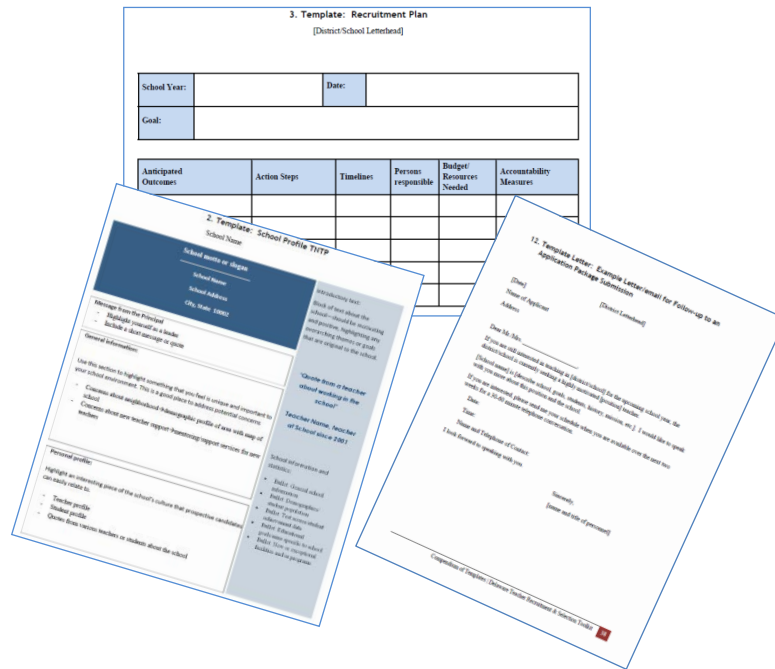


C

ompendium of Templates for Districts/Schools to Use or Adapt



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Overview of Toolkit Templates

Name of Template	Types of Templates						
	Planning	Timelines	Team Related	Letters emails	Tracking	Screening & Selection Protocols	Evaluation
Comprehensive Teacher Recruitment Process							
1. SY Calendar for Recruitment and Selection Timelines	•	•	•				
2. School Profile TNTF	•	•	•				
3. Recruitment Plan	•	•	•				•
4. Analysis of the Outcomes and Effectiveness of Teacher Recruitment Sources/ Strategies	•	•	•				•
Creating Systems for Screening and Selection of Applicants and Candidates							
5. Selection Team Assignment of Roles & Responsibilities			•				
6. Team Meeting Notes	•		•				
7. Selection Matrix based on DPAS II	•		•		•		
8. Delaware Teacher Selection Summary Form			•		•		•
Screening Job Applications and Applicant Pool Process							
9. Applicant Tracking Form					•	•	
10.A. Discussion Map with an Example					•	•	
10.B. Discussion Map Example					•	•	
11. Example letter/email for recognition of Application Package Submission				•			
12. Example Letter/email for Follow-up to an				•			

Name of Template	Types of Templates						
	Planning	Timelines	Team Related	Letters emails	Tracking	Screening & Selection Protocols	Evaluation
Application Package Submission							
13. Example letter/email for setting up 1 st telephone interview				•			
14.A. *& *14.B. Examples of Non-selection Letters After Review of Application Package				•			
15. Example letter/email for a Resume on File				•			
16. Example Letter Cancelling Telephone Interview				•			
17. Evaluation of Cover Letter				•			•
18. Review of Educational Qualifications & Experiences						•	•
19. Writing Sample Evaluation						•	•
20. Summary of Evaluations of Application Package						•	•
21. 1 st Telephone Screening Evaluation (optional)	•					•	•
On-Site Interviews							
22. Discussion Map for Planning Interviews	•					•	
23. Team Internal Planning Protocol for Determining Interview Questions & Levels of	•					•	•

Name of Template	Types of Templates						
	Planning	Timelines	Team Related	Letters emails	Tracking	Screening & Selection Protocols	Evaluation
Evidence							
24. Letter Example of Interview Invitation				•			
25. Formal Interview Protocol	•					•	•
26. Final Team Rating Form for an Interviewed Candidate			•			•	•
27. Final Team Ratings for All Interviewed candidates			•			•	•
28. Letter for Unsuccessful Candidate(s) After On-site Interview				•			
Demonstration Lessons							
29. Letter/email Inviting Candidate to a Demonstration Lesson				•			
30. Demonstration Lesson Observation Form			•			•	•
31. Demonstration Lesson Reflection Sheet for Candidate						•	
32. Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate			•			•	•
33. Comparison of All Candidates and Team Consensus Ratings for Demonstration Lessons			•			•	•
34. Letter for Unsuccessful Candidate After Demonstration				•			

Name of Template	Types of Templates						
	Planning	Timelines	Team Related	Letters emails	Tracking	Screening & Selection Protocols	Evaluation
Lesson							
Competency-based Reference Checking							
35. Letter to notify Reference of their Participation				•			
36. Reference Checking Evaluation Form	•					•	•

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Comprehensive Teacher Recruitment Process

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1. Template: To Create SY Calendar for Recruitment and Selection Timelines

[District/School Letterhead]

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

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

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2. Template: School Profile TNTP

School Name

School motto or slogan

School Name

School Address

City, State 10002

Message from the Principal

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

General information:

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

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

Personal profile:

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

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

Introductory text:

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

“Quote from a teacher about working in the school”

Teacher Name, teacher at School since 2001

School information and statistics:

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

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3. Template: Recruitment Plan

[District/School Letterhead]

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

School Year:		Team Members:	
Goal:			

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

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

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

[School Letterhead]

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

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

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Creating Systems for Screening and Selection of Applicants and Candidates

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5. Template: Selection Team Assignment of Roles and Responsibilities

[District: School:]

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

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

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

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

6. Template: Team Meeting Notes

[District: School:]

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

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

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7. Template: Selection Matrix based on the DPAS II

[District/School Letterhead]

