Delaware Department of Education

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.

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How to Use the Toolkit

Delaware
Department of Education

Teacher Recruitment and Selection Toolkit

Delaware Teacher Recruitment and Selection Toolkit 2016

Teacher and Leader Effectiveness Branch

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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:

Topic	Questions	Toolkit Sections for Answers
Recruitment of Teachers	• When and how do districts/charter schools find the best teacher applicants for their schools? • What are the most effective recruitment methods and strategies?	• Comprehensive Teacher Recruitment Process
Systems for Screening and Selection of Applicants	• What are the major components of screening and selection systems? • How can districts/schools incorporate a competency-based selection model? • In what ways, can Delaware districts/schools incorporate DPAS-II (components, criteria, and indicators) into their screening and selection processes?	• Creating Systems for Screening and Selection of Applicants and Candidates • Decision Tree
Screening Applications	• What processes and procedures do districts/schools use in the initial screening of applicants that align with DPAS II? • Who and how do districts/schools conduct initial screenings? • In what ways will a district/school track the screening process and procedures?	• Screening Job Applications and Applicant Pools Process
Conducting On –site Interviews	• What are the processes and procedures for effective, structured interviews of candidates? • What are some examples of interview questions that align with DPAS II components and criterion? • How do districts/schools ensure they are following legal guidelines and best practices?	• The On-site Interview Process

Topic	Questions	Toolkit Sections for Answers
Conducting Demonstration Lessons	• How can districts/schools design and implement a systematic demonstration lesson process and procedures as part of the selection process?	• Demonstration Lessons
Checking References	• What are the processes and procedures for checking a candidate's references that is competency-based? • What types of questions are asked during a reference check? • What are examples of questions to ask during a reference check?	• Competency-Based Reference Checking
Allowable Uses of Title II funds for recruitment, screening, and hiring	• 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)?	• General Appendices, Appendix A. Background Information on ESSA, Title II
Delaware requirements for personnel records	• What recruitment and selection personnel records does Delaware require districts/schools to retain? • How long must the personnel recruitment and selection records be retained?	• General Appendices, Appendix B. Delaware Department of State: School District General Records Retention Schedule: Personnel Records
Forms or Templates	• What forms could a district/school use and/or adapt during the recruitment, screening, and selection processes? • What form letters are available for districts/schools to use and/or adapt?	• Compendium of Templates for Districts/Schools to Use and/or Adapt

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:

1	Comprehensive Teacher Recruitment Process
2	Creating Systems for Screening and Selection of Applicants and Candidates
3	Screening Job Applications and Applicant Pools Process
4	On-site Interview Process and Procedures
5	Demonstration Lessons
6	Competency-based Reference Checking
7	Glossary of Terms and Acronyms
8	Annotated Bibliography

9	General Information
	    A. Every Student Succeeds Act (ESSA) Information on Title II, Preparing, Training, and Recruiting High Quality Teachers, Principals, or Other School Leaders
	    B. Delaware Department of State, School District General Records Retention Schedule: Personnel Records.

10	Compendium of Templates for Districts/Schools to Use and/or Adapt

Each section includes the following	
1	Introduction
2	Guiding question(s)
3	Descriptions of the processes and procedures with examples
4	Summary
5	References
6	Resources and/or Background Information
7	Appendices with templates and examples for districts/schools to use and/or adapt

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Master Table of Contents

Creating Systems for Screening and Selection of Applicants and Candidates

Screening Job Applications and Applicant Pools Process

The On-site Interview Process and Procedures

Demonstration Lessons

Competency Based Reference Checking

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

Annotated Bibliography

General Information

Compendium of Templates for Charter Schools to Use or Adapt

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Introduction

to

Delaware Teacher Recruitment and Selection Toolkit

Comprehensive Recruitment

Reference Checking

Creating Systems

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On-site Interviews

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Introduction

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

Delaware 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.
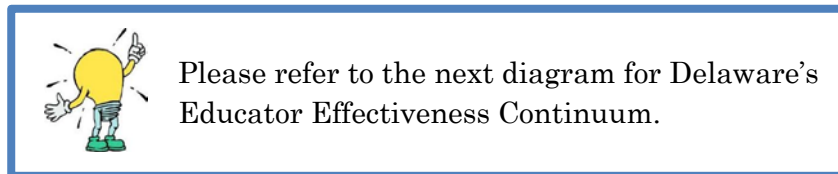
While the diagram is organized by components, each component should be considered in relation to the others and in relation to a school's mission and goals.

