Teacher Recruitment and Selection Toolkit

Delaware Teacher Recruitment and Selection Toolkit 2016

Teacher and Leader Effectiveness Branch
2016
Delaware Department of Education, Teacher and Leader Effectiveness Branch

The branch's broad mandate is to improve the effectiveness of teachers and leaders statewide and make Delaware the employer of choice for excellent educators.

- Angeline Rivello, Chief Talent Officer/Associate Secretary of the Teacher and Leader Effectiveness Branch
- Maria Stecker, Education Associate, Recruitment/Selection & Talent Strategy

The Toolkit was developed by staff of the Mid-Atlantic Comprehensive Center (MACC) at the request of Tasha Cannon, Deputy Officer, Teacher and Leader Effectiveness Unit, Delaware Department of Education. Authors included: Beverly Mattson, Laura Taylor, Corinne Eisenhart (RMC Research Corporation), and Aimee Evan (Quill Research Associates). For more information about the Mid-Atlantic Comprehensive Center@WestEd, refer to Appendix C in the introduction section.

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

Acknowledgments. The authors would like to acknowledge and thank Tasha Cannon, formerly of the Delaware Department of Education for her input and guidance, Gretchen Rimes Cheney, Paros Group, for her review and feedback on the toolkit, and Bonnie Sudnick for formatting support.


© 2016 Mid-Atlantic Comprehensive Center.

The Mid-Atlantic Comprehensive Center and the U. S. Department of Education retain sole copyright and ownership of this product. However, the toolkit may be reproduced and distributed with two stipulations: (1) the preferred citation, noted on this page, must be included in all reproductions, and (2) no profit may be made in the reproduction and/or distribution of the material. Nominal charges to cover printing, photocopying, or mailing are allowed.
How to Use the Toolkit
(This page intentionally left blank.)
Table of Contents

About the Toolkit ........................................................................................................... 1

Purposes.................................................................................................................... 1

How to Use the Toolkit ............................................................................................ 2

Organization of Toolkit .......................................................................................... 5
About the Toolkit

Purposes

The purposes of the Delaware Teacher Selection Toolkit are to assist district/school administrators and staff in effectively:

1. Thinking strategically and comprehensively about the recruitment and selection of the district/school’s most valuable assets – teachers;

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

3. Identifying immediate actions that can be taken; and

4. Using and/or adapting tools and templates that are aligned with the Delaware Performance Appraisal System (DPAS II) components, criterion, and performance levels.
How to Use the Toolkit

This toolkit is a resource for district/school administrators and other staff involved in the selection and hiring of teachers. It offers practical guidance to district/school leaders for a comprehensive approach to the selection of teachers. The contents of the Toolkit are based on the latest literature and effective practices. The toolkit includes examples, templates, resources, and references.

District/school administrators may:

1. Determine which templates the district/school wants to use and/or adapt. There are templates in each section as well as in the Compendium of Templates for Districts/Schools to Use and/or Adapt. The Toolkit includes the following types of templates that are flexible for districts/schools to use:
   - Planning effective recruitment activities
   - Timelines and/or Calendar
   - Team assignment of roles and responsibilities and team meeting notes
   - Letters/emails to successful and unsuccessful applicants/candidates
   - Tracking applicants/candidates through the processes
   - Screening and Selection Protocols
   - Evaluation of applicants/candidates

   All of the above templates are aligned with the four components, criterion, and four performance levels of the DPAS II.

2. Learn more about the most effective practices in the recruitment and selection of teachers.

3. Use the information to determine which strategies the district/school is already effectively implementing;

4. Determine and implement additional strategies into the district/school’s recruitment and/or selection policies and procedures; and

5. Explore the additional information and resources provided in the toolkit.
If you have the following questions, then here are suggestions for exploring the Toolkit:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Questions</th>
<th>Toolkit Sections for Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recruitment of Teachers</strong></td>
<td>• When and how do districts/charter schools find the best teacher applicants for their schools?</td>
<td>• Comprehensive Teacher Recruitment Process</td>
</tr>
<tr>
<td></td>
<td>• What are the most effective recruitment methods and strategies?</td>
<td></td>
</tr>
<tr>
<td><strong>Systems for Screening and Selection of Applicants</strong></td>
<td>• What are the major components of screening and selection systems?</td>
<td>• Creating Systems for Screening and Selection of Applicants and Candidates</td>
</tr>
<tr>
<td></td>
<td>• How can districts/schools incorporate a competency-based selection model?</td>
<td>• Decision Tree</td>
</tr>
<tr>
<td></td>
<td>• In what ways, can Delaware districts/schools incorporate DPAS-II (components, criteria, and indicators) into their screening and selection processes?</td>
<td></td>
</tr>
<tr>
<td><strong>Screening Applications</strong></td>
<td>• What processes and procedures do districts/schools use in the initial screening of applicants that align with DPAS II?</td>
<td>• Screening Job Applications and Applicant Pools Process</td>
</tr>
<tr>
<td></td>
<td>• Who and how do districts/schools conduct initial screenings?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• In what ways will a district/school track the screening process and procedures?</td>
<td></td>
</tr>
<tr>
<td><strong>Conducting On-site Interviews</strong></td>
<td>• What are the processes and procedures for effective, structured interviews of candidates?</td>
<td>• The On-site Interview Process</td>
</tr>
<tr>
<td></td>
<td>• What are some examples of interview questions that align with DPAS II components and criterion?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How do districts/schools ensure they are following legal guidelines and best practices?</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Questions</td>
<td>Toolkit Sections for Answers</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Conducting Demonstration Lessons</td>
<td>• How can districts/schools design and implement a systematic demonstration lesson process and procedures as part of the selection process?</td>
<td>• Demonstration Lessons</td>
</tr>
<tr>
<td>Checking References</td>
<td>• What are the processes and procedures for checking a candidate’s references that is competency-based?</td>
<td>• Competency-Based Reference Checking</td>
</tr>
<tr>
<td></td>
<td>• What types of questions are asked during a reference check?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What are examples of questions to ask during a reference check?</td>
<td></td>
</tr>
<tr>
<td>Allowable Uses of Title II funds for recruitment, screening, and hiring</td>
<td>• What are allowable LEA uses of funds under Title II, Preparing, Training, and Recruiting High Quality Teachers, Principals or Other School Leaders under Every Student Succeeds Act (ESSA)?</td>
<td>• General Appendices, Appendix A. Background Information on ESSA, Title II</td>
</tr>
<tr>
<td>Delaware requirements for personnel records</td>
<td>• What recruitment and selection personnel records does Delaware require districts/schools to retain?</td>
<td>• General Appendices, Appendix B. Delaware Department of State: School District General Records Retention Schedule: Personnel Records</td>
</tr>
<tr>
<td></td>
<td>• How long must the personnel recruitment and selection records be retained?</td>
<td></td>
</tr>
<tr>
<td>Forms or Templates</td>
<td>• What forms could a district/school use and/or adapt during the recruitment, screening, and selection processes?</td>
<td>• Compendium of Templates for Districts/Schools to Use and/or Adapt</td>
</tr>
<tr>
<td></td>
<td>• What form letters are available for districts/schools to use and/or adapt?</td>
<td></td>
</tr>
</tbody>
</table>
Organization of Toolkit