Advertised Position: _____

Date: _____

Team Members: _____

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

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

Selection Criteria (DPAS II Components, Criterion, and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Telephone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
2.b. Managing Student Behavior					
2.c. Creating an Environment to Support Learning					
2.d. Organizing Physical Space					

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

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

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

8. Template: Delaware Teacher Selection Summary Form (District / or School Name)

Applied Position: _____ Date: _____ Candidate Name:

Team Members: _____

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

Final Recommendation

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

Recommendation Summary

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

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

Candidate Name: _____

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

Performance Levels:

IN : Ineffective

NI : Needs Improvement

EF : Effective HE : Highly Effective

Candidate Name: _____

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

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

Candidate Name: _____

On-site Interview		Demonstration Lessons	
<p>(Questions to be determined)</p> <p>Planning and Preparation</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Classroom Environment</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>Instruction</p> <p>7. _____</p> <p>8. _____</p>		<p>1. ____ Instructional Planning & Preparation</p> <p>2. ____ Classroom Environment</p> <p>3. ____ Instructional Delivery</p> <p>4. ____ Professional Responsibilities</p> <p>5. ____ Other: (School completes)</p> <p>____ Total Rating Score (20) (Four points per component)</p> <p>____ Indicate Performance Level (0-5 Ineffective; 6-10 Needs Improvement; 11-15 Effective; 16-20 Highly Effective)</p>	
<p>Indicate DPAS II Component/Criterion Addressed</p> <p>Planning and Preparation</p> <p>____ 1.a. Selecting Instructional Goals</p> <p>____ 1.b. Designing Coherent Instruction</p> <p>____ 1.c. Demonstrating Knowledge of Content and Pedagogy</p> <p>____ 1.d. Demonstrating Knowledge of Students</p> <p>____ 1.e. Designing Student Assessments</p> <p>Classroom Environment</p> <p>____ 2.a. Managing Classroom Procedures</p> <p>____ 2.b. Managing Student Behavior</p> <p>____ 2.c. Creating an Environment to Support Learning</p> <p>____ 2.d. Organizing Physical Space</p>		<p>Indicate DPAS II Component/Criterion Addressed</p> <p>Planning and Preparation</p> <p>____ 1.a. Selecting Instructional Goals</p> <p>____ 1.b. Designing Coherent Instruction</p> <p>____ 1.c. Demonstrating Knowledge of Content and Pedagogy</p> <p>____ 1.d. Demonstrating Knowledge of Students</p> <p>____ 1.e. Designing Student Assessments</p> <p>Classroom Environment</p> <p>____ 2.a. Managing Classroom Procedures</p> <p>____ 2.b. Managing Student Behavior</p> <p>____ 2.c. Creating an Environment to Support Learning</p> <p>____ 2.d. Organizing Physical Space</p>	
<p>Professional Responsibilities</p> <p>9. ____</p> <p>10. ____</p> <p>11. ____</p> <p>Other</p> <p>12. ____</p> <p>13. ____</p> <p>____ Total number of points (Insert)</p> <p>____ Indicate Performance Level (insert – range of total number of points per performance level)</p>		<p>Instruction</p> <p>____ 3.a. Engaging Students in Learning</p> <p>____ 3.b. Demonstrating Flexibility and Responsiveness</p> <p>____ 3.c. Communicating Clearly and Accurately</p> <p>____ 3.d. Using Questioning and Discussion Techniques</p> <p>____ 3.e. Using Assessment in Instruction</p> <p>Professional Responsibilities</p> <p>____ 4.a. Communicating with Families</p> <p>____ 4.b. Recording student data in a Student Record System</p> <p>____ 4.c. Growing and Developing Professionally</p> <p>____ 4.d. Reflecting on Professional Practice (reflective thinking how to improve instruction and learning for all students)</p>	

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

Summary of Performance on Rubrics

Candidate Name: _____

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

Summary of Performance on Rubrics *continued*

Candidate Name: _____

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

Screening Job Applications and Applicants Pools Process

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9. Template: Applicant Tracking Form

[District/School Letterhead]

Applicant Name:		Applied Position:	
Contact Information:		Date:	

Directions: Please complete the applicant tracking form by indicating when the applicant completes each activity in the process, the dates that completed forms were received for that activity and placed in the applicant’s file, and which member of the selection team was involved. Add any comments or notes on outcomes for each activity in the process.

Activities in Screening Selection Process	Dates Completed	Completed Forms in File	Selection Team Member Involved	Comments Outcomes
1. Application received				
<ul style="list-style-type: none"> Record and acknowledge application 				
Screening Process				
2. Application package screened				
<ul style="list-style-type: none"> completed application 				
<ul style="list-style-type: none"> cover letter 				
<ul style="list-style-type: none"> resume 				
<ul style="list-style-type: none"> transcript(s) 				
<ul style="list-style-type: none"> licenses and certifications, including Praxis Test scores 				
<ul style="list-style-type: none"> writing sample 				

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

Activities in Screening Selection Process	Dates Completed	Completed Forms in File	Selection Team Member Involved	Comments Outcomes
<ul style="list-style-type: none"> • Demonstration lesson conducted 				
<ul style="list-style-type: none"> • Demonstration lesson evaluated 				
<ul style="list-style-type: none"> • Candidate notified of decision 				
Final Selection Process				
7. References or letters of recommendation checked				
8. Letter of employment offered to final candidate or rejected				
Other:				

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10.A. Template: A Discussion Map with an Example

[District/School Letterhead]

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

Directions:

This *Discussion Map* is a graphic organizer to facilitate the selection of the key teaching competencies based on the Charlotte Danielson model that will be targeted in the interview questions. The Interview Team should use the Discussion Map with a copy of the DPAS II Teacher Competencies to determine the key competencies needed for the teaching position.

Planning and Preparation

The Classroom Environment

Instruction

Professional Responsibilities

(This page intentionally left blank.)

10.B. Discussion Map Example

[District/School Letterhead]

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

Directions:

This *Discussion Map* is a graphic organizer to facilitate the selection of the key teaching competencies based on the Charlotte Danielson model that will be targeted in the interview questions. The Interview Team should use the Discussion Map with a copy of the DPAS II Teacher Competencies to determine the key competencies needed for the teaching position.

