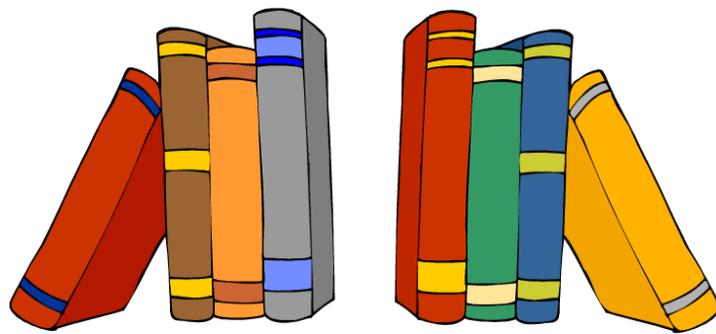


# Anotated Bibliography

## Bibliography



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# Annotated Bibliography

## Recruitment and Selection of Public School Teachers

Ahearn, C., Harmon, H., & Sanders, R. (2006). *How to recruit and retain teachers and other school leaders in hard-to-staff rural and small school districts*. Written for SERVE. Greensboro, NC: The SERVE Center at University of North Carolina at Greensboro. Retrieved from <http://www.serve.org/FileLibraryDetails.aspx?id=76>

This toolkit includes procedures for implementing a systematic approach for attracting, selecting, appointing, socializing and retaining teachers and other school leaders in hard-to-staff rural and small school districts. The toolkit includes the following tools: Recruitment brochure, assessment of community resources, applicant portfolio review, applicant interview, retention checklist, and exit interview/survey.

Ahmad, F., & Boser, U. (2014, May). *America's leaky pipeline for teachers of color: Getting more teachers of color into the classroom*. Washington, D.C.: Center for American Progress. Retrieved from <https://www.americanprogress.org/issues/race/report/2014/05/04/88960/americas-leaky-pipeline-for-teachers-of-color/>

This report answers two key questions: Why do we not have more teachers of color? What can we do to build a better pipeline into the profession? The authors examine the critical points in the education pipeline that affect who does and does not become a teacher and suggest interventions that can improve the flow toward a successful teaching career —particularly of highly qualified candidates of color. The report concludes with policy recommendations for the federal government and states and districts. The recommendations for states and districts include: provide generous scholarship support to future teachers that are tied to the effectiveness of the training program and teacher candidate. Attract the brightest, most resilient people of color into the teaching profession by changing teacher compensation so that teachers of color are paid comparable to other professions. Support and encourage local and state efforts to attract and place effective teachers of color (for example, South Carolina's Mentors Instructing Students Toward Effective Role Models).

American Federation of Teachers. (2007). *Meeting the challenge: Recruiting and retaining teachers in hard-to-staff schools*. Washington, DC: Author. Retrieved from ERIC Database (ED 497876) <http://files.eric.ed.gov/fulltext/ED497876.pdf>

This article defines hard-to-staff schools and identifies factors and challenges related to hard-to-staff schools. In addition, it describes successful and promising strategies that include: examining recruitment and hiring practices, establishing and maintaining safe and orderly schools, and identifying and carrying out district and state responsibilities.

Bireda, S., & Chait, R. (2011, November). *Increasing teacher diversity: Strategies to improve the teacher workforce*. Washington, DC: Center for American Progress. Retrieved from <http://www.americanprogress.org/issues/education/report/2011/11/09/10636/increasing-teacher-diversity/>

This paper highlights elements of innovative recruitment strategies, presents brief case studies of programs, and suggests recommendations for state and local policy to support such programs and strategies. Case studies address: Teach for America, The New Teacher Project Fellowship Program, Urban Teacher Enhancement Program, North Carolina Teaching Fellows Scholarship Program, and Teach Tomorrow in Oakland.

Garcia, P., & Potemski, A. (2009, January). *Key Issue: Recruiting teachers for schools serving English language learners*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from Center for Great Teachers and Learners <http://www.gtlcenter.org/sites/default/files/docs/strategies/recruit/recruitingTeachersforSchoolsServingELLs.pdf>

This issue brief includes a description of the challenges, benefits and cautions, strategies and resources for recruiting teachers of English language learners (Ells), and real-life examples. The strategies include: 1. Recruit teachers who are familiar with the language and culture of Ells; 2. Train general educators to work with Ells; 3. Recruit paraeducators into training programs to become certified teachers of ELLs; 4. Develop alternative certification programs; 5. Recruit educators globally; and 6. Target financial incentives.