The content of the Toolkit is based on best practices and research. In addition to this introduction section, the toolkit includes the following major sections:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comprehensive Teacher Recruitment Process</td>
</tr>
<tr>
<td>2</td>
<td>Creating Systems for Screening and Selection of Applicants and Candidates</td>
</tr>
<tr>
<td>3</td>
<td>Screening Job Applications and Applicant Pools Process</td>
</tr>
<tr>
<td>4</td>
<td>On-site Interview Process and Procedures</td>
</tr>
<tr>
<td>5</td>
<td>Demonstration Lessons</td>
</tr>
<tr>
<td>6</td>
<td>Competency-based Reference Checking</td>
</tr>
<tr>
<td>7</td>
<td>Glossary of Terms and Acronyms</td>
</tr>
<tr>
<td>8</td>
<td>Annotated Bibliography</td>
</tr>
<tr>
<td>9</td>
<td>General Information</td>
</tr>
<tr>
<td></td>
<td>A. Every Student Succeeds Act (ESSA) Information on Title II, Preparing, Training, and Recruiting High Quality Teachers, Principals, or Other School Leaders</td>
</tr>
<tr>
<td>10</td>
<td>Compendium of Templates for Districts/Schools to Use and/or Adapt</td>
</tr>
</tbody>
</table>

Each section includes the following

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Guiding question(s)</td>
</tr>
<tr>
<td>3</td>
<td>Descriptions of the processes and procedures with examples</td>
</tr>
<tr>
<td>4</td>
<td>Summary</td>
</tr>
<tr>
<td>5</td>
<td>References</td>
</tr>
<tr>
<td>6</td>
<td>Resources and/or Background Information</td>
</tr>
<tr>
<td>7</td>
<td>Appendices with templates and examples for districts/schools to use and/or adapt</td>
</tr>
</tbody>
</table>
(This page intentionally left blank.)
# Master Table of Contents

## Introduction
- Introduction ............................................................................................................................................................... 1
- Delaware’s Educator Effectiveness ........................................................................................................................... 2
- Teacher Leader and Effectiveness Branch .................................................................................................................. 3
- Educator Effectiveness Continuum .......................................................................................................................... 4
- Roles of District/School Administrators in the Delaware Educator Effectiveness Continuum .............................. 7
- Competency-based Model in Educator Effectiveness Systems ................................................................................. 8
- Alignment with the Delaware Framework for Teaching and Professional Teaching Standards ............................. 10
- Alignment with the Delaware Performance Appraisal System II (DPAS) .............................................................. 11

## References ............................................................................................................................................................... 13

## Appendices .............................................................................................................................................................. 15
- Appendix A Delaware State Board of Education’s Strategic Plan ........................................................................ 17
- Delaware State Board of Education’s Four Key Pillars ......................................................................................... 17
- Delaware’s Four Key Pillars Rationale, Expected Outcomes, SBE Strategy and Actions .................................... 18
- Appendix B Delaware Professional Teaching Standards ........................................................................................ 21
- Appendix C Mid-Atlantic Comprehensive Center@WestEd .............................................................................. 23

## Comprehensive Teacher Recruitment Process
- Introduction .................................................................................................................................................. 1

## Guiding Questions for a Comprehensive Recruitment Process ........................................................................ 2
- Overview of a Comprehensive Recruitment Process ............................................................................................... 3
- When and how do districts/schools prepare to find the best teacher applicants? ............................................... 4
- Examine Current Status of Staffing Needs and Recruitment Efforts ................................................................... 4
- Develop Timelines for Recruitment and Selection ................................................................................................. 6
  - Example of Providence Rhode Island’s Transfer, Assignment, and Hiring  2015-16 Timelines ......................... 7
- Develop/Update Clear Recruitment Materials ........................................................................................................ 10
  - Create an Ideal Candidate Profile for Screening and Selection ......................................................................... 11
  - Align all Recruitment Messages ......................................................................................................................... 12
  - Job Announcement Postings ............................................................................................................................ 12
- District/School Profile ........................................................................................................................................... 13
- Identify Multiple Sources and Strategies for Recruitment ..................................................................................... 14
- Prepare District/Schools’ Social Media to Recruit Teachers .................................................................................. 17
- Consider Differentiating Recruitment Strategies for Targeted Candidates ...................................................... 21
- What are the most effective recruitment approaches for districts/schools? ....................................................... 25
  - Establish a Recruitment and Selection Team ...................................................................................................... 25
  - Develop and Implement a Comprehensive Recruitment Plan .......................................................................... 26
  - Analyze the Outcomes and Effectiveness of Recruitment Sources and Strategies ......................................... 29
    - Example of Analyses of Teacher Recruitment Methods and Outcomes ...................................................... 31
- Maintain Job Announcements, Advertising, and Recruitment Files ................................................................. 33