Teaching Position: First grade teacher

Planning and Preparation

1. Goal oriented - Child-focused
2. Differentiate instruction (flexible grouping, independent work that is meaningful – NO BUSY WORK)
3. Deep knowledge of content & pedagogy
4. Knowledge of students
5. Written plans – clear and comprehensive
6. Aligned to curriculum /standards
7. On-going formative assessments

The Classroom Environment

1. Effective classroom management
2. Positive discipline/interactions
3. Inviting room environment – student work samples, class library, work stations
4. Focus on active engagement of learning
5. Safe environment – no clutter
6. Learning materials accessible to children
7. High expectations for student success – culturally sensitive

Instruction

1. Student learning activities promote active engagement
2. Implements effective differentiated instruction – based on data and student learning needs (flexible grouping)
3. Clear oral and written communication
4. Uses high-level questions and discussion techniques
5. Explicit, systematic instruction
6. Immediate and focused feedback

Professional Responsibilities

1. Reflective of instructional practice – continually learning
2. Willing to be involved in the school community
3. Places a high priority on communicating with parents
4. Organized – meets established deadlines, effective recording system

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11. Template Letter: Example Letter/email for Recognition of Application Package Submission

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

Thank you for your resume and interest in [teaching position] with [name of district/school]. We have received your application package and are currently reviewing your credentials. Should we determine that your background and experience meets our hiring needs, you will be contacted to schedule an interview.

If you are not selected for current employment opportunities, we will keep your application on file for future consideration for [length of time].

We appreciate your consideration of [the position].

Sincerely,

[name and title of personnel]

12. Template Letter: Example Letter/email for Follow-up to an Application Package Submission

[District Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Mrs. _____,

If you are still interested in teaching in [district/school] for the upcoming school year, the district/school is currently seeking a highly motivated [position] teacher.

[School name] is [describe school, goals, students, history, mission, etc.]. I would like to speak with you more about this position and the school.

If you are interested, please send me your schedule when you are available over the next two weeks for a 30-60 minute telephone conversation.

Date:

Time:

Name and Telephone of Contact:

I look forward to speaking with you.

Sincerely,

[name and title of personnel]

13. Template Letter: Example Letter/email for Setting up 1st Telephone Interview

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

Thank you for your resume and interest in [position]. I would like to set up a telephone call with you to talk about the opening we have for the [position]. I would like to speak with you more about this position and the [district/school].

If you are interested, please send me your schedule when you are available over the next two weeks for a 30-60 minute telephone conversation.

Date:

Time:

I look forward to speaking with you.

Sincerely,

[name and title of personnel]

14.A. Template Letter: Example of Non-selection Letter After Review of Application Package

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

I want to thank you for the opportunity to discuss with you/review your application for [position] with [name of district/school].

The district/school had several excellent candidates for the position and the final decision was difficult. While we will not be offering you the position at this time, I encourage you to continue to apply for other opportunities.

Best wishes in your future career endeavors.

Sincerely,

[name and title of personnel]

14.B. Template Letter: Example of Non-selection Letter After Review of Application Package

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

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

The [district/school] received many applications for the position from people with strong backgrounds in this field. I regret to inform you that you were not selected by the Selection Team for an interview for this position.

I would encourage you to keep informed of other opportunities with the [district/school].

Again, thank you for your interest in employment with [district/school]. I wish you well in your pursuit of a career opportunity.

Best wishes in your future career endeavors.

Sincerely,

[name and title of personnel]

15. Template Letter: Example letter/email for a Resume on File

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Mrs. _____,

If you are still interested in teaching in [district/school] for the upcoming school year, the district/school is currently seeking a highly motivated [position] teacher.

[School name] is [describe school, goals, students, history, mission, etc.]

I would like to speak with you more about this position and our school. If you are interested, please send me your schedule when you are available over the next two weeks for a 30 minute telephone conversation.

Date:

Time:

Name and Telephone of Contact:

I look forward to speaking with you.

Sincerely,

[name and title of personnel]

16. Template Letter: Example of Cancelling Telephone Interview

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

The [position] with [district/school] has been filled.

Thank you for your interest in applying for [this position]. I would encourage you to keep informed of other opportunities with the [district/school].

I wish you well in your pursuit of a career opportunity.

Best wishes in your future career endeavors.

Sincerely,

[name and title of personnel]

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17. Template: Evaluation of Cover Letter

[District/School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

Directions: Review applicant’s cover letter and check whether the letter met each criteria. Total the number of checks and multiply by 2 points. Based on total number of points, assign a performance level. Include any additional comments/justification for points and performance level.

Cover Letter Criteria	Yes/ No	Comments	
1. Is it personalized to the position?			
2. Is it free of spelling, grammatical, and syntax errors?			
3. Does it identify what is included in the application?			
4. Does it include the applicant’s complete contact information?			
5. Does it contain an introductory paragraph that explains why the applicant is applying for the position?			
6. Does it contain 1-2 paragraphs highlighting the applicant’s most relevant skills, accomplishments, and experiences to the position?			
Total Number of Checks multiplied by 2	/12	Performance Level:	

Adapted from Denver Public School (2007).

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

Ineffective	Needs	Effective	Highly
--------------------	--------------	------------------	---------------

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






Additional Comments/Justification:












18. Template: Review of Educational Qualifications and Experiences













[District/School Letterhead]







Applicant Name:		Applied Position:	
Team Members:		Date:	

Directions: As the application package is reviewed (including the applicant’s licensures and certifications, preparation (transcripts), test results, resume and experiences), please check where the item is included and meets the criteria. Include documentation on the reviewer’s notes/comments.

