives, goals, and quantitative and qualitative data used to assess the progress towards those objectives and goals. Another effective method to assess future effectiveness is to provide hypothetical student data and ask what steps they would take to raise student achievement.

For internal applicants, the applicant should be able to provide evidence that her/his students have demonstrated growth through teacher developed and/or district and state assessments.

For all applicants it is important to consider how their ability and fit align with the instructional team and student populations they will be serving. One way to differentiate applicants is to consider how an applicant's experience indicates a higher record of success with a specific student population.

When conducting interview activities, integrate the above considerations into the components outlined in Figure 8 prior to implementing interview activities.



Figure 8: Key Components and Considerations of Effective Interview Activities

Component	Considerations
Personnel	<ul style="list-style-type: none"> • Have principals consider who to involve in the interview process and what level of input other staff have in hiring decisions. <ul style="list-style-type: none"> - Principals should consider including teachers, school staff, students, and parents in the process. • Make sure each interviewer is normed on the competencies being assessed during each interview activity. • Provide clear instructions to interview staff to ensure interviewers know to whom they should communicate decisions and/or questions during and after any interview activity.
Decision making	<ul style="list-style-type: none"> • Identify the tool interviewers will use to track applicants' performance during the interview. • Determine how decisions will be made to move applicants to the next screen. • Provide directions to interviewers conducting first or second interviews so that they communicate decisions and/or questions to the appropriate person.
Communications	<ul style="list-style-type: none"> • Notify screened-out applicants that they will not be moving to the next phase of the process. <ul style="list-style-type: none"> - Consider encouraging them to apply for other positions for which they are qualified. • Communicate with applicants who are moving onto the next stage in the process. <ul style="list-style-type: none"> - Describe the next step in the interviewing process. - Use the message to begin setting expectations for what it is like to work in the district.

Source: *The New Teacher Project, 2011.*

Step 6: Identify the applicant who is the best fit for your school.

Deciding which applicant should receive an offer is the most critical decision in the interview process. Therefore, it is important to take a step back to holistically review the performance of all (external and internal) applicants who have completed the full interview process. The interview team can use the data gathered throughout the process to assess each applicant's fit with the school's mission and culture, areas of strength and weakness, and potential contributions to the current team of teachers. Figure 9 details issues to consider when making the hiring decision.



Figure 9: Considerations When Making the Hiring Decision

Component	Considerations
Personnel	<ul style="list-style-type: none"> • Determine who should be involved in the final decision making process. <ul style="list-style-type: none"> - If good records have been kept, it may not be necessary for decision makers to have been a part of the interview process up to this point. - Principals should have ultimate final decision making authority to make final recommendations on teacher hires. • Determine what training they need to make an informed decision. <ul style="list-style-type: none"> - Include training to norm decision makers on the competencies assessed during the interview process.
Timing	<ul style="list-style-type: none"> • Determine how quickly you want to make a decision after interviewing the last qualified applicant. • Meet any expectations set in communications to applicants about notification of final decisions.
Decision making	<ul style="list-style-type: none"> • Gather the tools, forms and/or notes used during each stage of the interview process for each applicant. • Discuss the weighting of competencies to ensure equal consideration of each applicant. <ul style="list-style-type: none"> - Doing so may help prevent a tie and provides a shared understanding of what is valued most. • Ensure each applicant’s record is compared along with all other applicants who completed the interview process and are qualified to fill the vacancy.

Source: *The New Teacher Project, 2011.*

Step 7: Communicate the offer to the selected applicant.

Communicating offers is probably the most exciting step in the interview process. Figure 10 identifies several key items to consider when communicating offers.

Figure 10: Components and Considerations when Communicating Offers

Component	Considerations
Personnel	<ul style="list-style-type: none"> • Identify who will make the verbal offer (usually, the principal). • Provide training and talking points for the person making the verbal offer. • Identify who will send the formal written offer after any adjustments to the offer have been made based on prior verbal discussions. • Provide clear directions on timelines for communicating offer messages.