## Summary ......................................................................................................................................................... 33

## References ...................................................................................................................................................... 35
Key Web Resources for Recruitment ................................................................. 40
Appendices ......................................................................................................... 45

Appendix A Suggested Delaware Proposed Teacher Recruitment and Selection Timelines 47
   Template: To Create SY Calendar for Recruitment and Selection Timelines .......... 49
Appendix B Examples of Job Announcement Postings ........................................... 51
Appendix B.1 Example of Recruitment Messages and Materials ............................... 55
   Examples of School District Recruitment Materials ......................................... 57
   Examples of Charter School Recruitment Brochures ....................................... 63
Appendix C Template: School Profile TNTP ............................................................ 69
Appendix D Examples of Join Delaware Schools Web Site and Facebook Page .......... 71
Appendix E Examples of Districts Using Social Media for Recruitment ...................... 77
   District of Columbia’s Public Schools YouTube Page for Recruitment ............... 77
Appendix F Example of a Recruitment Plan ............................................................ 83
   Template: Recruitment Plan ............................................................................... 85
Appendix G Template: Analysis of the Outcomes and Effectiveness of Teacher Recruitment Sources/Strategies ................................................................. 87

Background Information ...................................................................................... 89
Maintain Job Announcements, Advertising, and Recruitment Files ......................... 89
Example of Job Descriptions that Reflect Critical Competencies ............................. 91
Job Description Example: Opportunity Culture Subject Specialization Teacher ......... 93

Creating Systems for Screening and Selection of Applicants and Candidates

Introduction ............................................................................................................ 1
   Guiding Questions for Creating Systems ............................................................ 1
   Major Components in the Screening and Selection Systems ............................. 2
Determine Key Activities and Timelines in the Screening and Selection Processes .......... 4
Overview of Toolkit’s Screening and Selection Processes ...................................... 5
Tiered Approach to Screening and Selection ....................................................... 5
Overview of Key Steps, Activities, and Timelines in Screening and Selection .......... 7
Establish a Selection Team .................................................................................... 10
   Identify a Chairperson ....................................................................................... 11
   Delegate Assignments to Team Members ......................................................... 11
   Ensure that All Members Maintain Confidentiality ......................................... 12
   Identify a Recorder for each Team Meeting .................................................... 12
   Documentation of Team Meeting(s) and Justification for Decisions ................. 13
Establish Objective Screening and Selection Criteria .......................................... 14
   Selection Criteria Based on Competencies ..................................................... 14
   Other Criteria for Consideration ..................................................................... 15
Map the Competencies through the Screening and Selection Process .................... 16
   Example of Selection Matrix Identifying Which Competencies will be Assessed During the Selection Process for a Teaching Position ........................................... 17
Determine Objective Decision-making Procedures and Evidence .......................... 21
Establish a Record Keeping System and Maintain All Screening and Selection Records ................................................................. 24
Summary ............................................................................................................ 25
References .......................................................................................................... 26
Appendices ......................................................................................................... 27
Screening Job Applications and Applicant Pools Process

Introduction .................................................................................................................. 1
Guiding Questions ...................................................................................................... 2
Submission of the Application Package ................................................................... 3
Job Applications ......................................................................................................... 3
Complete Application Package .................................................................................. 6
Documentation of Applications .................................................................................. 7
Applicant Tracking System .......................................................................................... 8
Initial and Ongoing Communication with Applicants ................................................. 8
Screening of Applications, Resumes, and Other Materials ......................................... 9
Screen Cover Letters .................................................................................................. 9
Review Resumes ......................................................................................................... 10
An In-Depth Overview of a Comprehensive Resume Review ..................................... 12
Red Flags .................................................................................................................... 14
Review Transcripts .................................................................................................... 15
Review Applicant’s Performance on Licensure/Certification and Performance Assessments .................................................................................................................... 16
Review Writing Samples ............................................................................................. 23
Prioritize Applicants .................................................................................................. 24
Conduct Telephone Interview Screening, an optional step ....................................... 26
Considerations for Using Commercial Teacher Selection Assessments ..................... 28
Common Teacher Screening Assessments .................................................................. 29
Comply with the EEOC Employer Tests and Selection Procedures ........................... 33
Moving to the Next Step in the Selection Process ....................................................... 34
Communicating with Applicants ............................................................................... 34
Documentation ......................................................................................................... 35
Summary ...................................................................................................................... 35
References ................................................................................................................... 37
Appendices .................................................................................................................. 41
Appendix A Template: Applicant Tracking Form ....................................................... 43
Appendix B Examples of Letter Templates .................................................................. 47

Sources for Delaware Laws and Regulations .............................................................. 64
U.S. Equal Employment Opportunity Commission ..................................................... 61
Prohibited Application and Hiring Practices ............................................................... 61
Laws Enforced by EEOC ............................................................................................. 62
The On-site Interview Process and Procedures

Introduction ........................................................................................................................................ 1
Establishing the Process and Procedures for Conducting Candidate Interviews .............................. 1
Guiding Questions for the On-site Interview Process and Procedures ............................................ 2
Implementing the Interview Process ................................................................................................ 2
Determine the Team Members who will Conduct the Interviews ...................................................... 3
Plan the Interviews ............................................................................................................................ 4
Pre-interview Tasks ............................................................................................................................ 9
Conduct the Interviews ....................................................................................................................... 26
Evaluate the Interview Data .............................................................................................................. 29
Common Interviewing Mistakes ....................................................................................................... 31
Team Review and Ratings for all Candidates .................................................................................... 33
Notifying Candidates after Interviews ............................................................................................. 33
Maintain all Interview Documentation ............................................................................................. 34
Summary ........................................................................................................................................ 34
References ....................................................................................................................................... 35
Resources for Interview Questions .................................................................................................... 37
Appendices ....................................................................................................................................... 39
Appendix A Top 10 Reminders for Conducting A Successful Interview ........................................ 41
Appendix B Template: A Discussion Map with an Example ............................................................. 43
**Discussion Map Example**.......................................................................................................... 44