Educator Effectiveness Continuum

| Pre-Service | Recruitment/ Selection | Licensure/ Certification | Introduction/ Mentoring | Distribution | Evaluation & Coaching | Compensation/ Career Pathways |

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.

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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 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

Recruitment

Mentoring

Performance Assessment

Performance Competencies

Compensation

Professional Development

Performance Management
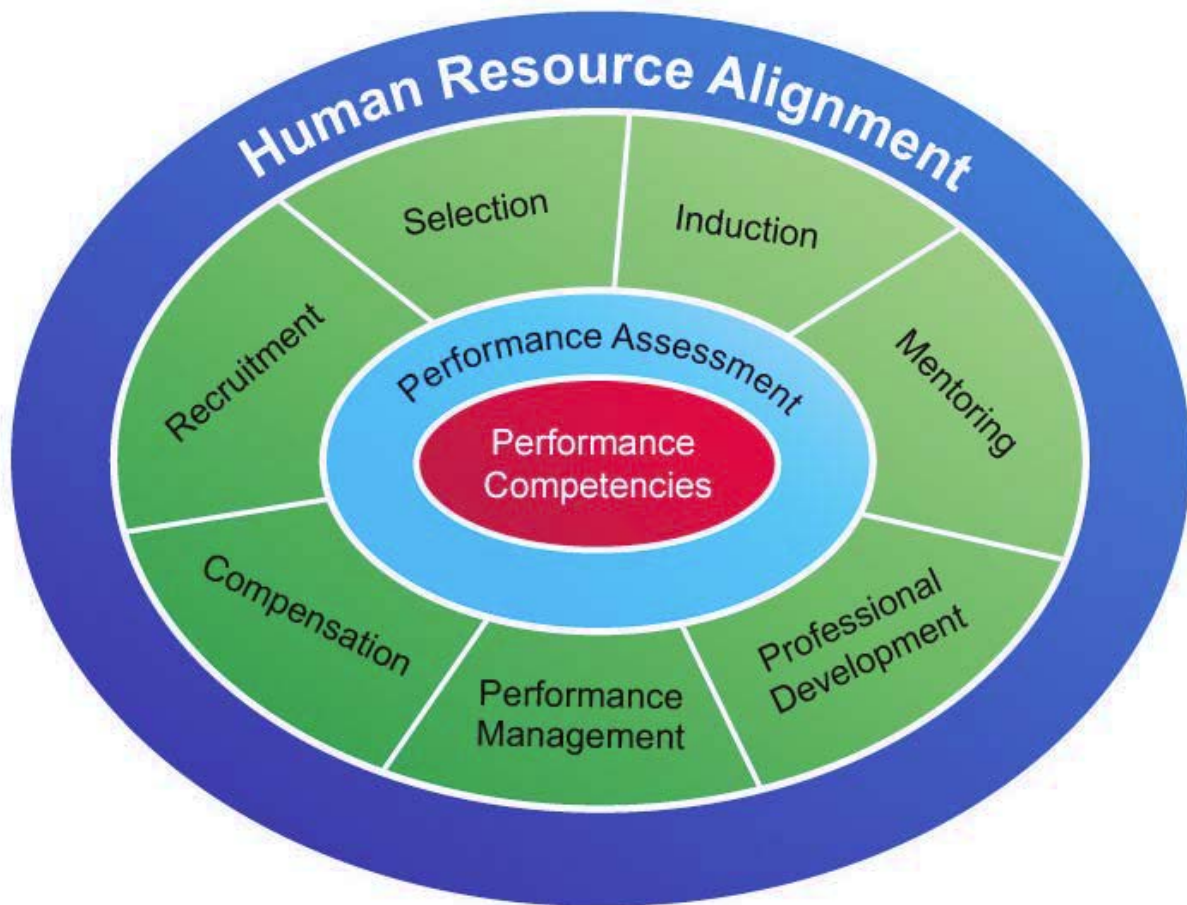
The competencies referred to in this toolkit are based on two key Delaware documents:

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

Alignment with the Delaware Framework for Teaching and Professional Teaching Standards

The Delaware Framework for Teaching, the basis for the DPAS II, is aligned with the Delaware Professional Teaching Standards. It is based on Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching (*2nd edition) (Delaware Department of Education, 2015). The Delaware Professional Teaching Standards, outlined in regulation, establish a common set of knowledge, skills, and attributes expected of Delaware's teachers (Delaware Department of Education, 2015a).

> 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.

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Appendices

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Appendix A

Delaware State Board of Education's Strategic Plan

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

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

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

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
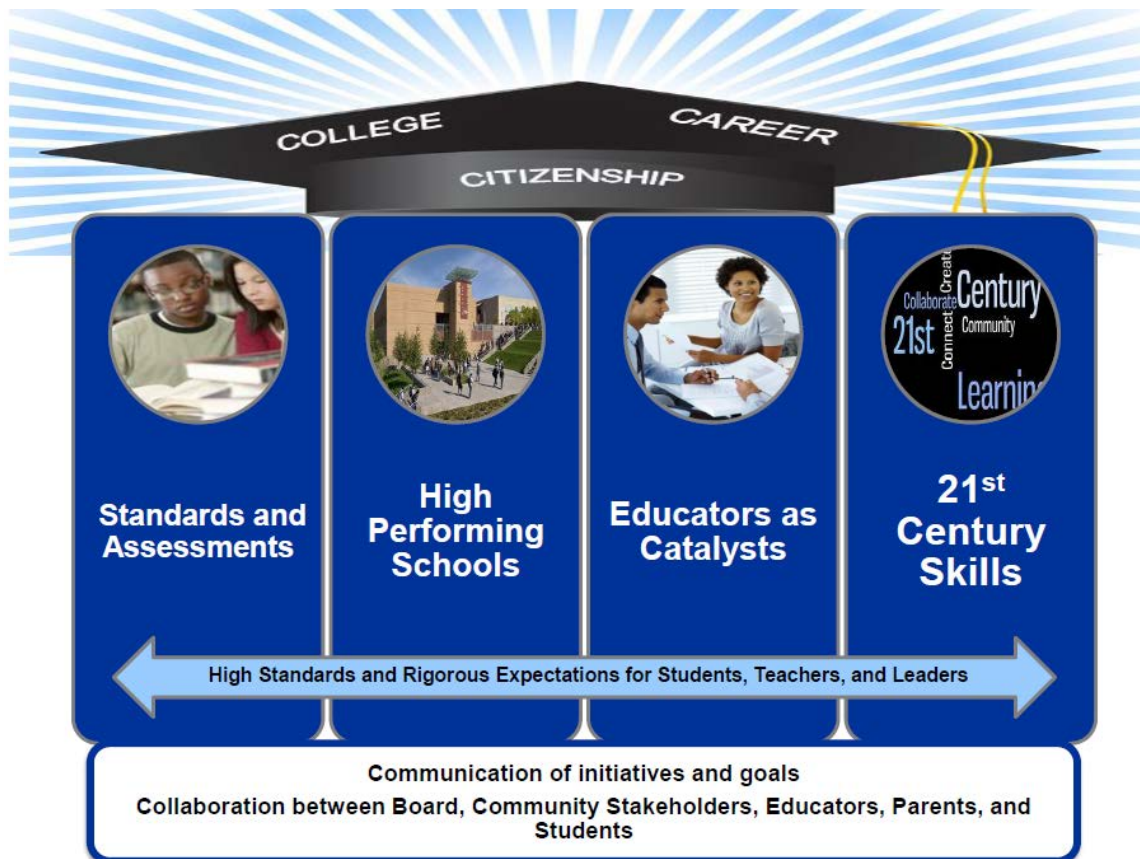
Delaware's Four Key Pillars Rationale, Expected Outcomes, SBE Strategy and Actions