Component	Considerations
Communication method	<ul style="list-style-type: none"> • Make an initial personal contact with the selected candidate through a verbal offer. • Follow up the verbal offer with the written offer. This can occur via e-mail, regular mail, or both. E-mail has an advantage over mail in that it can provide a record of when it was sent and received.
Information to include in the offer message	<ul style="list-style-type: none"> • Communicate a genuine sense of excitement about the person becoming a part of the district and school community. • Share any unique characteristics of the district, school, or position that may influence the applicant to accept the offer. • Include detailed information with regard to salary, benefits, start date, full/part-time, period of employment (if applicable), position expectations, and any other specific hiring conditions. • Set expectations as to when the applicant should accept or decline the offer. • Communicate how the applicant is to notify the district and school of his/her acceptance or declination of the offer.

Source: *The New Teacher Project, 2011.*

Step 8: Notify applicants not offered a position.

It is equally important to communicate with applicants who completed the interview process, but were not offered a position. It is likely that these applicants fall into two separate categories based on their performance during the interview process:

- 1) Applicants who performed well, but not to the level of the person who was offered the position; and
- 2) Applicants who did not meet expectations.

It is best practice to make a personal call to all candidates who completed the full interview process. When contacting those applicants who fall into the first category noted above, thank them for their participation and encourage them to apply for other vacancies for which they are qualified. For those applicants who did not meet expectations, thank them for their time and effort in the process and wish them well in their future endeavors.

Step 9: Ensure a smooth transition to the hiring, payroll, and orientation process.

A smooth hiring, payroll, and orientation process enables newly hired teachers to focus less of their valuable time on hiring logistics and more on preparing for their new role. One way to help create a smooth transition process is to ensure that newly hired teachers have completed all of the necessary payroll and benefits paperwork and received initial orientation prior to the first day of school. While internal hires may have less paperwork to complete, it is important to



convey information that will orient them to their new school and classroom. Figure 11 outlines components and considerations for effectively transitioning newly hired teachers into the district and school.

Figure 11: Components and Considerations for Effectively Transitioning Newly Hired Teachers into the District and Schools

Component	Considerations
Personnel	<ul style="list-style-type: none"> • Identify who is responsible for ensuring that new teachers are added to the district’s payroll, benefits, and other human resource and related systems. • Determine what information they need to execute their processes. • Identify someone who is responsible for keeping new hires informed about their payroll status. • Identify the people responsible for providing orientation to new hires. <ul style="list-style-type: none"> - The orientation should be tailored to the needs of each new teacher.
Timing	<ul style="list-style-type: none"> • Develop a clear timeline for each step in the hiring and orientation process. • Be specific with regard to when new hires are added to payroll, benefits, and other human resource systems. <ul style="list-style-type: none"> - Have a goal of getting each new hire on payroll and benefits during the first payroll period after they begin work.
Communication	<ul style="list-style-type: none"> • Develop a communications timeline for sharing information with new hires to ensure they are kept informed of the hiring process and feel prepared for the start of the school year. • Prepare and send as quickly as possible a new hire communications kit that includes such items as: <ul style="list-style-type: none"> - the school calendar - orientation or induction schedule - date when classroom is ready for move in - mentor contact information - paycheck calendar - personnel manual



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ABOUT THE COLORADO LEGACY FOUNDATION

The Colorado Legacy Foundation is a privately funded nonprofit that can move quickly to address emerging educational issues and spark innovation in schools throughout Colorado.

Founded in 2007, the Colorado Legacy Foundation is governed by an independent board of trustees that develops initiatives to support the Colorado Department of Education's (CDE) work with a focus on innovation, entrepreneurship, 21st-century teaching and learning, and the dissemination of best practices.

The Colorado Legacy Foundation helps the CDE leverage limited resources, convene education groups for dialogue and collaboration, and provide recommendations for sustainability and continuous improvement.

Current initiatives focus on enhancing educator effectiveness and promoting student health and wellness.

For more information about the Colorado Legacy Foundation, please visit www.colegacy.org.

