

C

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Screening and Selection of
Applicants and Candidates



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“By looking for research-based qualities of effective teachers during the selection process, we increase the likelihood of selecting the best teacher applicants.”
(Stronge & Hindman, 2006, p. 19).

Introduction

This section provides an overview of the major steps in creating systems for the screening and selection of applicants and candidates.

This section addresses one of the components under Selection of the Delaware Human Capital Strategy. The other components under selection include:



Please refer to the Introduction Section for the overview of the Delaware Human Capital Strategy.

- Employing rigorous, competency-based models to make hiring decisions, and
- Integrating Delaware Performance Appraisal System (DPAS-II) evaluation findings and other data to selection model for future years.

A screening process is usually the first step that a district/school takes after receiving an application for employment from an applicant. It usually involves reviewing the application package. Teacher selection is the process by which a district/school chooses the most qualified and effective teacher candidate to fill a position. (A candidate is a job applicant who was screened and deemed minimally qualified for a position.)

A good selection system should result in the hiring of teacher candidates on the basis of an objective review of qualifications and competencies. Teacher selection is often one of the main opportunities to strengthen a district/school’s curriculum and instruction, better assess current student needs, and improve learning outcomes.

Guiding Questions for Creating Systems

1. What are the major components of screening and selection systems?
2. How can districts/schools incorporate a competency-based selection model?
3. In what ways can districts/schools integrate the DPAS-II components, criteria, and indicators into a competency-based selection model?

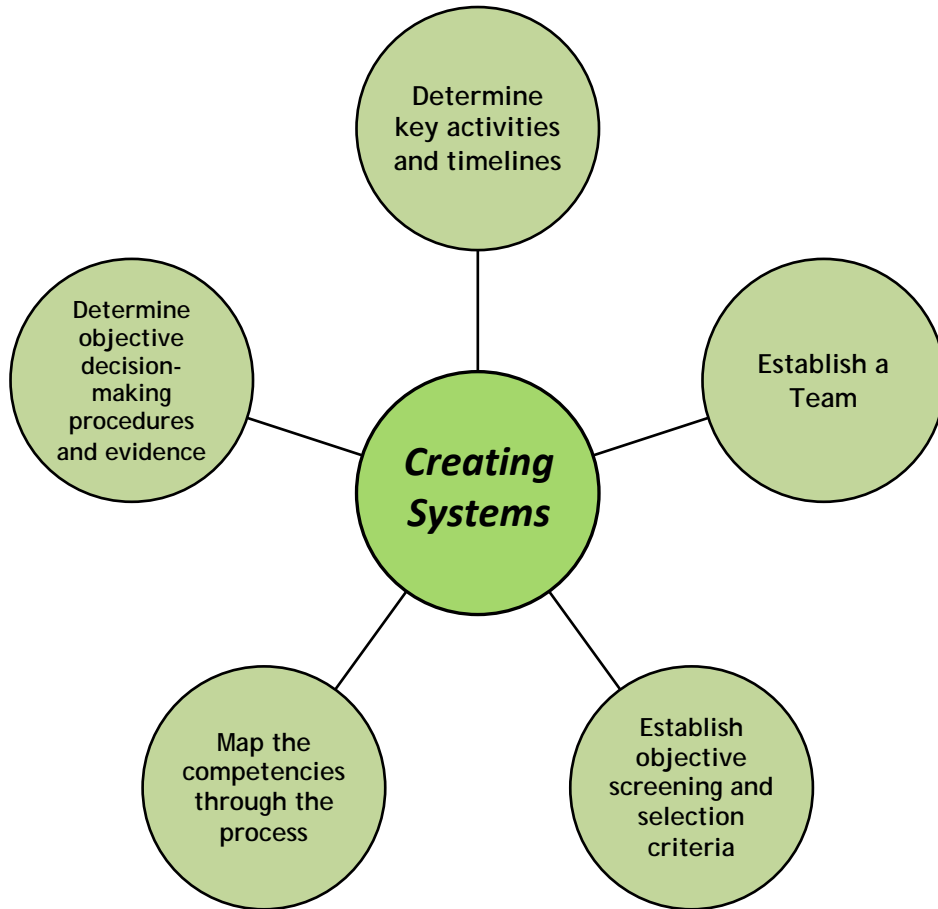
Major Components in the Screening and Selection Systems

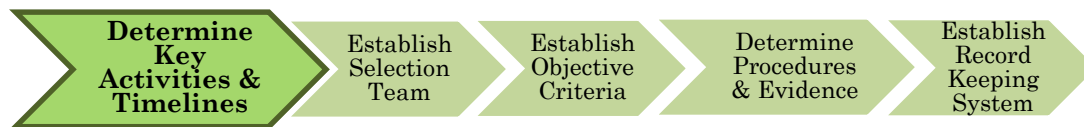
A comprehensive screening and selections system includes: steps, activities, criteria, timelines, persons responsible, and forms/templates for documentation. In this section, we will identify the typical components in creating systems for the screening and selection of applicants and candidates comprehensive selection process. These include:

Major Components in the Screening and Selection Systems	
1	Determine key activities and timelines in the screening and selection processes
2	Assign roles and responsibilities to members of a Selection Team
3	Establish screening and selection criteria and map competencies through the screening and selection processes
4	Determine objective decision-making procedures and evidence
5	Establish a record-keeping system and maintain records on the screening and selection criteria process and outcomes

Each of these components will be described.

Major Components in the Screening and Selection Systems





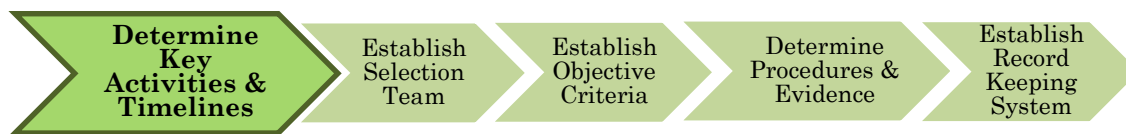
Determine Key Activities and Timelines in the Screening and Selection Processes

Initially, a district/school needs to decide on the steps and activities in the screening and selection processes. This will be influenced by: the number of personnel available for implementing the steps and activities, the time available, and the number of applicants that a district/school may receive.

TNTP (2012) suggests that an effective process should:

- ❖ Provide a district/school a means to gather all the evidence needed to evaluate applicants and candidates;
- ❖ Provide adequate opportunities for candidates to demonstrate their skills and evidence of prioritized school competencies;
- ❖ Provide opportunities for a district/school to view candidates through multiple lenses and determine his/her areas of strength and development;
- ❖ Offer candidates opportunities to learn about the district/school's expectations;
- ❖ Be efficient; and
- ❖ Involve multiple staff.