Standards and Assessments	High Performing Schools	Educators as Catalysts	21st Century Skills
RATIONALE: 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.	**RATIONALE:** 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.	**RATIONALE:** Educators are the most critical factor for student learning & 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	**RATIONALE:** 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).
EXPECTED OUTCOMES: • High and consistent standards for core content areas within and across states • Rigorous common assessments based upon college and career ready standards • Clear expectations of students for parents, teachers and general public • Students are well prepared for college, post-secondary training and 21st century careers **SBE STRATEGY:** • Monitor implementation of common core state standards across the state	**EXPECTED OUTCOMES:** • More high performing public schools available to all Delaware students • Improvements in student learning and proficiency • Narrowing of achievement gaps • Increase graduation rate and decrease high school drop outs **SBE STRATEGY:** • Develop and Implement an Accountability system of growth and achievement that is fair and consistent for all public schools • Strengthen authorizing process to result in more high performing charter schools	**EXPECTED OUTCOMES:** • Attraction and retention of top talent to education careers in DE • Improved teaching and learning for all, particularly students in high need areas **SBE STRATEGY:** • Celebrate Great Teaching & Leadership • Focus on delivery of student outcomes • Strengthen Teacher and Leader Preparation, Induction, Professional Development, and Evaluation • Promote "the village" factor to enhance educator effectiveness	**EXPECTED OUTCOMES:** • Students are well prepared for college and careers in global economy • More Delaware students enroll and complete college/post-secondary • A highly skilled workforce that attracts more high skill jobs with higher salaries for Delaware **SBE STRATEGY:** • Increase focus on Early Childhood Education including an emphasis on literacy acquisition • Encourage STEM education & careers • Strengthen programs involving financial literacy, world

Standards and Assessments	High Performing Schools	Educators as Catalysts	21st Century Skills
• Monitor implementation of Next Generation Science Standards • Advise on and monitor implementation of next generation assessments • Raise awareness of new standards and assessments among families, communities and stakeholders **ACTIONS:** • Sponsor information sessions with community and stakeholders • Participate as a governing state with Smarter Balanced Assessment Consortia (SBAC) • Participate in professional development & study workshops • Advise on transition to SBAC and use of data in accountability • Empowering Parents and Policy leaders to make informed decisions from sound data regarding CCSS, NGSS, and SBAC	• Highlight the best practices and support their replication across schools/districts • Outreach more with schools, learning environments, and stakeholders **ACTIONS:** • Revise and improve current Academic Framework for use with new assessments and with all public schools through Accountability system • Facilitate regulatory change to utilized revised Performance framework and strengthen the Charter Authorizing process • Invite dialogue and sharing with schools on SBE Agenda • Make personal visits and contacts with area schools • Review performance and plans of partnership zone schools and restructuring schools • Support development of Local and Charter Board knowledge and capacity	**ACTIONS:** • Recognize Outstanding DE Teacher and Administrators • Support and monitor implementation of policies to strengthen teacher preparation as aligned with SB 51 • Support efforts to measure educator effectiveness which impact and increase student performance and readiness for college and careers • Supports efforts to reform teacher compensation and School funding models • Engage local leaders to inform and mobilize the community	languages, and arts education • Embrace Deeper Learning strategies and Personalized Learning structures • Foster business and community partnerships to enrich education **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

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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:

	Delaware Professional Teaching Standards	
1	Content	The teacher understands the core concepts and structure(s) of the discipline(s) and creates learning experiences that make the content meaningful to students.
2	Human Development and Learning	The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of the students.
3	Diverse Learners	The teacher understands how students differ and adapts instruction for diverse learners.
4	Communication	The teacher understands and uses effective communication.
5	Learning Environment	The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.
6	Planning for Instruction	The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards.
7	Instructional Strategies	The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.
8	Assessment	The teacher understands multiple assessment strategies and uses them for the continuous development of students.

Delaware Professional Teaching Standards		
9	Professional Growth	The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.
10	Professional Relationships	The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.
11	Educational Technology	The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.
12	Professional Conduct	The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.

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/

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