Guarino, C., Santibañez, L., Daley, G., & Brewer, D. (2004, May). *A review of the research literature on teacher recruitment and retention*. Prepared for the Education Commission of the States. Santa Monica, CA: Rand Corporation. Retrieved from [http://www.rand.org/pubs/technical\\_reports/TR164.html](http://www.rand.org/pubs/technical_reports/TR164.html)

This literature review represents a comprehensive and critical examination of research published since 1980 on the topic of teacher recruitment and retention in the United States. It is designed to provide a broad understanding of the patterns governing the entry and exit of individuals into and from teaching and the evidence regarding the types of policies that affect teacher recruitment and retention. They included only published research that was empirical in nature and deemed to be of sufficiently rigorous quality to be considered reliably informative.

Hayes, K. (2009, June). *Key Issue: Recruiting teachers for urban and rural schools*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from ERIC database (ED 543668) <http://eric.ed.gov/?id=ED543668>

This issue brief includes a description of the challenges, benefits and cautions, strategies and resources for recruiting teachers for urban and rural schools, and real life examples. Strategies include: 1. Provide incentives and policies to redistribute the workforce; 2. Improve working conditions for teachers in urban and rural schools; 3. Partner with institutions of higher education to prepare teachers for urban and rural schools; 4. Develop high-quality alternative certification programs; 5. Grow your own; 6. Improve hiring practices; 7. Create partnerships to address out-of-school issues that affect recruitment and retention.

Hayes, K., & Behrstock, E. (2009, June). *Teacher recruitment: Strategies for widening the teaching pool in a shrinking economy. Policy-to-Practice Brief*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.gtlcenter.org/products-resources/teacher-recruitment-strategies-widening-pool-shrinking-economy>

This brief explores a surge in interest in teaching as a career choice during the economic recession. It presents ideas and strategies for individuals involved in efforts to encourage talented, caring, and committed professionals to consider teaching, particularly in chronic

teacher shortage areas. The brief includes information on: promoting the teaching profession, getting the message out, ideas for states and districts in recruitment, precautions, and other considerations.

Kimball, S. (2011). Principals: Human capital managers at every school. *Phi Delta Kappan*, 92(7), 13-18.

This article provides an overview of principals as strategic talent managers, including the connection to instructional leadership. It briefly describes how principals need to plan for turnover, develop recruitment messages and networks, the selection process, and performance management of teaching with examples.

McGraner, K. (2009, June). *Key Issue: Recruiting science, technology, mathematics, and engineering teachers*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from ERIC Database (ED 543672) <http://files.eric.ed.gov/fulltext/ED543672.pdf>

This issue brief includes a description of the challenges, benefits and cautions, strategies and resources for recruiting STEM teachers, and real life examples. Strategies include: 1. Gather and analyze data to inform the design and implementation of recruitment initiatives; 2. Build strong and sustainable partnerships with institutions of higher education. 3. Develop differentiated pay systems and create financial incentives to attract prospective mathematics and science teachers; 4. Provide prospective teachers adequate information about teaching opportunities across districts, schools and communities; 5. Develop multiple entry points into teaching for nontraditional mathematics and science teacher candidates; and 6. Provide high-quality induction and professional development experiences to attract and retain teachers.

Martin, J. (2011, November). *Best practices in minority teacher recruitment: A literature review*. Connecticut RESC Alliance, Minority Teacher Recruiting Initiative. Retrieved from [http://www.crec.org/RESCMTR/docs/national\\_best\\_practices\\_in\\_minority\\_teacher\\_recruitment.pdf](http://www.crec.org/RESCMTR/docs/national_best_practices_in_minority_teacher_recruitment.pdf)

States and districts have developed programs to increase the number of minority teachers. The programs fall into four categories: High School “Grow your Own Programs,” University/College Programs, Non-

traditional or Alternate Route programs, and Scholarship/Funding Incentives. This review addresses each type of program.