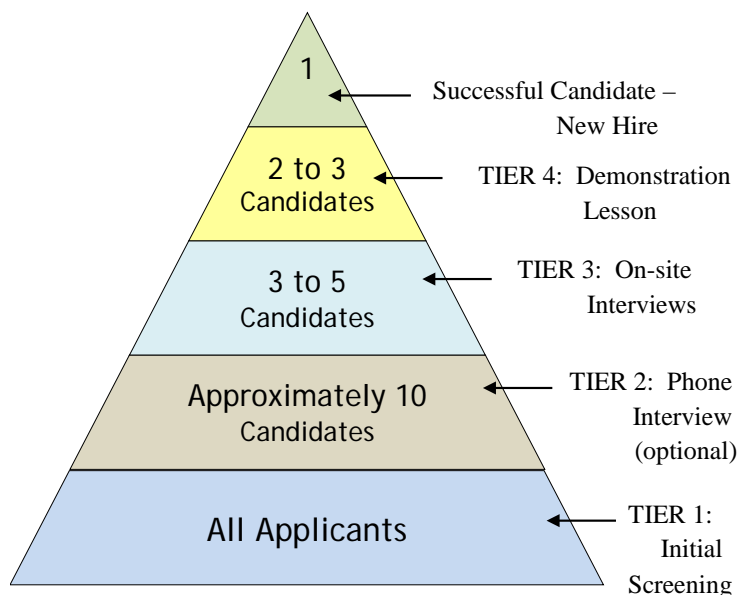
Refer to the next few pages for the key activities in the toolkit's screening and selection processes, particularly the overview.



Overview of Toolkit’s Screening and Selection Processes

It is helpful to think of the screening and selection processes as a series of steps represented by a tiered triangle. The ultimate goal of the steps in the screening and selection processes is to identify highly qualified teachers who are good matches for a district/school and the position. In the first tier, a district/school reviews all applicants for a teaching position and conducts initial screening of applicant packages to determine if applicants meet the minimum position requirements. Based on the results of the screening of applicants, the next potential optional step would involve the Selection Team members conducting telephone interviews with applicants. The goal of Tier 2 is to review the candidates selected after the first screening, gather more information, and determine whether a candidate is a potential good match for the position and the goals of the district/school. After the second screening, the district/school invites the top three to five candidates for formal on-site interviews with the Selection Team members (Tier 3). Based on the results of the on-site interviews, the Selection Team invites the top two to three candidates to conduct demonstration lessons at a school with specific classes. The next page delineates the key steps, activities, and timelines within the tiered approach.

Tiered Approach to Screening and Selection



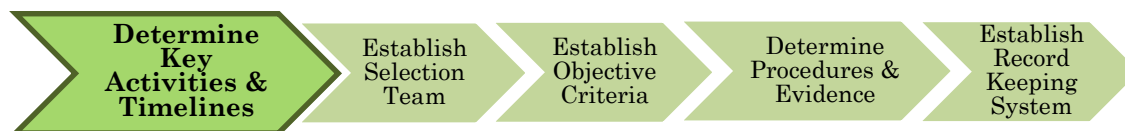
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Overview of Key Steps, Activities, and Timelines in Screening and Selection

Key Steps	Activities	Estimated Length of Time for Activities	Day(s) in the process
Initial Application	1. District/School acknowledges application package <ul style="list-style-type: none"> • Documentation of district/school receiving application • Establish applicant tracking system 	30 min.	1
Screening Process of Applicants	2. Screen application packages, including evaluation of: <ul style="list-style-type: none"> • Cover letters, • Applications, • Resumes, • Transcripts, • Praxis results and • Writing samples • Document screening process and criteria 	1-2 hours	1-2
	3. Prioritize applicants based on screening criteria <ul style="list-style-type: none"> • Notify applicants of next steps in selection process or reject 	1 hour	2-3
Optional Step in Screening Process	4. Conduct screening telephone interview <ul style="list-style-type: none"> • Plan and arrange phone interviews • Conduct phone interviews • Evaluate phone interview notes with criteria • Notify applicants of next step in the selection process or reject 	1-3 hours	3-4

Overview of Key Steps, Activities, and Timelines in Screening and Selection

Key Steps	Activities	Estimated Length of Time for Activities	Day(s) in the process
Selection Process	5. Conduct on-site interviews of top tiered candidates <ul style="list-style-type: none"> • Plan & prepare for on-site interview(s) 	1-2 hours	4-5
	<ul style="list-style-type: none"> • Conduct district/school-site interview(s) • Evaluate the interview(s) • Notify candidates of results and either reject or determine next step in the selection process 	1-2 hours	5-8
	6. Request demonstration lessons by top tiered candidates <ul style="list-style-type: none"> • Plan & prepare for demonstration lesson(s) 	1-2 hours	8-9
	<ul style="list-style-type: none"> • Conduct demonstration lessons 	1 hour	8-10
	<ul style="list-style-type: none"> • Evaluate demonstration lesson(s) • Determine final recommendations for administration 	1-2 hours	8-10
	<ul style="list-style-type: none"> • Notify Candidates of Decisions 	1 hour	8-10
	7. Conduct reference checking	1-2 hours	Optional
	8. Offer letter(s) of employment to final candidate(s) and confirm acceptance	1 hour	8-10



Refer to Appendix A for the Decision Tree aligned with the above activities.

Determine a timeline for each key activity in the screening and selection process. This will depend on how quickly the district/school needs to make a decision after the last interviews of and demonstration lessons by all candidates. A suggested estimated day(s) in the process and estimated length of time are included in the previous overview table.



Refer to Section the Comprehensive Teacher Recruitment Process for Suggested Teacher Selection Timelines to complete during the school year.

Be sure to notify all applicants as soon as possible after each decision is made in the screening and selection process.

The remaining sections of the Toolkit describe each process and procedures in the screening and selection process, including:

- Screening Job Applications and Applicant Pools,
- The On-Site Interview Process and Procedures,
- Demonstration Lessons, and
- Competency-based Reference Checking.

In addition, each section includes examples and templates for districts/charter schools to use and/or adapt.

Once a district/school identifies the major steps and activities, the next step is to assign roles and responsibilities for each step to members of the Selection Team.