Educational Qualifications and Experiences		Comments and Explanations	
	Check Yes  / No 	Reviewer Notes/Comments on Applicant	Screening Explanations
<p>1. Current license and certification in area seeking employment  for Yes,  for No, P for Pending (e.g., certified in another state, waiting for certification) (2 points for Yes)</p>		<p>Type of License(s):</p> <p>Date Issued:</p> <p>Type and areas of Certification(s):</p>	<p>Delaware Licenses: Initial, Continuing, or Advanced</p> <p>Delaware requires at least 1 certificate. Types of Certificates: Standard, Emergency</p> <p>(Refer to Background Information in this section).</p>
<p>2. Add-on certification ( 1 point per additional certification)</p>		<p>Additional Certifications:</p>	<p>A candidate with multiple certifications provides flexibility for positions.</p>

Educational Qualifications and Experiences		Comments and Explanations	
	Check Yes  / No 	Reviewer Notes/Comments on Applicant	Screening Explanations
<i>up to 2 points total,  for no)</i>			
<p>3. <i>Praxis Core Academic Skills Scores meets Delaware requirements</i></p> <p>( if earned 1 points for each subject, up to 3 points,  for no)</p>		<p>Candidate's Scores on Core Academic Skills for Educators:</p> <p>Reading: Writing: Mathematics:</p>	<p>Delaware requires the following passing scores: Reading: 156 Writing: 162 Mathematics: 150</p>
<p>4. <i>Content Knowledge Exam (Praxis II or ACTFL) Score(s) meets Delaware requirements for Certification</i></p> <p>( if earned 2 points,  for no)</p>		<p>Test Name or Number: Passing Score:</p>	<p>Refer to Appendix E, Delaware Praxis II Tests for Certificates Test Numbers Passing Scores</p>
<p>5. <i>Degree meets Delaware requirements</i></p> <p>( if earned 2 points,  for no)</p>		<p>Degree:</p>	<p>Delaware requires a Bachelor's degree from an accredited 4-year institution at the minimum.</p>
<p>6. <i>Graduate degree</i></p> <p>( if earned 2 points,  for no)</p>		<p>Degree:</p>	<p>A graduate degree may be associated with more in-depth knowledge of content subject and pedagogy.</p>

Educational Qualifications and Experiences		Comments and Explanations	
	Check Yes  / No 	Reviewer Notes/Comments on Applicant	Screening Explanations
7. Major or minor in subject to be taught ( if Major 2 points, If minor 1 point,  for no)		Major: Minor:	A major or minor in the subject an educator teaches is related to higher levels of student achievement.
8. Cumulative GPA in BA/BS degree program (3.0 higher=  for 2 points,  for lower)		GPA:	GPA may potentially indicate knowledge, communication skills, and responsibility for recent graduates.
9. Coursework/ Experience with instructional technology ( for yes 2 points,  for no)		Types of technologies:	Uses of various technologies are an emerging area related to teacher effectiveness.
10. 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.
11. Student teaching/field experience ( for yes for 2 points,  for no)		Grade level: Subject(s): Type of school:	Student teaching provides opportunities for candidates to refine their instructional, classroom management, and professional skills

Educational Qualifications and Experiences		Comments and Explanations	
	Check Yes  / No 	Reviewer Notes/Comments on Applicant	Screening Explanations
12. Other relevant experiences: ( for yes for 2 points,  for no)		Type(s) of experience(s):	For example, other employment, extracurricular, and/or volunteer experiences.
13. Other (District/School identifies):			
14. Other relevant experiences: ( for yes for 2 points,  for no)		Type(s) of experience(s):	For example, other employment, extracurricular, coaching, and/or volunteer experiences.
15. Other (District/School identifies):			
Total Number of Points Obtained:		Performance Level:	
<i>Recommendation for Next Step in the Selection Process:</i>			

Adapted from Stronge (2013).

Performance Levels Based on Total Number of Points Obtained



Ineffective	Needs Improvement	Effective	Highly Effective
0-7: NO	8-15: MAYBE	16-23: YES	24-32+: YES



19. Template: Evaluation of Applicant’s Writing Sample

[District/School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

Directions: Review applicant’s writing sample for competencies and possible indicators and check whether the indicators are evident in the writing sample. The competencies in parentheses refer to the DPAS criterion. Count the total number of checks and determine performance level based on total number of checks. Include comments/justification for the total number of checks and assigned performance level.

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

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

Adapted from TNTP (2012)

Performance Levels based on 3 points per check and Total Number of Checks

Ineffective	Needs Improvement	Effective	Highly Effective
0-4: NO	5-8: MAYBE	9-13: YES	14-18: YES

Comments/Justification:

20. Template: Summary of Evaluations of Application Package

[District/School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

SCORE REVIEW

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

Directions: Insert scores by performance levels from the Applicant's three other Evaluation Forms. Total scores across the forms and indicate total performance level. Determine prioritized tier level (1, 2, or 3) and check whether the applicant will move to the next step. Include any comments/justification notes.

Applicant's Cover Letter:

Ineffective	Needs Improvement	Effective	Highly Effective
0-3: NO	4-6: MAYBE	7-9: YES	10-12: YES

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

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

Applicant's Educational Qualifications & Experiences:

Ineffective	Needs Improvement	Effective	Highly Effective
0-7: NO	8-14: MAYBE	15-23: YES	24-32+: YES

Applicant's Writing Sample:

Ineffective	Needs Improvement	Effective	Highly Effective
0-4: NO	5-8: MAYBE	9-13: YES	14-18: YES

Total Scores			
Ineffective	Needs Improvement	Effective	Highly Effective
0-14: NO	17-28: NO	31-45: YES	48-72+: YES
Prioritized Tier Level:			

Comments/Justification:

21. Template: Evaluating Applicant for 1st Telephone Screening (optional)

[District/School Letterhead]

Applicant Name:		Applied Position:	
Team Members:		Date:	

Directions: Questions should be determined and inserted into the template prior to the telephone interview. The questions may be customized for each applicant to clarify any questions/concerns that have arisen from the previous screening phases. In addition, please indicate which of the five components of the DPAS II each question addressed. Be sure to take complete, accurate notes on the responses to each question.