**Appendix C.1.** Interview Questions and Scenarios Aligned with DPAS II........................................ 45

**Appendix C.2.** Interview Questions Derived from the University of Delaware.................................. 59

**Appendix D** Lawful and Unlawful Questions................................................................................. 63

**Appendix E** Examples of Scenarios................................................................................................. 65

**Appendix F** Differentiating Questions for Novice and Veteran Teachers.......................................... 67

**Appendix G** Template: Team Internal Planning Protocol for Determining Interview Questions and Levels of Evidence ................................................................................. 71

**Appendix H** Template Letter: Example of Interview Invitation......................................................... 77

**Appendix I** Template: Formal Interview Protocol .............................................................................. 79

**Appendix J** Template: Final Team Rating Form for an Interviewed Candidate ............................. 89

**Appendix K** Template: Final Team Ratings for All Interviewed Candidates ..................................... 91

**Appendix L** Template Letter: For Unsuccessful Candidate(s) After On-site Interview........................... 93

### Demonstration Lessons

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Guiding Question</td>
<td>1</td>
</tr>
<tr>
<td>Implementing a Systematic Process and Procedures for Demonstration Lessons</td>
<td>2</td>
</tr>
<tr>
<td>Preparation for the Demonstration Lesson</td>
<td>3</td>
</tr>
<tr>
<td>Observation and Debriefing on the Demonstration Lesson</td>
<td>9</td>
</tr>
<tr>
<td>Evaluation of the Demonstration Lesson</td>
<td>11</td>
</tr>
<tr>
<td>Notification to Candidates of the Results of the Evaluation</td>
<td>13</td>
</tr>
<tr>
<td>Maintain Documentation of the Demonstration Lesson</td>
<td>14</td>
</tr>
<tr>
<td>Summary</td>
<td>14</td>
</tr>
<tr>
<td>References</td>
<td>15</td>
</tr>
<tr>
<td>Resources</td>
<td>15</td>
</tr>
<tr>
<td>Appendices</td>
<td>17</td>
</tr>
</tbody>
</table>

**Appendix A** Template: Letter/email Inviting Candidate to a Demonstration Lesson .................. 19

**Appendix B** Template: Demonstration Lesson Observation Form ............................................. 21

**Appendix C** Template: Demonstration Lesson Reflection Sheet for Candidate .......................... 27

**Appendix D** Template: Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate ........................................................................................................ 29

**Appendix E** Template: Comparison of All Candidates and Team Consensus Ratings for Demonstration Lessons ........................................................................................................ 31

**Appendix F** Template Letter: For Unsuccessful Candidate After Demonstration Lesson............... 33

### Competency Based Reference Checking

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Guiding Questions</td>
<td>1</td>
</tr>
<tr>
<td>When should a reference check be conducted?</td>
<td>2</td>
</tr>
<tr>
<td>Whom to contact for references?</td>
<td>3</td>
</tr>
<tr>
<td>Candidate’s Role in the Reference Checking Process</td>
<td>5</td>
</tr>
<tr>
<td>Who should conduct the reference check?</td>
<td>7</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>How is the reference informed of the checking process?</td>
<td>7</td>
</tr>
<tr>
<td>Selecting Questions for the Reference Check</td>
<td>8</td>
</tr>
<tr>
<td>Preliminary Questions</td>
<td>8</td>
</tr>
<tr>
<td>Verification Questions</td>
<td>9</td>
</tr>
<tr>
<td>Competency–based Questions</td>
<td>9</td>
</tr>
<tr>
<td>Format of Reference-Check Form</td>
<td>11</td>
</tr>
<tr>
<td>Preparation for the Reference Checker Prior to a Call</td>
<td>12</td>
</tr>
<tr>
<td>How is the reference informed of the checking process?</td>
<td>13</td>
</tr>
<tr>
<td>How to Conduct a Reference Check</td>
<td>14</td>
</tr>
<tr>
<td>Example of Opening</td>
<td>15</td>
</tr>
<tr>
<td>If the Reference Refuses to Participate</td>
<td>16</td>
</tr>
<tr>
<td>Continue the Reference Check by Asking the Other Questions</td>
<td>16</td>
</tr>
<tr>
<td>Take Detailed Notes</td>
<td>17</td>
</tr>
<tr>
<td>Concluding the Telephone Call</td>
<td>17</td>
</tr>
<tr>
<td>Review and Evaluate the Reference Check Telephone Notes</td>
<td>18</td>
</tr>
<tr>
<td>Summary</td>
<td>20</td>
</tr>
<tr>
<td>Reference Checklist</td>
<td>21</td>
</tr>
<tr>
<td>References</td>
<td>22</td>
</tr>
<tr>
<td>Appendices</td>
<td>23</td>
</tr>
<tr>
<td>Appendix A Template Letter: To Notify Reference of their Participation</td>
<td>25</td>
</tr>
<tr>
<td>Appendix B Potential Questions to Check References for Teachers Aligned with DPAS II</td>
<td>27</td>
</tr>
<tr>
<td>Appendix C Other Questions for Reference Check</td>
<td>33</td>
</tr>
<tr>
<td>Appendix D Template: Reference Checking Evaluation Form</td>
<td>39</td>
</tr>
</tbody>
</table>

**Glossary of Terms and Acronyms** (does not have a Table of Contents)

**Annotated Bibliography**

- Recruitment and Selection of Public School Teachers                      | 1    |
- Recruitment and Selection of Public Charter School Teachers              | 8    |
- Screening Applicants                                                      | 11   |
- Interviews                                                               | 13   |
- Demonstration Lessons                                                     | 15   |
- Selection                                                                | 15   |
- Competency-based Reference Checking                                       | 18   |

