

MOT Charter School

Recruitment and Hiring Process

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

MOT Charter School Teacher Candidate Evaluation Form

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

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

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

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

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

4. ACHIEVEMENT: Demonstrates success in achieving student learning

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

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

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

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

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

7. COMMUNICATION: Demonstrates effective written and oral communication skills

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