Telephone Screening Score and Performance Level

1st Interview Score Total Rating Performance Level:

Performance Levels Based on Total Number of Points (2 points per question)

Ineffective	Needs Improvement	Effective	Highly Effective
0-5: NO	6-10: MAYBE	11-15: YES	16-20: YES

YES, the applicant will move to the In-Person Interview.

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



Once completed, this document will need to be attached to the Application Package Evaluation document.

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

Comments:

Statement of intent for all participants:

I/We appreciate you speaking with me/us today in regards to the [position] with [District/School]. The [District/School] is interested learning more about your previous employment, responsibilities, and educational goals. The interview should last about 30-60 minutes.

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

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

1. Question #1 [Insert]

<p>Response:  or </p>	
---	--

2. Question #2 [Insert]

<p>Response:  or </p>	
---	--

3. Question #3 [Insert]

<p>Response:  or </p>	
---	--

4. Question #4 [Insert]

<p>Response:  or </p>	
---	--

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

5. Question #5 [Insert]

<p>Response:  or </p>	
---	--

6. Question #6 [Insert]

<p>Response:  or </p>	
---	--



7. Question #7 [Insert]

<p>Response:  or </p>	
---	--

8. Question #8 [Insert]

<p>Response:  or </p>	
---	--

9. Question #9 [Insert]

<p>Response:  or </p>	
---	--

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

10. Question #10 [Insert]

<p>Response:  or </p>	
---	--

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On-site Interview Process and Procedures

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22. Template: A Discussion Map

[District/School Letterhead]

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

Directions:

This *Discussion Map* is a graphic organizer to facilitate the selection of the key teaching competencies, based on the Charlotte Danielson model that will be targeted in the interview questions. The Interview Team should use the Discussion Map with a copy of the DPAS II Teacher Competencies to determine the key competencies needed for the teaching position.

Planning and Preparation

The Classroom Environment

Instruction

Professional Responsibilities

(This page intentionally left blank.)

23. Template: Team Internal Planning Protocol for Determining Interview Questions and Levels of Evidence

[District/School Letterhead]

Applied Position:		Date:	
Team Member(s):			

Directions: The team identifies the initial interview questions to be asked of each candidate, including potential follow-up questions. Then the team identifies the potential examples of representative responses that would correspond to each level of the rating scale. This should be completed prior to the interviews of candidates. The team will also need to decide on the range of total number of points for each performance level depending on the total number of questions asked.

Rating Scale for Each Question		
4	Highly Effective	Responses indicate evidence of exceptional performance and outstanding knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
3	Effective	Responses indicate evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
2	Needs Improvement	Responses indicate mediocre or developing performance and fundamental knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
1	Ineffective	Responses indicate little or no knowledge and minimal understanding of the key concepts, indicators and/or competencies within a DPAS II component.
0	Unable to Evaluate	Responses missing sufficient information for rating.

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
1. Planning & Preparation 1.a. Selecting Instructional Goals 1.b. Designing Coherent Instruction 1.c. Demonstrating Knowledge of Content & Pedagogy 1.d. Demonstrating Knowledge of Students 1.e. Designing Student Assessments	1.					
	2.					

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
2. Classroom Environment 2.a. Managing Classroom Procedures 2.b. Managing Student Behavior	3.					
2.c. Creating an Environment to Support Learning 2.d. Organizing physical Space	4.					

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
3. Instruction 3.a. Engaging Students in Learning 3.b. Demonstrating Flexibility and Responsiveness	5.					
3.c. Communicating Clearly and Accurately 3.d. Using Questioning and Discussion Techniques 3.e. Using Assessment in Instruction	6.					

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
4. Professional Responsibilities 4.a. Communicating with families 4.b. Recording Data in a Student Record System	7.					
4.c. Growing and Developing Professionally 4.d. Reflecting on Professional Practice	8.					

Critical Components and Criterion Based on DPAS-II	Initial Questions to be Asked	Follow-up Questions to be Asked	Ineffective Representative Response (1 Point)	Needs Improvement Representative Response (2 Points)	Effective Representative Response (3 Points)	Highly Effective Representative Response (4 Points)
5. OTHER (Identify areas)	9.					
	10.					
Total Scores:						

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

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	Insert Range of Total Number of Points:	(Insert Range of Total Number of Points):
Example: 0-10	Example: 11-20	Example: 21-30	Example: 31-40

24. Template Letter: Example of Interview Invitation

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

Thank you for your interest in the position of [position title]. Based on our screening process, we would like to interview you for the above position. The interview information is as follows:

Date:

Time:

Location:

Name and Telephone of Contact:

Directions to Interview Location:

[Note: Use this letter to also inform applicants of any other aspects of the interview, e.g., that there will be an interview committee, that a demonstration lesson may be requested, etc.]

Please contact me at [telephone] if I may provide you with additional information.

Sincerely,

[Name and title of personnel]

(This page intentionally left blank.)

25. Template: Formal Interview Protocol

[District/School Letterhead]

Directions: Prior to the interviews of candidates, the team inserts the interview questions to be asked, the total numbers of questions to be asked, and the range of total numbers of points available for each performance level. During the interview, the team records any follow-up questions as well as the candidates' responses. Following the team interview, each team member may use the protocol to assign a rating for each question asked, as well as the justification for the rating.

Statement of Intent for all participants:

We appreciate you speaking with us today in regards to the [position] with [District/School]. The [District/School] is interested to learn more about your previous employment, responsibilities, and educational goals.

Candidate Name:		Position:	
Date of Interview:		Starting and Ending Time of Interview:	
Interview Team Members:	1. 2. 3. 4. 5.	Location (if appropriate):	

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

Comments:

Questions should be determined prior to the interview and may be customized for each applicant to clarify any questions/concerns that have arisen from the previous screening phases. The number of questions per component will vary dependent upon the decision of the Team. (This document is a template and meant to be adjusted accordingly).

Be sure to record any follow-up questions asked and a candidate's responses.