Establish a Selection Team

It is recommended that a district/school establish a team for the screening, and selection of teacher applicants. In addition to district/school administrator(s), it is important to identify who will be involved in:

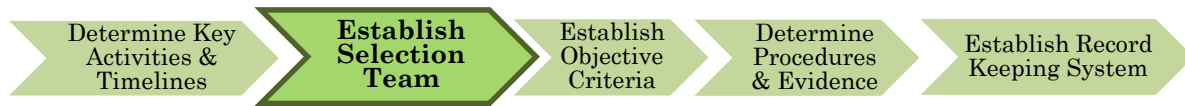
1. Screening submitted application packages and conducting initial phone interviews;
 2. Conducting and evaluating on-site interviews and demonstration lessons of candidates; and
 3. Making final hiring recommendations to the district/school administrator(s).
- Remember that the Team serves in an advisory capacity. Ultimate responsibility for hiring decision rests with the district/school administrator(s).

Representation. It is recommended that the team or committee include individuals with different perspectives and teaching experiences, relevant content expertise, and a demonstrated commitment to diversity.

For example, schools in Providence, Rhode Island, have a school hiring committee that consists of a principal and two teachers. The committee reviews applications, conducts interviews, and make selections. The teachers receive annual compensation. In Seattle, Washington, each school identifies a building selection committee/hiring team which includes two staff selected by union-represented employees, including one classified teams. In New York City, schools have a Human Resources Committee, with union members and supervisors. Each school decides on the number of members and the make-up of the committees.

Size. The appropriate number of people comprising a team or committee can vary. Keep it manageable.

Having team members involved throughout the screening and selection process ensures that they become very familiar with: 1) the district/school's staffing needs; 2) the competencies needed for an ideal candidate; and 3) the process and procedures for screening application packages, conducting standardized interviews, and making selection decisions.



Having a consistent team reduces the opportunity for illegal discrimination allegations. Teams may help to protect the district/school against accusations of arbitrary or inappropriate

Once a district/school identifies members of the team, it is recommended that a district/school assign the following roles and responsibilities.

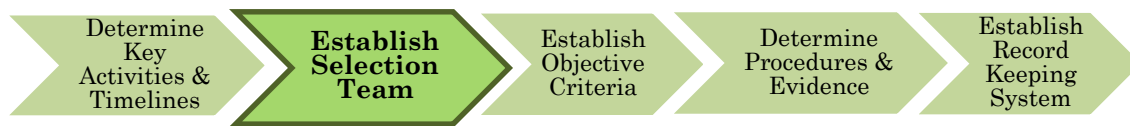
Identify a Chairperson

The Chairperson schedules the meeting(s); contacts the members for assignments and Team meetings; facilitates the Team meetings and the completion of all assignments; and relays recommendations and information to the appropriate administrator(s) This person is responsible for ensuring the integrity of the process by maintaining an organized and systematic approach to filling a position.

Delegate Assignments to Team Members

Identify which members of the Team will be involved in the following steps of the screening and selection process:

- Screening applications and application packages;
- Conducting phone interviews (optional);
- Leading and participating in the on-site interviews;
- Participating in the demonstration lessons;
- Checking a candidate's references;
- Making final recommendations;
- Recording meeting notes; and
- Maintaining all records.



All Team members should have the following available to them during the screening and selection process:

- Job description(s) and job posting announcement(s);
- Selection criteria and rating templates; and
- Information on each applicant/candidate.



Refer to Appendix B, Selection Team Template for Assignment of Roles and Responsibilities, in this section.

Ensure that All Members Maintain Confidentiality

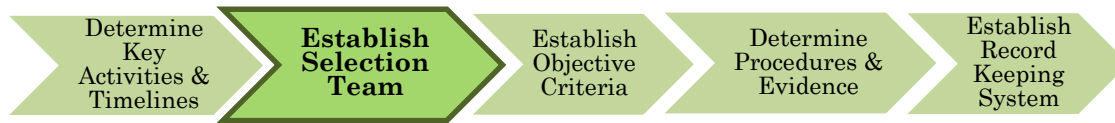
It is important that all team members maintain confidentiality throughout the screening and selection process. A breach of confidentiality may result in the cancellation of the selection process. It can also lead to a loss of time and money as well as the loss of qualified candidates.

Identify a Recorder for each Team Meeting

Whenever the team meets, a recorder should be assigned. A recorder needs to be sure he/she captures the notes from each meeting accurately.



Refer to Appendix C, Team Meeting Notes Template.



Documentation of Team Meeting(s) and Justification for Decisions

- ❖ Ensure the recorder has identified the process by which all decisions are made and the final decision(s).
- ❖ Document the reasons for selection or non-selection in relation to the required qualifications and competencies. Be sure to include any documentation of distinctions that were made between candidates.
- ❖ Attend to notes, comments, and/or justifications and ensure they do not include any biased language (e.g., any references to race, color, religion, sex, national origin, age, disability or genetic information on candidates).



Establish Objective Screening and Selection Criteria

The selection process includes criteria for selection and procedures for selecting candidates. Each of these will be briefly described.

Selection Criteria Based on Competencies

Selection criteria are the factors that a district/school will use to assess each applicant and candidate. It is recommended that the selection criteria be limited and focus on the key essential job requirements and competencies with indicators.

A competency is a pattern of thinking, feeling, acting, or speaking that causes a person to be successful in a role or job (U.S. Department of Education, 2012). Competency-based criteria are descriptions of skills, knowledge, or other factors required for successful performance of a job (TNTP, 2012). They are defined in terms of observable behaviors, and therefore can be assessed or measured.

Selection criteria should be:

- ❖ Understandable by all Team members who are reviewing each candidate;
- ❖ Clear;
- ❖ Concise; and
- ❖ Easy to understand by people outside of the organization.

A district/school should develop selection criteria for each major step of the screening and selection process. For example, the Toolkit includes criteria for screening application packages as well as templates for districts/schools to use and adapt.

In the toolkit, we have aligned competencies with the broad components and criterion identified in the DPAS II, including:

- Planning and Preparation;
- Classroom Environment;
- Instruction; and
- Professional Responsibilities.



Please refer to Appendix D for the Toolkit’s Criteria, Example Indicators, and Levels of Performance Rubric based on the DPAS II.