ABOUT THE NEW TEACHER PROJECT

The New Teacher Project (TNTP) strives to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. A national nonprofit organization founded by teachers, TNTP is driven by the knowledge that effective teachers have a greater impact on student achievement than any other school factor. In response, TNTP develops customized programs and policy interventions that enable education leaders to find, develop and keep great teachers. Since its inception in 1997, TNTP has recruited or trained approximately 43,000 teachers - mainly through its highly selective Teaching Fellows programs - benefiting an estimated 7 million students. TNTP has also released a series of acclaimed studies of the policies and practices that affect the quality of the nation's teacher workforce, including *The Widget Effect* (2009) and *Teacher Evaluation 2.0* (2010). Today TNTP is active in more than 25 cities, including ten of the nation's 15 largest. For more information, please visit www.tntp.org



Resume Checklist Tool

DSST Public Schools – Resume Evaluation Checklist

Name:		Position	
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First Review

Resume Criteria	Check List	Comments
Attended a Selective College/University		
Major in academic discipline will teach in		
Has teaching experience		
Teacher Preparation Program		
High Performance Profile		
Total Checks	/5	

1-2: No	3: Hold	4-5 Yes

Second Review If needed

Resume Criteria	Check List	Comments
Well-constructed resume & cover letter		
Demonstrates work commitment		
Demonstrates curiosity and passion		
Subject expertise other than degree		
Other		
Total Checks	/4	

1-4: No	5-6: Hold	7-9 Yes

Source: DSST Public Schools, 2010.



Sample Interview Questions

A Sample of Questions to Use During Initial Phone and In-person Interview

- What attracts you to the teaching profession?
- Where do you see yourself in the next five years?
- What is your philosophy on education?
- Do you believe all children can achieve the same educational goals? Why?
- What accomplishment are you most proud of and why?
- What are your goals for the future (related to education)?
- How would you define your teaching style?
- What do you think is the most important contribution you can make to students? To the school as a whole? To the education profession?
- What do you think should and can be done to improve communication between teachers and students? Teachers and parents? Teachers and administrators?
- What do you view as the most satisfying aspect of teaching?

A Sample of Interview Questions to Use When Assessing Ability

- What special qualities do you bring to the classroom?
- How do you involve parents/guardians in your classroom?
- Describe how you set up your classroom.
- Describe your classroom management style?
- How do you provide for individual differences within your classroom?
- What kind of relationship do you create with your students?

A Sample of Interview Questions to Use When Assessing Fit

- What are you looking for in a principal?
- Why do you think you would like this particular position?
- What do you know about our school? About our community?
- Do you have any questions about our school?

Source: *The New Teacher Project, 2011.*



Sample Scenario Questions for Use During Interviews

- Ask how an applicant would handle a challenge a teacher new to your school is likely to face in their first 6 weeks.
 - For example, what would you do if you go to the teachers' copier to make 28 copies of a worksheet just before your next class only to find that the copier appears to be broken?
- Ask a classroom management scenario question you or teachers have been struggling with to see if an applicant brings a different perspective to the scenario.
 - For example, a female student who has been a high-achieving student has been getting in trouble lately because rather than watch teachers or other students during lessons she doodles in her notebook. Taking away her notebook only seems to make her more distracted which leads to her distracting students around her. How would you attempt to resolve this issue?
- Ask a scenario question to understand how an applicant might collaborate with school staff.
 - For example, it is week ten in the school year and you attend the fifth meeting of your instructional team. A disagreement occurs between two veteran teachers on how to approach the next unit. What do you do to resolve the situation and get the team to come to an agreement?

Source: The New Teacher Project, 2011



Sample Phone Screen Interview Questions with Indicators

Questions for Experienced Teachers

C = Commitment TM = Teaching & Management PQ = Professional qualities

Briefly describe the variation in performance levels within one of your classes at the beginning of the 2010-2011 school year.

- Assesses starting point by standard or skill set (not just innate quality like "smart" or "intelligent") C
Establishes a clear baseline based on prior test data or teacher administered pre-test TM

How did you know?

- Designs pre-test is to assess specific skills or standards - OR - data from previous course is analyzed by skill or standard TM

What goals did you set for your students in that class?