Component 1: Planning and Preparation

1. Question #1 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

2. Question #2 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

3. Question #3 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

Component 2: Classroom Environment

4. Question #4 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

5. Question #5 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

6. Question #6 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

Component 3: Instruction

7. Question #7 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

8. Question #8 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

Component 4: Professional Responsibilities

9. Question #9 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

10. Question #10 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

11. Question #11 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

Other

12. Question #12 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:

13. Question #13 [Insert]

Response:
Follow-up Question(s) Asked:
Follow-up Response:
Rating: 0 1 2 3 4
Justification:
Final Comments/Reflections:

DPAS II Components	Question Nos.	Ratings				
		4	3	2	1	0
1. Planning and Preparation	1-3					
2. Classroom Environment	4-6					
3. Instruction	7-8					
4. Professional Responsibilities	9-11					
5. Other	12-13					
TOTAL Rating Scores by Components						
Performance Level(s):						

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

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):

Rating Scale for Each Question		
4	Highly Effective	Responses indicate evidence of exceptional performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
3	Effective	Responses indicate evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
2	Needs Improvement	Responses indicate evidence of mediocre or developing performance and fundamental knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
1	Ineffective	Responses indicate little or no knowledge and understanding of the key concepts, indicators and/or competencies within a DPAS II component.
0	Unable to Evaluate	Responses missing sufficient information for rating.

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26. Template: Final Team Rating Form for an Interviewed Candidate

[District/School Letterhead]

Candidate Name:		Applied Position:		Date:	
Team Members:					
<p>Directions: Transfer each interviewer’s competency ratings onto this form. A consensus discussion should occur with each team member justifying his/her rating. Any changes to the individual ratings during consensus discussion should be initiated by the team member. A final team consensus rating should be entered for each component as well as complete the justification.</p>					
<p>Recommendation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Highly recommended for next step in selection process <input type="checkbox"/> Recommended for next step in selection process <input type="checkbox"/> Not recommended for next step or position <input type="checkbox"/> Other 					

Components for Competencies	Question Nos.	Team Member #1 Ratings	Team Member #2 Ratings	Team Member #3 Ratings	Team Member #4 Ratings	Team Member #5 Ratings	Consensus Group Rating
1. Planning and Preparation							
2. Classroom Environment							
3. Instruction							
4. Professional Responsibilities							
5. Other							
TOTAL Rating Scores:							

Performance Levels:						
----------------------------	--	--	--	--	--	--

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

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):

Comments/Justification for Consensus Ratings:		
Rating Scale for Each Question		
4	Highly Effective	Responses indicate evidence of exceptional performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
3	Effective	Responses indicate evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
2	Needs Improvement	Responses indicate evidence of mediocre or developing performance and fundamental knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
1	Ineffective	Responses indicate little or no knowledge and understanding of the key concepts, indicators and/or competencies within a DPAS II component.
0	Unable to Evaluate	Responses missing sufficient information for rating.

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

27. Template: Final Team Ratings for All Interviewed Candidates

[District/School Letterhead]

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

Directions: Enter the final team consensus ratings for each component, question number, and candidate. Then rank order the candidates (from the highest total score to the lowest total score).

Components for Competencies	Question Numbers	Candidate #1 (name)	Candidate #2 (name)	Candidate #3 (name)	Candidate #4 (name)
1.Planning and Preparation					
2. Classroom Environment					
3.Instruction					
4. Professional Responsibilities					
5. Other:					
TOTAL Rating Scores					
Performance Levels					

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

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):	(Insert Range of Total Number of Points):

Comments/Justification for Rank Order:

Rating Scale for Each Question		
4	Highly Effective	Responses indicate evidence of exceptional performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
3	Effective	Responses indicate evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
2	Needs Improvement	Responses indicate evidence of mediocre or developing performance and fundamental knowledge and understanding of the key concepts, competencies, and/or indicators within a DPAS II component.
1	Ineffective	Responses indicate little or no knowledge and understanding of the key concepts, indicators and/or competencies within a DPAS II component.
0	Unable to Evaluate	Responses missing sufficient information for rating.

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

28. Template Letter: For Unsuccessful Candidate(s) After On-site Interview

[District/School letterhead]

[Date]

Name of Candidate

Address

Dear Mr./Ms. _____,

Thank you for taking the time to interview for the position of [position title].

The selection of a final candidate was a difficult task given the many applications the district/school received from individuals with strong backgrounds in this field.

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

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

We wish you well in your career.

Sincerely,

[Name and title of personnel]

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Demonstration Lessons

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29. Template: Letter/email Inviting Candidate to a Demonstration Lesson

[District/School Letterhead]

[Date]

Name of Candidate

Address

Dear _____,

We would like to invite you to participate in the next phase of our selection process. This next step will take place at _____ [school].

Your time at our school will be divided into two key activities:

1. Delivery of a demonstration lesson; and
2. An in-person debriefing with our selection team.

_____ ([name]) will continue to be your primary contact through this phase of the selection process. Please feel free to communicate any questions you might have regarding the process directly to _____ [name], _____ [Email address] or _____ [telephone number].

Your Next Steps (please read carefully):

1. Time:
2. School location:
3. Preparing for the demonstration lesson:
4. Timeframe:

Please reach out to _____ with any questions you may have.

Sincerely,

[Name and title of personnel]

Attachments/Enclosures

(This page intentionally left blank.)

30. Template: Demonstration Lesson Observation Form

[District/School Letterhead]

Directions: Prior to the demonstration lesson, the Selection Team will need to identify and agree on the total number of points for the demonstration lesson, and the range of total number of points for each of the four performance levels.

Each member of the Selection Team, who observes a demonstration lesson, completes the initial information on the first page of this template, and uses the next pages to record notes during the observation lesson. After the demonstration lesson is completed, each team member evaluates and rates the candidate according to the DPAS II components.