Other Criteria for Consideration

In addition to competencies, consider the following:

- How well does a candidate match the minimum qualifications of the position?
- Does a candidate’s profile align with a district/school’s vision and mission?
- Does a candidate offer a unique set of experiences that other district/school staff does not have?
- Does a candidate have skills or training that would be beneficial to other faculty?
- Does a candidate appear flexible and have the ability to fill a variety of educational roles in a district/school? (Gross & DeArmond, 2011).
- Does a candidate demonstrate interests and skills that match a district/school’s culture and needs?
- Does a candidate convey a reasonable understanding of potential challenges involved in teaching at a school?
- Does a candidate display a willingness to adapt classroom management style to meet the particular needs or culture of a school? (TNTP, 2012)



All selections must be made without regard to age, race, color, religion, creed, national origin, sex, marital status, disability, veterans status, pregnancy, gender, ancestry, medical condition, and/or any other protected group status.

Refer to Resources and Background Information in this section for additional information on prohibited application and hiring practices and federal laws enforced by the U.S. Equal Opportunity Employment Commission. In addition, there are web sites listed for major Delaware laws and regulations.



Map the Competencies through the Screening and Selection Process
































Once a district/school identifies the key competencies for a position, it is recommended that a district/school map out where and how the competencies will be assessed during the screening and selection processes. For example, a selection matrix maps the selection process activities and submissions in relation to the selection criteria. This helps the Team members know when the candidates have opportunities to demonstrate their competencies, including knowledge, skills, and dispositions. Ideally, candidates will have multiple opportunities to address each of the criteria.





































See next page for an example of a selection matrix. The matrix can also be used as a training tool for selection personnel to help them understand where they are to look for certain competencies during the screening and selection processes.
















Please refer to Appendix E for the Selection Matrix Template.

Example of Selection Matrix Identifying Which Competencies will be Assessed During the Selection Process for a Teaching Position

Selection Criteria (DPAS II Components, Criterion, and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Telephone Screening Interview	On-site Interview	Demonstration Lesson	Reference Checks
Component 1: Planning and Preparation					
1.a. Selecting Instructional Goals					
1.b. Designing Coherent Instruction					
1.c. Demonstrating Knowledge of Content & Pedagogy Knowledge					
1.d. Demonstrating Knowledge of Students					
1.e. Designing Student Assessments					
Component 2: The Classroom Environment					
2.a. Managing Classroom Procedures					
2.b. Managing Student Behavior					
2.c. Creating an Environment to Support Learning					
2.d. Organizing Physical Space					

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

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

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

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Determine Objective Decision-making Procedures and Evidence

Generally, the selection procedures should:

- ✓ Be objective, fair, and defensible;
- ✓ Be based on accurate and complete information gathered through the screening and selection process; and
- ✓ Efficiently result in identifying and hiring the best qualified candidate for a specific teaching position.

Each section of the Toolkit (e.g., screening applicant packages and applicant pools, on-site interviews, and demonstration lessons) outlines procedures by which Team members may evaluate an applicant or candidate in comparison to criteria. For example, it is recommended that each Team member independently review his/her notes immediately after a screening or selection activity. Then compare the applicant/candidates' qualifications, responses, and behaviors revealed in the notes to the competencies and performance level criteria.

Performance Levels and Criteria

Throughout the Toolkit, there are references to at least four performance levels that are aligned with the DPAS II performance levels:

- Ineffective,
- Needs Improvement,
- Effective, or
- Highly Effective.

For each performance level, it is recommended that a district/school identify the criteria. The Toolkit includes the Delaware Selection Criteria and Indicators Rubrics based on DPAS II. The rubrics include: DPAS II components and criterion, potential screening and selection activity for demonstration of the criterion, and descriptors of the four performance levels: Ineffective, Needs Improvement, Effective, and Highly Effective.

The points for each performance level vary depending upon the activity and tasks. The Toolkit uses rating scales ranging from 0 points to 4 points per response or sub-task.



It is important to have clear comments/justification for any ratings given to an applicant or candidate.



Please refer to Appendix D for the Toolkit's Criteria, Indicators, and Levels of Performance Rubric based on the DPAS II.

Evaluation Forms

Each section of the Toolkit includes suggested evaluation templates for districts/schools to use and/or adapt. There is also a section titled Compendium of Templates for Districts/Schools to Use or Adapt.

Appendix F in this section includes the Delaware Selection Summary Form. This form summarizes information across the screening and teacher selection processes. The Teacher Selection Summary Form includes: a summary of a team's final recommendations and a recommendation summary; summaries of evaluation ratings and performance levels assigned to an applicant's cover letter, educational qualification and experience, writing sample; reference-checking and telephone screening interview; on-site interview; demonstration lesson; and a summary of performance on the DPAS II levels of performance.



Please refer to Appendix F for the Delaware Teacher Selection Summary Form.



Team Review and Ratings

If two or more Team members are involved in a selection activity (e.g., interviews or demonstration lessons), they should each independently review and rate an applicant or candidate before Team discussions. Once the independent ratings are completed, then Team members should compare notes, ratings, and supporting evidence.

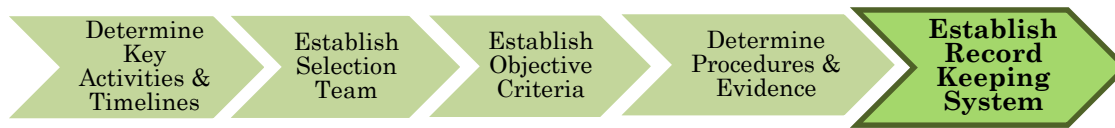
A rating system can be as simple as acceptable or unacceptable. Throughout the Toolkit, we have used a four-point rating system (e.g., 0 = unable to evaluate, 1 = ineffective, 2 = needs improvement, 3 = effective, and 4 = highly effective).

Two approaches are typically used for team ratings: average or consensus.

- For the average approach, each Team member individually assigns rating scores to each candidate. Then the ratings are averaged across Team members.
- In the consensus approach, all Team members discuss a candidate and assign a final rating as a whole Team.



Once criteria and ratings are finalized, Team members may need to be trained on the criteria and processes for decision-making.



Establish a Record Keeping System and Maintain All Screening and Selection Records

An important aspect of the screening and selection systems are the establishment of record-keeping systems for all application packages and candidates as they progress through a district/school's screening and selection processes. With that in mind, the next section, Screening Application Packages and Applicant Pools, includes a Template for an Applicant Tracking System. In addition, each section of the Toolkit includes templates that may be used and/or adapted by districts/schools for record-keeping. The Toolkit also includes a Compendium of Templates for districts/schools to use and/or adapt.

It is important to be aware of the requirements for maintaining all records. In 2008, the Delaware Department of State identified what personnel records must be maintained by school districts.



Please refer to General Information for Delaware Department of State's Requirements for Record-Keeping.