**General Information**

A. Background Information on Every Student Succeeds Act (ESEA)              | 1    |
   Title II – Preparing, Training, and Recruiting High Quality Teachers and Principals | 2    |

**Compendium of Templates for Charter Schools to Use or Adapt**

- Overview of Toolkit Templates                                           | 1    |
- Comprehensive Teacher Recruitment Process                                | 1    |
1. Template: To Create SY Calendar for Recruitment and Selection Timelines ................................. 3
2. Template: School Profile TNTP ................................................................................................ 5
3. Template: Recruitment Plan ............................................................................................................. 7
4. Template: Analysis of the Outcomes and Effectiveness of Teacher Recruitment Sources/Strategies ................................................................. 9

Creating Systems for Screening and Selection of Applicants and Candidates .......................... 11
5. Template: Selection Team Assignment of Roles and Responsibilities ........................................... 13
6. Template: Team Meeting Notes ..................................................................................................... 15
7. Template: Selection Matrix based on the DPAS II ........................................................................ 17
8. Template: Delaware Teacher Selection Summary Form .................................................................. 21

Screening Job Applications and Applicants Pools Process .............................................................. 27
9. Template: Applicant Tracking Form ................................................................................................ 29
10. Template: A Discussion Map with an Example ............................................................................ 33
10.B. Discussion Map Example ........................................................................................................... 35
12. Template Letter: Example Letter/email for Follow-up to an Application Package Submission .................................................................................. 38
13. Template Letter: Example Letter/email for Setting up 1st Telephone Interview ...................... 39
15. Template Letter: Example letter/email for a Resume on File .................................................... 42
16. Template Letter: Example of Cancelling Telephone Interview ................................................ 43
17. Template: Evaluation of Cover Letter ............................................................................................ 45
18. Template: Review of Educational Qualifications and Experiences ............................................ 47
19. Template: Evaluation of Applicant’s Writing Sample .................................................................... 51
20. Template: Summary of Evaluations of Application Package ....................................................... 52
21. Template: Evaluating Applicant for 1st Telephone Screening (optional) ...................................... 55

On-site Interview Process and Procedures ......................................................................................... 61
22. Template: A Discussion Map ........................................................................................................ 63
23. Template: Team Internal Planning Protocol for Determining Interview Questions and Levels of Evidence ........................................................................ 65
24. Template Letter: Example of Interview Invitation ....................................................................... 71
25. Template: Formal Interview Protocol ........................................................................................... 73
26. Template: Final Team Rating Form for an Interviewed Candidate ............................................ 83
27. Template: Final Team Ratings for All Interviewed Candidates .................................................. 85
28. Template Letter: For Unsuccessful Candidate(s) After On-site Interview .................................. 87
Demonstration Lessons .................................................................................................................................. 89
  29. Template:   Letter/email Inviting Candidate to a Demonstration Lesson ......................... 91
  30. Template:   Demonstration Lesson Observation Form .......................................................... 93
  31. Template:   Demonstration Lesson Reflection Sheet for Candidate ................................ 99
  32. Template:   Team Summary of Demonstration Lesson Evaluation Ratings for Each Candidate .................................................................................................................................. 101
  33. Template:   Comparison of All Candidates and Team Consensus Ratings for Demonstration Lessons ........................................................................................ 103
  34. Template Letter: For Unsuccessful Candidate After Demonstration Lesson ..................... 105
Competency-based Reference Checking .................................................................................................. 107
  35. Template Letter: To Notify Reference of their Participation ............................................. 109
  36. Template:   Reference Checking Evaluation Form ................................................................. 111
(This page intentionally left blank.)
Introduction to Delaware Teacher Recruitment and Selection Toolkit
(This page intentionally left blank.)
# Table of Contents

Introduction ................................................................................................................... 1  
Delaware’s Educator Effectiveness ............................................................................... 2  
    Teacher Leader and Effectiveness Branch .............................................................. 3  
    Educator Effectiveness Continuum .................................................................... 4  
    Roles of District/School Administrators in the Delaware Educator Effectiveness Continuum ................................................................. 7  
    Competency-based Model in Educator Effectiveness Systems ........................... 8  
    Alignment with the Delaware Framework for Teaching and Professional Teaching Standards ........................................................................................................... 10  
    Alignment with the Delaware Performance Appraisal System II (DPAS) .............. 11  
References .................................................................................................................... 13  
Appendices ................................................................................................................... 15  
    Appendix A Delaware State Board of Education’s Strategic Plan ..................... 17  
        Delaware State Board of Education’s Four Key Pillars ................................. 17  
        Delaware’s Four Key Pillars Rationale, Expected Outcomes, SBE Strategy and Actions ........................................................................................................... 18  
    Appendix B Delaware Professional Teaching Standards .................................... 21  
    Appendix C Mid-Atlantic Comprehensive Center@WestEd ................................. 23
(This page intentionally left blank.)
Introduction

“Educators are the most critical factor for student learning and achievement. Teachers and Leaders have the most direct contact with classroom instruction and student learning. Any successful educational reform or attempt to close achievement gaps must be catalyzed and embraced by educators.”
(Delaware State Board of Education Strategic Plan, 2011).

Delaware has been a leader in education reform, with over a decade of investing in bold solutions to improve student outcomes (Delaware Department of Education (DDOE), 2015c). In 2013, the Education Commission of the States awarded Delaware with the 2013 Frank Newman Award for State Innovation. This award recognized “states and territories for enacting innovative education reforms or implementing innovative programs that go beyond marginal or incremental changes to improve student outcomes on a large scale.” The award recognizes a state for: education improvement efforts that are replicable and hold valuable lessons for other states; bold and courageous policies, including existing approaches with evidence of significant impact on student achievement in the state; and policies or programs that have bipartisan, broad-based support.