Candidate Name:		Advertised Position:	
Grade Level:		Date of Demonstration Lesson:	
Subject Area:		Lesson Duration:	
Team Member/Observer:		Other:	

DPAS II Components and Potential Indicators	Notes	Ratings
<p>1. Instructional Planning & Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goals and objectives for lesson are appropriate for students, student centered, represent high expectations, and measurable. <input type="checkbox"/> Lesson plan is organized & logically sequence with a beginning, middle, and end. <input type="checkbox"/> Lesson contains appropriate activities to reach objectives. <input type="checkbox"/> Lesson allows adequate time for instructional activities (guided to independent practice). <input type="checkbox"/> Lesson includes a variety of activities for different learning styles and levels of readiness. <input type="checkbox"/> Other: 	<p>Strengths:</p> <p>Concerns:</p> <p>Rating Justification:</p>	
<p>2. Classroom Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Candidate establishes rapport with students that is grounded in mutual respect. <input type="checkbox"/> Organizes student groups. <input type="checkbox"/> Plans and monitors changes in activities so no time for learning is lost. <input type="checkbox"/> Engages students in learning activities. <input type="checkbox"/> Attends to all areas of the class to encourage student participation and manage student behavior. <input type="checkbox"/> Other: 	<p>Strengths:</p> <p>Concerns:</p> <p>Rating Justification:</p>	

DPAS II Components and Potential Indicators	Notes	Ratings
<p>3. Instructional Delivery</p> <ul style="list-style-type: none"> <input type="checkbox"/> Objective is posted & clearly articulated for students. <input type="checkbox"/> Links the purpose of the lesson to students' interests and/or backgrounds/prior knowledge. <input type="checkbox"/> Provides clear, understandable directions. <input type="checkbox"/> Asks questions that are appropriate to the sequence of the lesson. <input type="checkbox"/> Paces lesson appropriately for all students within the class. <input type="checkbox"/> Observes the actions and reactions of students as the lesson is implemented. <input type="checkbox"/> Provides accurate and timely feedback to students. <input type="checkbox"/> Other: 	<p>Strengths:</p> <p>Concerns:</p> <p>Rating Justification:</p>	
<p>4. Professional Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes strengths and weaknesses in lesson. <input type="checkbox"/> Assesses the effectiveness of the lesson and the reasons for effectiveness. <input type="checkbox"/> Identifies what could be done differently to improve the lesson. <input type="checkbox"/> Appears open to feedback from the team. <input type="checkbox"/> Other 	<p>Strengths:</p> <p>Concerns:</p> <p>Rating Justification:</p>	

DPAS II Components and Potential Indicators	Notes	Ratings
5. Other: (School completes)	<p>Strengths:</p> <p>Concerns:</p> <p>Rating Justification:</p>	
TOTAL Rating Score		
Performance Level		

Rating Scale for Performance Levels

Performance levels based on Total Number of points (if four points are assigned to each component).
 The rating scale and performance levels may be adjusted by a district/school.

Ineffective	Needs Improvement	Effective	Highly Effective
(Insert Range of Total Number of Points): 0 - 5	(Insert Range of Total Number of Points): 6 - 10	(Insert Range of Total Number of Points): 11 - 15	(Insert Range of Total Number of Points): 16 - 20

Comments/Justification for Total Rating Scores and Performance Levels:

Demonstration Lesson Rating Scale

Points	Level	Criteria
4	Highly Effective	Lesson provided evidence of exceptional performance and outstanding knowledge and understanding of key concepts, competencies, and/or indicators in a DPAS II component.
3	Effective	Lesson provided evidence of solid performance and strong knowledge and understanding of the key concepts, competencies, and indicators in a DPAS II component.
2	Needs Improvement	Lesson provided evidence of mediocre or developing performance and fundamental knowledge and understanding of key concepts, competencies, and/or indicators that need to be addressed in a DPAS II component.
1	Ineffective	Lesson provided evidence of little or no knowledge and understanding of the key concepts, competencies, and indicators in a DPAS II component.
0	Unable to Evaluate	Missing sufficient information and/or observable behaviors.

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31. Template: Demonstration Lesson Reflection Sheet for Candidate

[District/School Letterhead]

Directions: After the candidate completes the demonstration lesson, the Team asks the candidate to complete the following reflection sheet prior to the debriefing with the candidate.

Candidate Name:		Advertised Position:	
Grade Level:		Date of Demonstration Lesson:	
Subject Area:		Lesson Duration:	

Reflect and comment on the different aspects of your instructional delivery for your demonstration lesson.

1. To what extent was the lesson effective?

2. What would you do differently to improve the lesson?

Aspects of Demonstration Lesson	Were the following aspects of your instructional delivery effective? Why or why not?	What would you do differently to improve the lesson?
Instructional Strategies		
Student Grouping(s)		
Student Activities		
Materials, Resources, and Technology		
Assessment Methods		
Classroom Management/ Student Behavior		
Student Engagement/ Interest		

Adapted from DPAS II (Delaware Department of Education, 2015).

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

[District/School Letterhead]

Directions: After the Demonstration Lesson, the Chairman of the Selection Team asks each member of the team to share their ratings on a candidate’s demonstration lesson for each of the five components. The team then discusses the ratings and reaches consensus or average rating for the candidate and records these. Any changes to initial ratings by team members should be initialized by the team member. A final rating should be entered for each component.