Massachusetts Department of Elementary and Secondary Education (2010, spring). *Selecting outstanding teachers for level 4 schools. PowerPoint presentation*. Malden, MA: Author.

The PowerPoint presentation identifies why teacher selection matters, screening and selection processes (including competencies, interview questions), staffing strategies, marketing and recruitment, cultivating top candidates, orientation, and team-building.

Milanowski, T., & Kimball, S. (2010). The principal as human capital manager: Lessons from the private sector. In R. Curtis & J. Wurtzel (Eds.). *Teaching talent: A visionary framework for human capital in education*. Cambridge, MA: Harvard Education Press. Retrieved from [http://www.nctq.org/docs/The\\_Principal\\_as\\_Human\\_Capital\\_Manager\\_-\\_Lessons\\_from\\_the\\_Private\\_Sector.pdf](http://www.nctq.org/docs/The_Principal_as_Human_Capital_Manager_-_Lessons_from_the_Private_Sector.pdf)

The authors define human capital, describe the role of principals in human capital management, and compare the principal's role to middle manager roles in talent acquisition, development, and retention. It also identifies how districts can help principals develop as human capital managers.

Mueller, E. (2011, Winter). *Using new social media to recruit and retain qualified special education personnel*. Alexandria, VA: Personnel Improvement Center, National Association of State Special Education Directors. Retrieved from <http://personnelcenter.org/documents/Using%20New%20Social%20Media%20to%20Recruit%20and%20Retain%20Qualified%20Special%20Education%20Personnel-HEADINGS.pdf>

This practice brief provides suggestions for using Facebook, Twitter, blogs and/or private online communities to improve the recruitment and retention of special education personnel, including early intervention personnel.

National Education Association (NEA). (2009). *Strengthening and diversifying the teacher recruitment pipeline: Four strategies to increase the supply of teachers in high-need areas*. Prepared by the Center for Teaching Quality. Washington, DC: National Education Association. Retrieved from <http://www.nea.org/home/35085.htm>

This report, prepared by the Center for Teaching Quality for NEA, discusses four strategies to increase the supply of teachers, especially in high-need areas (certain subjects and teaching specialties and teachers of color): College fellows programs, high school teacher cadet programs, high school teacher academies, and community colleges. This report is based on a review of historical accounts, related research, pertinent Web sites, and interviews with 15 administrators and instructors from 12 pre-collegiate teacher recruitment programs.

Odden, A., & Kelly, J. (2009, May). *What is SMHC (strategic management of human capital)? A summary*. Prepared for the Consortium for Policy Research in Education (CPRE). Madison, WI: University of Wisconsin-Madison, Wisconsin Center for Educational Research. Retrieved from <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=2&ved=0CC8QFjAB&url=http%3A%2F%2Fwww.smhc-cpre.org%2Fdownload%2F27%2F&ei=eHiTUobWGczMsQTQ-oGIBg&usg=AFQjCNEY94zsKcf6otyMkjoL38YmnYyQJg>

This article presents an overview of SMHC. The strategic management of human capital in public education concerns the acquisition, development, compensation and retention of top teacher and principal talent in the nation's schools, particularly large, urban school districts. The human resource management system – recruitment, selection/placement, induction, mentoring, professional development, evaluation/ performance management, compensation and instructional leadership – impact the three major strategic components of SMHC: talent acquisition, talent development and motivation, and talent retention.

Putney, L. (2009). *Key Issue: Recruiting special education teachers*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from the ERIC database (ED 543671) <http://files.eric.ed.gov/fulltext/ED543671.pdf>

This brief describes the benefits, tips and cautions, and strategies and resources for recruiting special education teachers. The strategies include:

1. Provide contingency-based financial incentives;
2. Develop multiple pathways to the profession;
3. Design programs for paraprofessionals to become certified teachers;
4. Build strong partnerships with institutions of higher education;
5. Increase diversity and cultural competence in the field;
6. Incorporate a comprehensive recruitment strategy; and
7. Implement comprehensive strategies to retain special education teachers.