- Refers to current performance levels to set attainable goals C
Sets class goals that are academic and measurable TM
Shares goals explicitly with students TM

Describe a successful lesson that you have taught.

- Makes connections to students' lives and interests through lesson topic/activities C
Uses instructional strategies that are driven by the objectives being taught and that engage the students as active learners TM
Explains the importance of learning the objectives to students by giving specific and meaningful real world or academic applications TM

How many of the students in your class understood the content and attained the skills taught? How did you know?

- Makes content accessible and challenging to all students according to different levels of learning readiness C
Checks every student's understanding throughout the lesson and provides individual assistance during guided and independent practice TM
Uses multiple opportunities and methods to determine students' mastery of the objectives by the end of class TM

What did you do to address the students who did not understand the concepts?

- Targets students who need additional practice/enrichment and works to establish opportunities for additional support PQ



Phone Screen Interview Questions with Indicators Continued

What role do you currently play on your grade level/subject area team?

- Establishes productive working relationships with all colleagues and contributes to a strong team dynamic among the faculty PQ
- Collaborates regularly with grade/content area peers to share and align teaching strategies, resources, planning content, and expectations PQ

How do you get involved in a school community?

- Implements school wide routines, practices, programs, and initiatives with fidelity. PQ
- Provides non-required support to students and/or colleagues outside of class time. PQ

Questions for Novice Teachers

As you know, within each classroom there will be a wide variation in performance levels among the students. For the purposes of this exercise, imagine you are teaching 7th grade math. After giving your students an assessment at the beginning of the year, you determine that

- Approximately 1/3 of students are on grade-level,
- A handful of students are above grade level, and
- The majority of students are below grade level. Among the students who are below grade level, many are working at a 5th or 6th grade level, but a few have not grasped basic mathematical concepts such as multiplication and division.

What goals would you set for the students in your class?

- Refers to current performance levels to set attainable goals C
- Refers to standards to set ambitious goals C
- Expresses the need to invest students in goals TM

How would you track progress toward goals?

- Uses formative assessments aligned to end-of-year assessment TM
- Involves and communicate with students in tracking goals TM



Phone Screen Interview Questions with Indicators Continued

Any Teaching Candidate

You have a student who is continually disrupting class. Sometimes it's just her, other times, she involves additional students in the disruption. What do you do?

- Adjusts the response to individual misbehaviors based on an understanding of the student without lowering expectations C
- Employs rules and consequences incrementally to address student misbehavior before resorting to removing a student from class TM
- Addresses off-task behavior immediately without major adjustments to the pace of instruction TM

What was the last piece of feedback that you received in an observation or evaluation?

- Identifies area for development and evidence presented during evaluation PQ

What did you do in response?

- Displays willingness to learn and implement new strategies TM
- Responds well to feedback and incorporates suggestions into practice PQ

Phone Interview Ratings:

Professional Qualities

- Strong
- Acceptable
- Concern

Commitment

- Strong
- Acceptable
- Concern

Teaching & Management

- Strong
- Acceptable
- Concern

Final Quality:

- Highly Recommend
- Recommend
- Recommend w/ Reservations
- Do not Recommend

Candidate Strengths

- Open Response -

Candidate Concerns

- Open Response -

Source: The New Teacher Project, 2009.



Sample Teacher Candidate Evaluation Form

Queens HS for Information, Research, and Technology
Teacher Candidate Evaluation Form

Applicant _____ Subject _____ Date _____

Material Submission/Review							
Submitted?		Teaching & Management		School Fit		Professionalism	
	Resume/Cover Letter	Meets	Does not Meet	Meets	Does not Meet	Meets	Does not Meet
	Unit and Lesson Plan	Meets	Does not Meet	Meets	Does not Meet	Meets	Does not Meet
	Teaching Philosophy	Meets	Does not Meet	Meets	Does not Meet	Meets	Does not Meet
Material Comments:							
Material Status: <input type="checkbox"/> Move to interview (meets criteria) <input type="checkbox"/> Does not meet criteria <input type="checkbox"/> Incomplete application							