The following must be maintained:

- ✓ Job announcement postings;
- ✓ Advertising and recruitment files;
- ✓ Successful and unsuccessful applications (including applications, resumes, transcripts, DD2214 for Military Records, letters of commendation or recommendation);

- ✓ Interview documentation (tests, structured interview questions and procedures for screening applicants, and explanation of scoring process if applied and/or ranked);
- ✓ Employee contracts; and
- ✓ Equal Employment Opportunity Sheets and Commission EEO5 Reports.

Once a district/school has completed the above processes and procedures, it is ready to move to start screening the application packages presented in the next section.

Summary

This section of the Toolkit presents an overview of the major steps in creating systems for the screening and selection of applicants and candidates. Initially, a district/school needs to identify and determine the key activities and timelines in its screening and selection processes. We presented an overview of the key steps, activities, and timelines described in the Toolkit. Then, a district/school needs to assign roles and responsibilities to Members of a Selection Team to carry out the key steps and activities in its processes. Next, a district/school needs to establish objective screening and selection criteria, based on competencies, and map the competencies through the screening and selection process. As part of the process, a district/school needs to establish objective, decision-making procedures that will be used during the screening and selection processes. Finally, a district/school needs to establish record-keeping systems in which all required documentation is maintained.

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&bvm=bv.58187178,d.cWc](http://www1.eeoc.gov/eeoc/index.cfm?usg=AFQjCNFxFNfppwEKfn1QFqOEHSuIVtv_Mw&bvm=bv.58187178,d.cWc)

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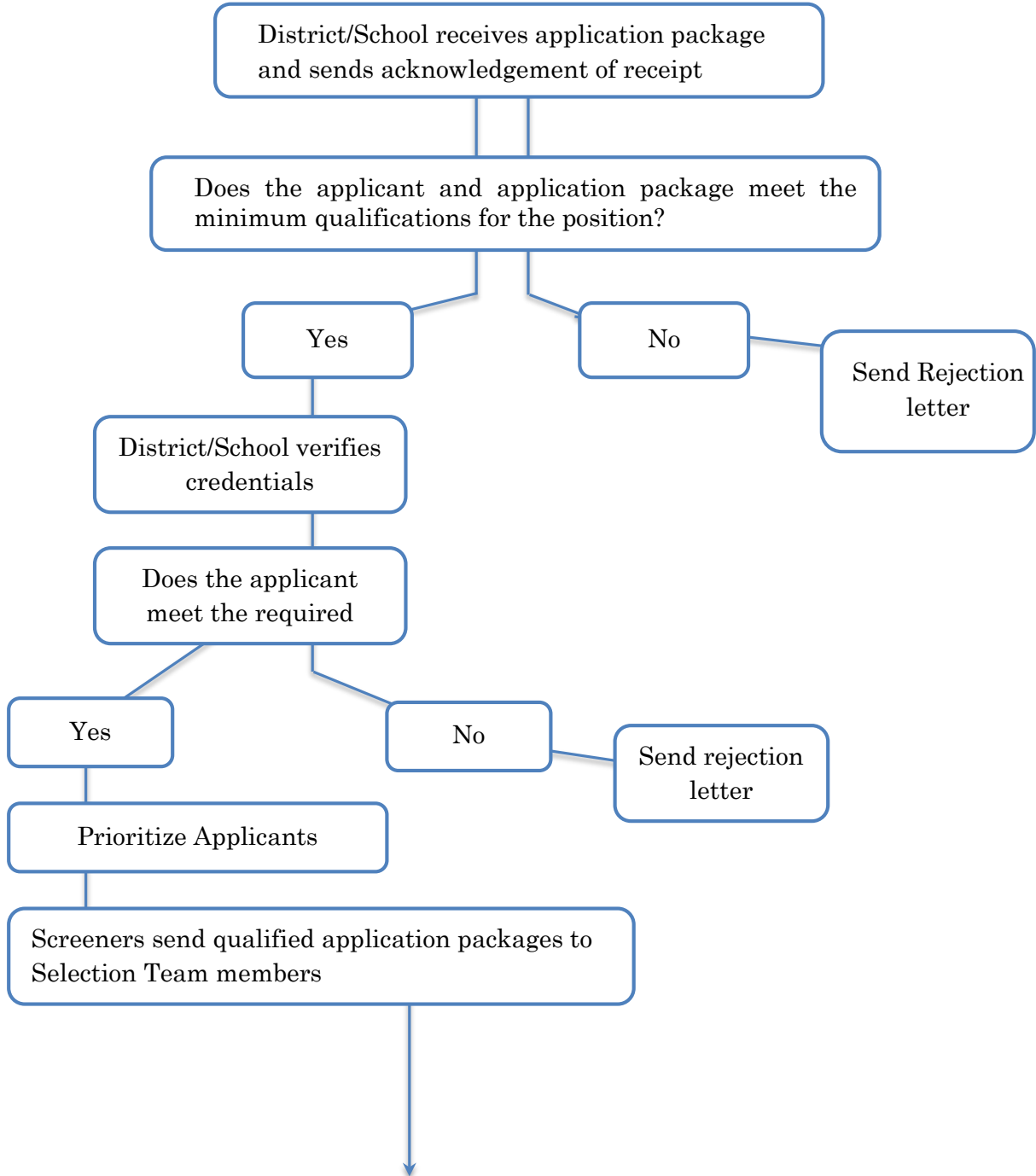
For additional articles, please refer to the Annotated Bibliography.