Delaware’s current efforts are based on an overarching goal of the State Board of Education.

Goal of Delaware State Board of Education’s Strategic Plan

*Using high standards and rigorous expectations for students, teachers, and leaders, all Delaware students graduate ready for college, career, and Citizenship.*

Please refer to Appendix A in this section for a brief description of the Board’s Strategic Plan. To accomplish the goal of educating all children for college and career-readiness, schools need well-prepared, effective teachers and leaders. Therefore, one of the cornerstones of the Delaware Department of Education’s (DDOE) reform efforts is:

*Ensuring an excellent teacher in every classroom and an excellent leader in every schoolhouse.*
Delaware Department of Education defines an excellent teacher as fully prepared to teach in his/her assigned content area; demonstrates strong instructional practices and significant growth in student learning; and consistently demonstrates professionalism and a dedication to the profession both within and outside of the classroom (DDOE, 2015b).

**Delaware’s Educator Effectiveness**

In recent years, the Delaware Department of Education has promoted the use of educator effectiveness strategies by public school districts and charter schools as part of the Delaware State Board of Education’s Strategic Plan. Human capital (in the realm of educator effectiveness) is a term that references the collective knowledge, skills, abilities, values, and motivation of an organization’s employees (Society for Human Resource Management, 2004). In public education, human capital primarily refers to teachers, leaders, and staff who interact with children on a daily basis.

Managing talent is about ensuring that a district/school has an external talent pool of teacher applicants and candidates for open positions, while at the same time continuing to support and develop its existing talented teachers. The ultimate goal of managing educator effectiveness strategically is to improve student performance and teachers’ instructional practices. Therefore, all aspects of the educator effectiveness strategy should be focused on the knowledge, skills, and expertise of teachers who need to implement the instructional vision of a district/school (Odden & Kelly, 2009).

*Recruitment, selection, induction, mentoring, professional development, performance management, and compensation must be strategically aligned within districts and schools, to ensure that all levels of management and every step in the talent development process work towards a common goal—boosting student achievement through improved teaching.*  
(Odden & Kelly, 2009)
Teacher Leader and Effectiveness Branch

Vision for Educator Effectiveness in Delaware

We will ensure Delaware is a world-class destination for the strongest educators to grow and build a career in teaching and school leadership, especially for scholars who need them the most.

To reach the above vision, the DDOE created the Teacher and Leader Effectiveness Branch (TLEB). The TLEB’s broad mandate is to improve the effectiveness of teachers and leaders statewide and make Delaware the employer of choice for excellent educators.

Overarching Strategies

DDOE/TLEB is focusing on four overarching strategies to reach the above vision:

1. Talent Cultivation

   Help build and identify great preparation programs that cultivate talent and equip teachers and leaders with the knowledge and skills necessary for success on day one; recruit and select “top talent.”

2. Talent Development and Management

   Manage and grow great teachers and leaders currently working in Delaware classrooms and schools.

3. Building Capacity

   Build capacity within Local Educational Agencies (LEAs) so that they have a professional, strategic, highly functional team that focuses on educator effectiveness.

4. Educator Effectiveness Data Analytics

   Unearth insights within and across DDOE and LEAs and disseminate information to improve educator effectiveness practices.
The focus of these strategies will lead to success in educator effectiveness. For example:

1. Credible distribution of Delaware’s educator performance
2. Increased job satisfaction among educators
3. Increased teacher retention
4. Increased achievement in targeted areas in high-needs schools
5. Increased percentages of educators passing a rigorous exit exam/assessment prior to service

The DDOE has embraced the charge for effective teachers and leaders through a variety of activities and projects delineated in the Race to the Top (RTTT) grant. These include revisions to the Delaware Performance Appraisal System II (DPAS II) regulations; establishing new pathways for individuals to become teachers and principals; and putting in place data coaches and development coaches to ensure administrators are effective instructional leaders (DDOE, 2015b).

**Educator Effectiveness Continuum**

Applying the four overarching strategies, the TLEU conceptualizes educator effectiveness in Delaware along a continuum.

Please refer to the next diagram for Delaware’s Educator Effectiveness Continuum.

While the diagram is organized by components, each component should be considered in relation to the others and in relation to a school’s mission and goals.
## Educator Effectiveness Continuum

1. **Before the Classroom: Talent Cultivation**
   Preparing teachers and leaders in well-designed programs and supporting them during their crucial early years in the classroom.

2. **In the Classroom: Talent Development and Management**
   Implementing and refining a sophisticated way to measure educator performance, and building compensation structures and career pathways to keep more educators in Delaware.

### At Every Point: Statewide Supports

3. **LEA & Partner Capacity-Building:** Providing responsive technical assistance and documenting exemplary practices for our LEAs to follow individually or as part of networks/cohorts so they build their own highly functioning educator effectiveness teams.

4. **Data Analytics:** Analyze data within and across LEAs and disseminate information to improve educator effectiveness practices: where educators are recruited, where they are prepared, where they teach/lead, how they perform, how their students perform, how long they stay, and how satisfied they are in their roles.
(This page intentionally left blank.)
Roles of District/School Administrators in the Delaware Educator Effectiveness Continuum

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

District/school administrators play a key role in the implementation of the Delaware educator effectiveness continuum. For example, district/school staff are involved in:

- the recruitment, selection and retention of talented staff;
- the orientation and socializing of new staff;
- the improvement of instructional practices;
- the evaluation of staff performance with feedback; and
- the planning and monitoring of professional development and improvement processes at the individual and school levels (Milanowski & Kimball, 2010).

Administrators who are strategically managing talent:

- Recruit and select teachers and staff who share the same vision;
- Induct and mentor new teachers to support the improvement of the vision;
- Design, implement, and evaluate district/school professional development;
- Manage performance using teacher evaluation and district/school outcome data;
- Create leadership opportunities and change schedules to allow time for collaboration; and
- Compensate and recognize success (Kimball, 2011).
Given the responsibilities of district/school leaders in the Delaware educator effectiveness continuum, the Delaware Department of Education requested the development of this toolkit.