Candidate Name:		Advertised Position:									
Grade Level:		Date of Demonstration Lesson:									
Subject Area:		Lesson Duration:									
Date of Team Meeting:		Team Member(s):									
Recommendations <ul style="list-style-type: none"> <input type="checkbox"/> Highly recommended for next step in selection process <input type="checkbox"/> Recommended for next step in selection process <input type="checkbox"/> Not recommended for next step or position <input type="checkbox"/> Other: 		Rating Scale for Performance Levels <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #d9e1f2;">Ineffective</td> <td style="background-color: #d9e1f2;">Needs Improvement</td> <td style="background-color: #d9e1f2;">Effective</td> <td style="background-color: #d9e1f2;">Highly Effective</td> </tr> <tr> <td>0-5 Points</td> <td>6-10 Points</td> <td>11-15 Points</td> <td>16-20 Points</td> </tr> </table>		Ineffective	Needs Improvement	Effective	Highly Effective	0-5 Points	6-10 Points	11-15 Points	16-20 Points
Ineffective	Needs Improvement	Effective	Highly Effective								
0-5 Points	6-10 Points	11-15 Points	16-20 Points								

DPAS II Components	Team Member #1 Ratings	Team Member #2 Ratings	Team Member #3 Ratings	Consensus Team Rating
1. Planning and Preparation				
2. Classroom Environment				
3. Instructional Delivery				
4. Professional Responsibilities (reflection)				
5. Other				
Total Rating Scores:				
Performance Levels:				
Comments/Justification for Consensus Ratings:				

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

[District/School Letterhead]

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

Directions: After each candidate has been evaluated, the Team enters the final team consensus ratings for each candidate according to the DPAS II components.

DPAS II Components	Candidate #1 (Insert name)	Candidate #2 (Insert name)	Candidate #3 (Insert name)	Candidate #4 (Insert name)
1.Planning and Preparation				
2. Classroom Environment				
3.Instruction				
4. Professional Responsibilities				
5. Other				
TOTAL Rating Scores:				
Performance Levels:				

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

Rank Order of Candidates:

- 1.
- 2.
- 3.

Rating Scale for Performance Levels

Ineffective	Needs Improvement	Effective	Highly Effective
0-5 Points	6-10 Points	11-15 Points	16-20 Points

Comments/Justification for Rank Order:

34. Template Letter: For Unsuccessful Candidate After Demonstration Lesson

[District/School letterhead]

[Date]

Name of Candidate
Address

Dear _____,

Thank you for taking the time to demonstrate a lesson for the position of [position title].

The selection of a final candidate was a difficult task given the many applications the district/school received from individuals with strong backgrounds in this field.

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

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

We wish you well in your career.

Sincerely,

[Name and title of personnel]

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Competency-based Reference Checking

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35. Template Letter: To Notify Reference of their Participation

[District/School Letterhead]

[Date]

Name of Applicant

Address

Dear Mr./Ms. _____,

[District/school] is contacting you to schedule a reference check over the telephone for [candidate's name]. He/she provided your contact information to us during the hiring process. The district/school was told that you were made aware of the potential for representatives to contact you.

I would greatly appreciate no more than 30 minutes of your time to speak with us about [candidate's name], and his/her role at [organization]. Below are 3 timeframes that we are available to speak with you. Please let me know the most convenient one. If these dates are not convenient, please suggest another time.

[Suggest time #1]

[Suggest time #2]

[Suggest time #3]

I look forward to speaking with you. Thank you for your participation.

Sincerely,

[name and title of personnel]

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36. Template: Reference Checking Evaluation Form

[District/School Letterhead]



Directions: The person conducting the reference check inserts the questions that will be asked and completes this evaluation form during and after the reference check for each candidate.

There is flexibility in assigning the number of points for each question the total number of points across the questions, and the range of points for each performance level. The rating scale and performance levels may be adjusted by a district/school.



























Candidate Name:		Applied Position:	
Team Member(s):		Date:	
Reference Name:		Reference Position:	
Organization:		Contact Number:	

****Remember, this evaluation form will need to be completed for each of the 3 references****

<input type="checkbox"/> <u>YES</u>, the candidate has successfully passed the reference check section.
<input type="checkbox"/> <u>NO</u>, the candidate will not move forward. A letter of non-selection will be sent.

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

Directions: Please insert the wording of the question for each question asked. This form may also be used to record the reference's comments or the evaluator's justification. Indicate on the last page of this form, the question number related to each of the DPAS II components and criterion.

Questions	Rating	Comments/Justification
Verify dates of employment:	Response:  or 	
Verify current/previous job title (starting/final):	Response:  or 	
Verify salary (starting/final):	Response:  or 	
Question 1 (insert)	Response:  or 	
Question 2 (insert)	Response:  or 	
Question 3 (insert)	Response:  or 	
Question 4 (insert)	Response:  or 	
Question 5 (insert)	Response:  or 	
Question 6 (insert)	Response:  or 	
Question 7 (insert)	Response:  or 	
Question 8 (insert)	Response:  or 	
Question 9 (insert)	Response:  or 	
Question 10 (insert)	Response:  or 	
TOTAL POINTS		

Performance Levels based on Total Number of Points (if two points are assigned per satisfactory response for questions 1-10). The range of total number of points for each performance level are suggestions. The rating scale and performance levels may be adjusted by a district/school.

Ineffective	Needs Improvement	Effective	Highly Effective
Examples: 0-5	6-10	11-15	16-20
(Insert Total Number of Points):	(Insert Total Number of Points):	(Insert Total Number of Points):	(Insert Total Number of Points):

DPAS II Components and Criterion Referenced in Questions	Question Number	Comments
Component 1: Planning and Preparation		
1.a. Selecting Instructional Goals		
1.b. Designing Coherent Instruction		
1.c. Demonstrating Knowledge of Content & Pedagogy		
1.d. Demonstrating Knowledge of Students		
1.e. Designing Student Assessments		
Component 2: Classroom Environment		
2.a. Managing Classroom Procedures		
2.b. Managing Student Behavior		
2.c. Creating an Environment to Support Learning		
2.d. Organizing Physical Space		
Component 3: Instruction		
3.a. Engaging Students in Learning		
3.b. Demonstrating Flexibility, and Responsiveness		

DPAS II Components and Criterion Referenced in Questions	Question Number	Comments
3.c. Communicating Clearly and Accurately		
3.d. Using Questioning, Discussion Techniques		
3.e. Using Assessment in Instruction		

DPAS II Components and Criterion Referenced in Questions	Question Number	Comments
Component 4: Professional Responsibilities		
4.a. Communicating with Families		
4.b. Recording Data in a Student Record System		
4.c. Growing and Developing Professionally		
4.d. Reflecting on Professional Practice		
Other		

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