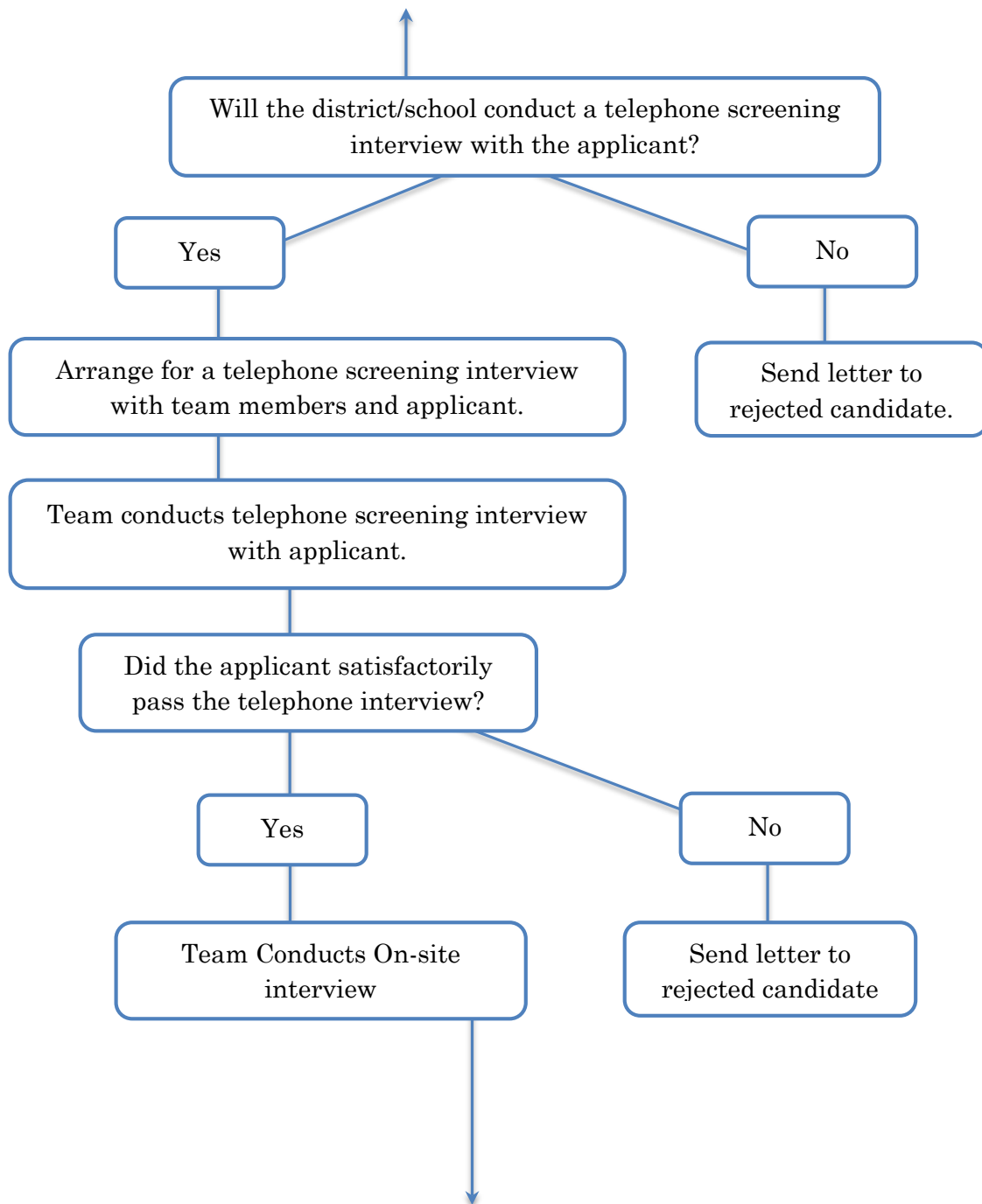
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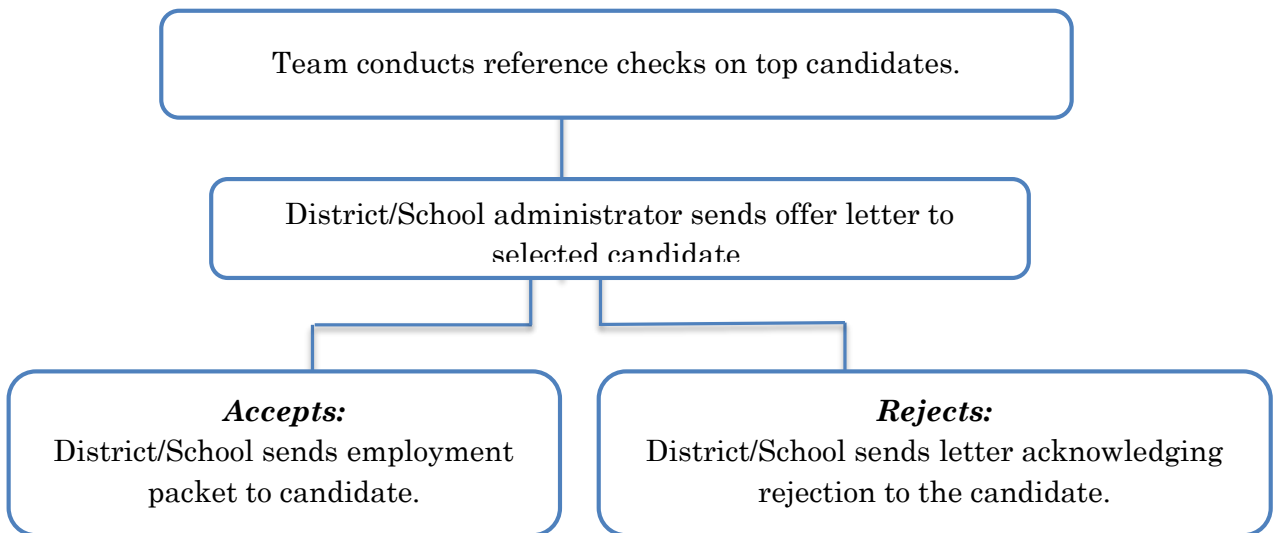
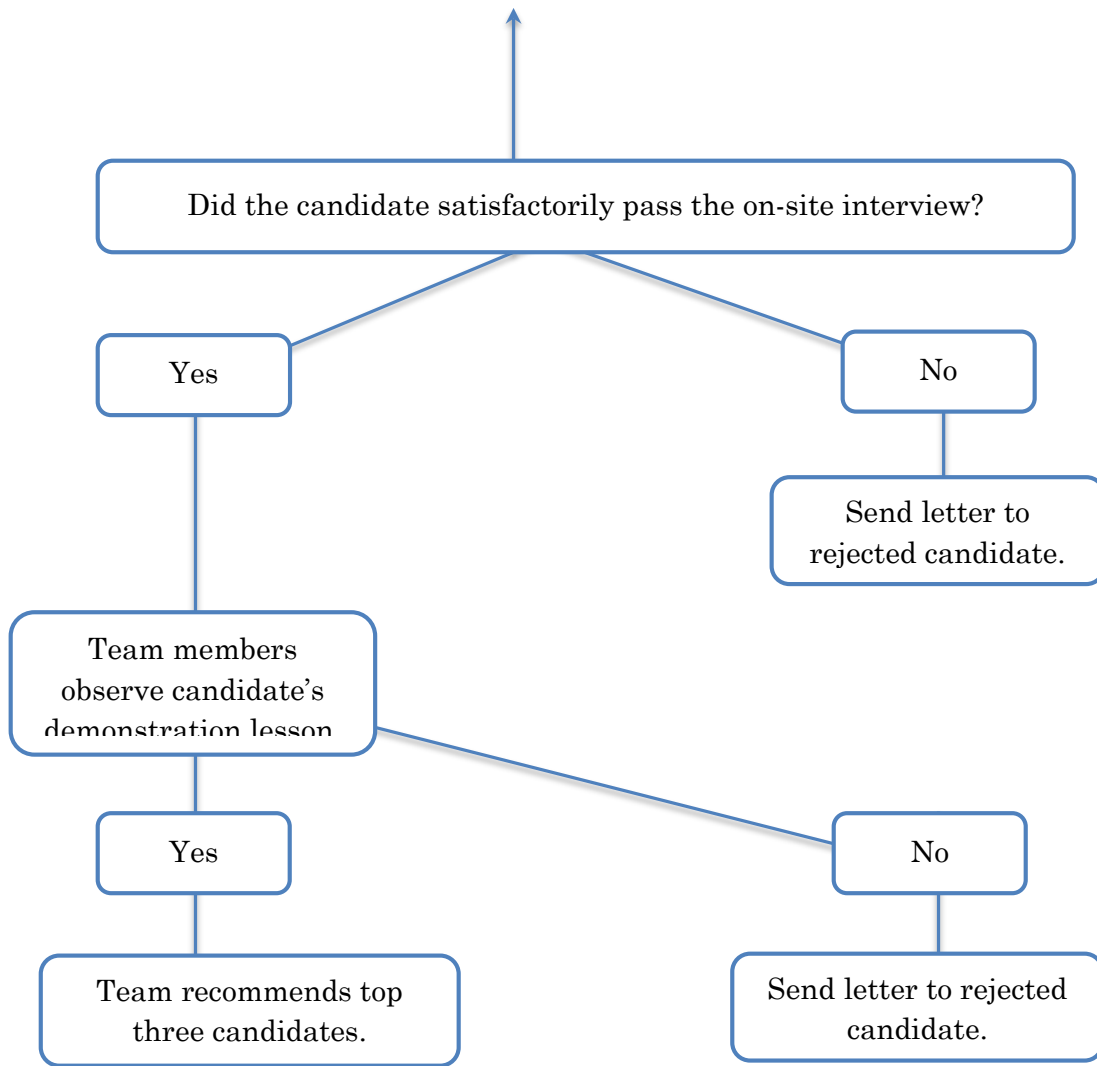
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Appendix A Decision-Tree