**Competency-based Model in Educator Effectiveness Systems**

Throughout the Toolkit, there are references to the employment of rigorous competency-based models to make hiring decisions.

> A competency is a pattern of thinking, feeling, acting, or speaking that causes persons to be successful in a job or role (U.S. Department of Education, 2012).

Ennis (2008) describes a competency as the capability of applying or using knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks, specific functions or operate in a given role or position (p. 4-5).

Position-specific competencies include the capabilities of applying or using knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks, specific functions or operate in a given role or position (Ennis, 2008, GuideStar, 2007). Organizational competencies refer to the qualities and attributes that characterize success across an entire organization. These competencies often include: fit within the organization’s management style, work pace and volume, physical environment, and risk tolerance (GuideStar, 2007).

Odden and Kelly (2009) suggest that districts/schools should align their systems to recruit, develop, reward and retain teachers around the district’s definition of teachers’ core performance competencies – the competencies needed to implement the district’s instructional program (see diagram on next page).
Human Resource Alignment

- Selection
- Induction
- Mentoring
- Professional Development
- Performance Management
- Compensation
- Performance Assessment
- Recruitment
- Performance Competencies
The competencies referred to in this toolkit are based on two key Delaware documents:

- Delaware Framework for Teaching
- Delaware Performance Appraisal System II (DPAS)

**Alignment with the Delaware Framework for Teaching and Professional Teaching Standards**


Please refer to Appendix B in this section for the Delaware Professional Teaching Standards.
Alignment with the Delaware Performance Appraisal System II (DPAS)

The DPAS II is Delaware’s statewide educator evaluation system. DPAS II is used to assess and support student improvement by evaluating a teacher’s current practice, identifying ways to support that teacher’s professional growth, and measuring student growth for each teacher (Delaware Department of Education, 2015a).

As a statewide system, DPAS II establishes consistent educator and student performance expectations and outcomes across the schools addressing the following:

- DPAS II for Teachers
- DPAS II for Specialists
- DPAS II for Administrators
  - Principals
  - Assistance Principals
  - District Administrators

The main purposes of DPAS II are to assure and support:

- Educators’ professional growth
- Continuous improvement of student outcomes
- Quality educators in every school building and classroom.

The five components of the DPAS II and Delaware’s Framework for Teachers are:

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

The five components of DPAS II identify five separate areas of teacher practice and responsibility. Effective practice within a component is characterized by evidence tied to several criteria that highlights the essential knowledge and skills particular to each component. Each element is a specific and observable area of knowledge and skills that is directly related to specific component.

Each section of the Toolkit references the DPAS II, particularly the first four components and their criterion. In addition, the team designed the evaluation templates to reflect the four components and their criterion of the DPAS II. Third,
the Toolkit includes a rubric that identifies the DPAS II components, criterion, and four performance levels.
References


Appendices
(This page intentionally left blank.)
Appendix A

Delaware State Board of Education’s Strategic Plan

In collaboration with community and stakeholders, the Delaware State Board of Education serves as the primary voice for Delaware citizens on education policy to create a world class education system for every student. The Board has defined its purpose and leadership through the adoption of a well thought out and clearly articulated vision and mission as well as long range goals which impact all aspects of public education in the State.

The overarching goal of the 2011-2015 Strategic Plan is:

Using high standards and rigorous expectations for students, teachers, and leaders all Delaware students graduate ready for college, career, and Citizenship.

To address, the above goal, the State Board of Education identified four key pillars for strategies and activities reflected in the following diagram:

Delaware State Board of Education’s Four Key Pillars
## Delaware’s Four Key Pillars Rationale, Expected Outcomes, SBE Strategy and Actions