TEACHING AND MANAGEMENT: Demonstrates an appropriate knowledge of content and pedagogy	
<ul style="list-style-type: none"> Imagine that you are teaching a class where 5 of the 25 students are performing at or above grade level and the rest are performing far below grade level. How would you plan your lessons to meet the needs of all the students? What would you do if only half of your first period class showed up on time on an average day? If I walked into your class in the midst of a successful lesson, what would I see? 	
_____ Demonstrates success in assessing student achievement and acquisition of skills through performance-based assessment _____ Provides evidence of the use of diagnostic assessments to identify students' existing knowledge and interests, and to facilitate connections between content and real-world experiences _____ Addresses the multiple and varied needs of students in the classroom, including ELLs and special education students _____ Establishes, communicates, and models high expectations for student behavior	M ? DN
Comments/Evidence:	
YOUTH DEVELOPMENT: Believes that all students can achieve at high levels and is dedicated to at-risk population	
<ul style="list-style-type: none"> How might you handle a student who is consistently struggling with and expressing hatred for the subject you are teaching? How have you worked with unengaged learners in the past? 	



<ul style="list-style-type: none"> Many factors affect a student's academic achievement. What percentage of the weight rests on your shoulders and why? 	
<input type="checkbox"/> Demonstrates belief that all students can achieve ambitious and feasible goals when given quality instruction, on-going support, and motivation <input type="checkbox"/> Demonstrates capacity and willingness to serve as an advisor to a small group of students in an advisory setting and commit to ongoing communication and collaboration with staff and other partners <input type="checkbox"/> Makes connections to students' lives and interests; demonstrates an awareness and appreciation of the culture of students <input type="checkbox"/> Remains positive, professional, and solution-oriented when faced with challenges	<p>M</p> <p>?</p> <p>DN</p>
Comments/Evidence:	
REFLECTIVE PRACTICE: Holds self accountable for results and maintains a commitment to professional growth	
<ul style="list-style-type: none"> Tell me about a lesson that didn't go so well. Why did it fail? What would you do differently if you had to teach it again? Think about your last performance review. What areas did your supervisor highlight for improvement? Do you agree or disagree? Did you do anything specific to address these issues? 	
<input type="checkbox"/> Assumes full accountability for classroom environment and culture <input type="checkbox"/> Displays willingness to learn and implement new strategies and incorporate new curriculum <input type="checkbox"/> Responds well to feedback and incorporates suggestions into practice <input type="checkbox"/> Maintains a record of constant growth and professional development	<p>M</p> <p>?</p> <p>DN</p>
Comments/Evidence:	
SCHOOL FIT: Demonstrates adaptability, commitment, and skills that will contribute to the needs of a new school.	
<ul style="list-style-type: none"> What about your background makes you more likely to fit into the Queens-IRT community? What role do you see yourself playing? Do you prefer parents who are overly involved or not involved at all, generally? Why? 	
<input type="checkbox"/> Displays willingness to go beyond the normal classroom constraints to match the needs of a small school <input type="checkbox"/> Possesses an interest in/understanding of school theme and alignment with goals and culture <input type="checkbox"/> Demonstrates ability and willingness to integrate technology into the classroom	<p>M</p> <p>?</p> <p>DN</p>
Comments/Evidence:	
COMMUNICATION SKILLS: Effectively communicates ideas through writing and speech.	



_____ Speaks audibly and articulately; exhibits compelling voice or style	M
_____ Conveys ideas and information clearly and logically	
_____ Demonstrates an ability to communicate effectively and professionally with colleagues, students, parents, and others	
Comments/Evidence:	?
	DN

M = Meets Criteria **?** = No evidence/questions remain **DN** = Does Not Meet Criteria

Additional Notes:

Next Steps

- Recommend for Hire** (meets all criteria)
- Recommend with Reservations:** (meets all criteria but questions remain)
- Do Not Recommend:** (meets fewer than 4 criteria)

Source: Queens High School for Information, Research & Technology, NYCDOE, 2010.