Decision Tree







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Appendix B

Template: Selection Team Assignment of Roles and Responsibilities

[District: School:]

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

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

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

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

Appendix C

Template: Team Meeting Notes

[District: School:]

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

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

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Appendix D
Delaware Teacher Selection
Criteria, Example Indicators, and Levels of Performance
Rubrics based on DPASII

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Delaware Teacher Selection Criteria, Example Indicators, and Levels of Performance Rubrics based on DPAS II

II. DPAS II and the Delaware Framework for Teachers

Component 1: Planning and Preparation

SELECTED THROUGH	CRITERION	LEVEL OF PERFORMANCE			
		INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> On-site Interviews Demonstration Lessons Competency-based Reference Checking 	1a: Selecting Instructional Goals	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.
<ul style="list-style-type: none"> On-site Interviews Demonstration Lessons Competency-based Reference Checking 	1b: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
<ul style="list-style-type: none"> Screening Process On-site Interviews Demonstration Lessons Competency-based Reference Checking 	1c: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject, or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when

SELECTED THROUGH	CRITERION	LEVEL OF PERFORMANCE			
		INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
				knowledge.	describing instruction or seeking causes for student misunderstanding.
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	1d: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	1e: Designing Student Assessments	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of the students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and uses clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

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Component 2: The Classroom Environment

SELECTED THROUGH	CRITERION	LEVEL OF PERFORMANCE			
		INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	2a: Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	2b: Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	2c: Creating an Environment to Support Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.

SELECTED THROUGH	CRITERION	LEVEL OF PERFORMANCE			
		INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	2d: Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe and students contribute to ensuring that the physical environment supports the learning of all students.

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Component 3: Instruction

SELECTED THROUGH	CRITERION	LEVEL OF PERFORMANCE			
		INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> Screening Process On-site Interviews Demonstration Lessons Competency-based Reference Checking 	3a: Engaging Students in Learning	Students are not at all intellectually engaged in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<ul style="list-style-type: none"> Screening Process On-site Interviews Demonstration Lessons Competency-based Reference Checking 	3b: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.
<ul style="list-style-type: none"> Screening Process On-site Interviews Demonstration Lessons Competency-based Reference Checking 	3c: Communicating Clearly and Accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
<ul style="list-style-type: none"> Screening Process On-site Interviews Demonstration Lessons Competency-based Reference Checking 	3d: Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by most students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion. Teacher employs cognitive coaching in questioning.

SELECTED THROUGH	CRITERION	LEVEL OF PERFORMANCE			
		INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> • Screening Process • On-site Interviews • Demonstration Lessons • Competency-based Reference Checking 	3e: Using Assessment in Instruction	Assessment is used for the purpose of grading rather than informing instruction. Students are not aware of the assessment criteria; the teacher does not monitor progress of students, nor provide feedback to them. Students are not engaged in self-assessment.	Assessment is occasionally used to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. Assessment is primarily summative, although formative and informal assessments are used occasionally.	Assessment is regularly used during instruction through monitoring of progress of learning by teacher and/or students and through high quality feedback to students. Occasional formative assessment is used and students are aware of most summative assessment criteria.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. Formative assessment is used regularly and students are aware of summative assessment criteria.