<table>
<thead>
<tr>
<th>Standards and Assessments</th>
<th>High Performing Schools</th>
<th>Educators as Catalysts</th>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RATIONALE:</strong> College and Career Ready Standards provide a consistent, clear framework of what students are expected to learn, are informed by best evidence and benchmarked against international standards; and designed to be relevant to real world knowledge and skills.</td>
<td><strong>RATIONALE:</strong> High performing schools reflect a microcosm of an integrated system that works – high student achievement underpinned by great teachers and leaders working collaboratively to deliver rigorous and diverse curriculum, high quality instruction, relevant experiences, strong accountability for student outcomes and overall well-being.</td>
<td><strong>RATIONALE:</strong> Educators are the most critical factor for student learning &amp; achievement. Teachers and Leaders have the most direct contact with classroom instruction and student learning. Any successful educational reform or attempt to close achievement gaps must be catalyzed and embraced by educators.</td>
<td><strong>RATIONALE:</strong> Competitiveness in this 21st century global society requires a breadth of knowledge and skills including digital literacy, analytical reasoning, multicultural competence and effective communications (oral and written – with advantage for the multilingual).</td>
</tr>
<tr>
<td><strong>EXPECTED OUTCOMES:</strong></td>
<td><strong>EXPECTED OUTCOMES:</strong></td>
<td><strong>EXPECTED OUTCOMES:</strong></td>
<td><strong>EXPECTED OUTCOMES:</strong></td>
</tr>
<tr>
<td>• High and consistent standards for core content areas within and across states</td>
<td>• More high performing public schools available to all Delaware students</td>
<td>• Attraction and retention of top talent to education careers in DE</td>
<td>• Students are well prepared for college and careers in global economy</td>
</tr>
<tr>
<td>• Rigorous common assessments based upon college and career ready standards</td>
<td>• Improvements in student learning and proficiency</td>
<td>• Improved teaching and learning for all, particularly students in high need areas</td>
<td>• More Delaware students enroll and complete college/post-secondary</td>
</tr>
<tr>
<td>• Clear expectations of students for parents, teachers and general public</td>
<td>• Narrowing of achievement gaps</td>
<td>• SBE STRATEGY: Celebrate Great Teaching &amp; Leadership</td>
<td>• A highly skilled workforce that attracts more high skill jobs with higher salaries for Delaware</td>
</tr>
<tr>
<td>• Students are well prepared for college, post-secondary training and 21st century careers</td>
<td>• Increase graduation rate and decrease high school drop outs</td>
<td>• SBE STRATEGY: Focus on delivery of student outcomes</td>
<td><strong>SBE STRATEGY:</strong> Increase focus on Early Childhood Education including an emphasis on literacy acquisition</td>
</tr>
<tr>
<td><strong>SBE STRATEGY:</strong></td>
<td><strong>SBE STRATEGY:</strong> Develop and Implement an Accountability system of growth and achievement that is fair and consistent for all public schools</td>
<td><strong>SBE STRATEGY:</strong> Strengthen Teacher and Leader Preparation, Induction, Professional Development, and Evaluation</td>
<td>• Encourage STEM education &amp; careers</td>
</tr>
<tr>
<td>• Monitor implementation of common core state standards across the state</td>
<td><strong>SBE STRATEGY:</strong> Strengthen authorizing process to result in more high performing charter schools</td>
<td><strong>SBE STRATEGY:</strong> Promote “the village” factor to enhance educator effectiveness</td>
<td>• Strengthen programs involving financial literacy, world</td>
</tr>
<tr>
<td>Standards and Assessments</td>
<td>High Performing Schools</td>
<td>Educators as Catalysts</td>
<td>21st Century Skills</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------</td>
<td>------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>• Monitor implementation of Next Generation Science Standards</td>
<td>• Highlight the best practices and support their replication across schools/districts</td>
<td>ACTIONS:</td>
<td>languages, and arts education</td>
</tr>
<tr>
<td>• Advise on and monitor implementation of next generation assessments</td>
<td>• Outreach more with schools, learning environments, and stakeholders</td>
<td>• Recognize Outstanding DE Teacher and Administrators</td>
<td>• Embrace Deeper Learning strategies and Personalized Learning structures</td>
</tr>
<tr>
<td>• Raise awareness of new standards and assessments among families, communities and stakeholders</td>
<td>ACTIONS:</td>
<td>• Support and monitor implementation of policies to strengthen teacher preparation as aligned with SB 51</td>
<td>• Foster business and community partnerships to enrich education</td>
</tr>
<tr>
<td>ACTIONS:</td>
<td>• Revise and improve current Academic Framework for use with new assessments and with all public schools through Accountability system</td>
<td>• Support efforts to measure educator effectiveness which impact and increase student performance and readiness for college and careers</td>
<td></td>
</tr>
<tr>
<td>• Sponsor information sessions with community and stakeholders</td>
<td>• Facilitate regulatory change to utilized revised Performance framework and strengthen the Charter Authorizing process</td>
<td>• Supports efforts to reform teacher compensation and School funding models</td>
<td></td>
</tr>
<tr>
<td>• Participate as a governing state with Smarter Balanced Assessment Consortia (SBAC)</td>
<td>• Invite dialogue and sharing with schools on SBE Agenda</td>
<td>• Engage local leaders to inform and mobilize the community</td>
<td></td>
</tr>
<tr>
<td>• Participate in professional development &amp; study workshops</td>
<td>• Make personal visits and contacts with area schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Advise on transition to SBAC and use of data in accountability</td>
<td>• Review performance and plans of partnership zone schools and restructuring schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Empowering Parents and Policy leaders to make informed decisions from sound data regarding CCSS, NGSS, and SBAC</td>
<td>• Support development of Local and Charter Board knowledge and capacity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ACTIONS: | |
| • Promote use of digital technology from classroom to boardroom | |
| • Showcase STEM activities and opportunities in Delaware | |
| • Literacy Campaign Focus areas: Birth to PreK Initiatives and Community Involvement | |
| • Support the adoption of technology literacy standards for students and educators | |
| • Encourage the development of connections with Financial literacy standards, arts standards, and career technical frameworks to CCSS and NGSS | |
Appendix B

Delaware Professional Teaching Standards

The Delaware Professional Teaching Standards establishes a common set of knowledge, skills, and attributes expected of Delaware’s teachers (Delaware Department of Education, 2014). These standards are outlined in regulation. Examples of teacher competencies are addressed in the Delaware Professional Teaching Standards and include:

<table>
<thead>
<tr>
<th>Delaware Professional Teaching Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>Delaware Professional Teaching Standards</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>9 Professional Growth</td>
</tr>
<tr>
<td>The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.</td>
</tr>
<tr>
<td>10 Professional Relationships</td>
</tr>
<tr>
<td>The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.</td>
</tr>
<tr>
<td>11 Educational Technology</td>
</tr>
<tr>
<td>The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.</td>
</tr>
<tr>
<td>12 Professional Conduct</td>
</tr>
<tr>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
</tr>
</tbody>
</table>
Appendix C
Mid-Atlantic Comprehensive Center@WestEd

The Mid-Atlantic Comprehensive Center, (MACC@WestEd, a federally-funded Center, is a partnership of technical and organizational experts who bring years of relevant experience working with states to address real-world challenges and further educational change. Core Team Partners include: RMC Research Corporation, Quill Research Associates, and IMPAQ International, LLC.

The Mid-Atlantic Comprehensive Center helps state leaders with their initiatives to implement, support, scale up, and sustain statewide education reforms. We work closely with state leaders in the Mid-Atlantic region of Delaware, Maryland, New Jersey, Pennsylvania, and the District of Columbia.

MACC@WestEd focuses in the key reform areas of:

- Standards and assessments;
- Educator and leader effectiveness;
- School turnaround;
- Early childhood school readiness;
- College and career readiness;
- Scaling up of innovative approaches that improve student outcomes;
- Effective use of data to improve education; and,
- Capacity building.

For more information, refer to the MACC website: http://macc-atwested.org/
(This page intentionally left blank.)