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Component 4: Professional Responsibilities

SELECTED THROUGH	CRITERION	LEVEL OF PERFORMANCE			
		INEFFECTIVE	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
<ul style="list-style-type: none"> Screening Process On-site Interviews Competency-based Reference Checking 	4a: Communicating with Family	The teacher provides little or no information to families and makes no effort to engage families in the instructional program.	The teacher complies with school procedures/policies for providing information to families and makes an effort to engage families in the instructional program.	The teacher communicates frequently with families and successfully engages families in the instructional program.	The teacher communicates frequently with families; communication is sensitive to families' cultures and values.
<ul style="list-style-type: none"> Screening Process On-site Interviews Competency-based Reference Checking 	4b: Recording Data in a Student Record System	The teacher does not maintain and record accurate data which results in errors and confusion.	The teacher maintains accurate data, but the teacher officially records data in a rudimentary and ineffective manner.	The teacher maintains and records accurate data in an efficient and effective manner.	The teacher maintains and records accurate data in an efficient and effective manner. Data are always recorded in a timely manner and
<ul style="list-style-type: none"> Screening Process On-site Interviews Competency-based Reference Checking 	4c: Growing and Developing Professionally	The teacher does not participate in professional development activities even when such activities are clearly needed for the development of teaching	The teacher has limited participation or involvement in professional development activities.	The teacher actively participates in professional development activities and contributes to the profession.	The teacher makes a substantial contribution to the profession through activities such as action research and
<ul style="list-style-type: none"> Screening Process On-site Interviews Demonstration Lessons Competency-based Reference Checking 	4d: Reflecting on Professional Practice	The teacher does not accurately reflect on the lesson or propose ideas on how the lesson could be improved.	The teacher's reflection on the lesson is generally accurate and the teacher makes global suggestions about how the lesson may be improved.	The teacher's reflection on the lesson is accurate, citing general characteristics of the lesson, and the teacher provides specific suggestions about how the lesson may be improved.	The teacher's reflections on the lesson are accurate and perceptive, citing specific examples within the lesson and specific suggestions for improvement. The

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Appendix E

Selection Matrix based on the DPAS II

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Selection Matrix Template based on the DPAS II

(District / or School Name)

Advertised Position: _____

Date: _____

Team

Members: _____

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

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

Selection Criteria (DPAS II Components, Criterion, and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Telephone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
Component 2: The Classroom Environment					
2.a. Managing Classroom Procedures					
2.b. Managing Student Behavior					
2.c. Creating an Environment to Support Learning					
2.d. Organizing Physical Space					
Component 3: Instruction					
3.a. Engaging Students in Learning					
3.b. Demonstrating Flexibility & Responsiveness					
3.c. Communicating Clearly and Accurately					
3.d. Using Questioning & Discussion Techniques					
3.e. Using Assessments in Instruction					

Selection Criteria (DPAS II Components, Criterion, and Other Criteria)	Application Package Screening (Resume, Transcripts, & Praxis)	Telephone Interview	In-person On-site Interview	Demonstration Lesson	References Checked
Component 4: Professional Responsibilities					
4.a. Communicating with families					
4.b. Recording Data in a Student Record System					
4.c. Growing & Developing Professionally					
4.d. Reflecting on Professional Practice					
Component 5: Student Improvement					
5. To be determined by the district/school					
Other Criteria/Competencies to Be Determined by a District/School					
Cultural Fit with District/School and Position					
Commitment to District/School Mission					
Educational Philosophy					
Cultural Competence					

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

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Appendix F

Template: Delaware Teacher Selection Summary Form

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Delaware Teacher Selection Summary Form

(District / or School Name)

Applied Position: _____ Date: _____ Candidate Name: _____

Team Members: _____

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

Final Recommendation

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

Recommendation Summary

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

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

Candidate Name: _____

Summary of Evaluations During the Screening and Selection Processes

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

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

Candidate Name: _____

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

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

Candidate Name: _____

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

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

Summary of Performance on Rubrics

Candidate Name: _____

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

Summary of Performance on Rubrics *continued*

Candidate Name: _____

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

Resources and Background Information

U.S. Equal Employment Opportunity Commission

The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. It is also illegal to discriminate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Most employers with at least 15 employees are covered by EEOC laws (20 employees in age discrimination cases).

Web site for publications:

<http://www1.eeoc.gov/eeoc/publications/index.cfm?redirected=http://www.eeoc.gov/eeoc/index.cfm>

Prohibited Application and Hiring Practices

- It is illegal for an employer to discriminate against a job applicant because of his or her race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. For example, an employer may not refuse to give employment applications to people of a certain race.
- An employer may not base hiring decisions on stereotypes and assumptions about a person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information.
- If an employer requires job applicants to take a test, the test must be necessary and related to the job and the employer may not exclude people of a particular race, color, religion, sex (including pregnancy), national origin, or individuals with disabilities. In addition, the employer may not use a test that excludes applicants age 40 or older if the test is not based on a reasonable factor other than age.
- If a job applicant with a disability needs an accommodation (such as a sign language interpreter) to apply for a job, the employer is required to provide the accommodation, so long as the accommodation does not cause the employer significant difficulty or expense.

Laws Enforced by EEOC

Title VII of the Civil Rights Act of 1964 (Title VII)

This law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate applicants' and employees' sincerely held religious practices, unless doing so would impose an undue hardship on the operation of the employer's business.

The Pregnancy Discrimination Act

This law amended Title VII to make it illegal to discriminate against a woman because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

The Equal Pay Act of 1963 (EPA)

This law makes it illegal to pay different wages to men and women if they perform equal work in the same workplace. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

The Age Discrimination in Employment Act of 1967 (ADEA)

This law protects people who are 40 or older from discrimination because of age. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Title I of the Americans with Disabilities Act of 1990 (ADA)

This law makes it illegal to discriminate against a qualified person with a disability in the private sector and in state and local governments. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate the known physical or mental limitations of an otherwise

qualified individual with a disability who is an applicant or employee, unless doing so would impose an undue hardship on the operation of the employer's business.

Sections 102 and 103 of the Civil Rights Act of 1991

Among other things, this law amends Title VII and the ADA to permit jury trials and compensatory and punitive damage awards in intentional discrimination cases.

Sections 501 and 505 of the Rehabilitation Act of 1973

This law makes it illegal to discriminate against a qualified person with a disability in the federal government. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless doing so would impose an undue hardship on the operation of the employer's business.

The Genetic Information Nondiscrimination Act of 2008 (GINA) Effective - November 21, 2009

This law makes it illegal to discriminate against employees or applicants because of genetic information. Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about any disease, disorder or condition of an individual's family members (i.e. an individual's family medical history). The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Sources for Delaware Laws and Regulations

Delaware Title 14 Education

Web site: <http://delcode.delaware.gov/title14/index.shtml>

Delaware Title 19 Labor

Web site: <http://delcode.delaware.gov/title19/>

General Provisions

Chapter 7. Employment Practices

Subchapter II. Discrimination in Employment

Web site: <http://delcode.delaware.gov/title19/c007/index.shtml>

Delaware Department of State, Delaware Public Archives. (2008). School District General Records Retention Schedule Personnel Records.

Web site:

<http://archives.delaware.gov/govsvcs/pdfs/General%20Records%20Retention%20Schedules/School%20District%20General%20Records%20Schedule/Personnel%20Records.pdf>

This document is also included in the Toolkit's General Information Section.