Reform Support Network. (2014, March). *Recruiting and retaining highly effective turnaround teachers*. Sponsored by the U.S. Department of Education. Retrieved from U.S. Department of Education.  
<http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/recruiting-retaining-turnaround-teachers.pdf>

This publication provides resources for leaders considering strategies to recruit and retain highly effective teachers for school turnarounds. Recruitment strategies include: priority hiring and placement, financial incentives, transfer incentives, and redesigning teachers' roles. It summarizes research and promising practices on recruitment and retention in turnaround schools across all sectors. It presents findings on the recruitment and retention of highly effective teachers, with emphasis on actions leaders can take to find and keep talented educators in turnaround schools. It includes links to research and additional information on resources for staffing turnaround schools.

Simon, N., Moore Johnson, S., & Reinborn, S. (2015). *The challenge of recruiting and hiring teachers of color: Lessons from six high-performing, high-poverty urban schools*. Cambridge, MA: Harvard Graduate School. Retrieved from  
<http://isites.harvard.edu/fs/docs/icb.topic1231814.files/The%20Challenge%20of%20Recruiting%20and%20Hiring%20Teachers%20of%20Color.Diversity.%20July%202015.pdf>

This qualitative analysis of teacher teams is part of a larger, comparative case study,

“Developing Human Capital Within Schools,” conducted by the Project on the Next Generation of Teachers. Within one city, the authors interviewed 142 teachers and administrators in six high-poverty schools (three charter and three district), all of which had achieved the highest ranking in the state’s accountability system. They analyzed how each school approached the process of recruiting and hiring Black and Latino teachers. Each school strategically adapted its recruitment and hiring

processes to address the unique challenges of recruiting and hiring teachers of color. At two schools, teachers of color were active partners in developing and enacting a strategy. At other schools, school leaders and talent staff formulated an advertising strategy that depended on current teachers of color to convey the image of a diverse teaching staff. But, they did not formally acknowledge the important role that teachers of color were expected to play in this process. The schools also adapted their hiring processes to ensure that candidates of color who were in the pool were considered carefully and courted.

Steiner, D. (no date). *Hiring top talent: Draft for discussion*. Prepared for America Achieves and Education Counsel. Received from DDOE, Tasha Cannon.

This document is designed to help school and district hiring managers in states, led by America Achieves State Fellows, understand the attributes of effective teachers to inform the development of hiring processes which results in more highly effective educators. Sections include: attributes to look for when identifying “top talent;” recruitment practices that help identify and recruit top talent; sample mapping of critical attributes to evidence in the application process; and elements of effective teacher recruitment. It references Achievement First’s selection process, Achievement First Teaching Candidate Selection Criteria, KIPP Teacher Scorecard, and KIPP example question bank for interviewing teacher candidates.

The New Teacher Project (TNTP). (2011, January). *Getting the talent you need: Effective teacher marketing and selection. Effective Staffing Training Series*. [PDF document]. Brooklyn, NY: Author.

This PowerPoint presentation provides an overview of the importance of the selection process, steps in developing a school selection model, and generating a plan to complete a school selection model.

The New Teacher Project (TNTP). (2011, March). *Teacher recruitment and selection: How a disciplined hiring process can help schools choose the right team*. School Leader’s Toolbox. [PDF document]. Retrieved from [http://tntp.org/assets/tools/Recruitment Toolkit March 2011.pdf](http://tntp.org/assets/tools/Recruitment_Toolkit_March_2011.pdf)

This PowerPoint presentation presents an overview of the results of the 2010 TNTP benchmark survey of charter school administrators. It presents promising recruitment and hiring practices with examples.

The New Teacher Project (TNTP). (2012). *Marketing guide: Communicate your strengths and attract teachers to apply to your school. Marketing your school.* [PDF document] Retrieved from <http://tntp.org/teacher-talent-toolbox/explore/hiring>

This PowerPoint presentation reviews the importance of school marketing, provides examples of marketing materials, provides tips for creating school messages, and key points about school brochures and event displays.

The New Teacher Project. (2012). *Recruitment & Hiring: How a disciplined hiring process can help choose the right team. Teacher Talent Toolbox.* Brooklyn, NY: Author. Retrieved from [http://tntp.org/assets/tools/RecruitmentandHiring\\_03.12\\_Final\\_3.pdf](http://tntp.org/assets/tools/RecruitmentandHiring_03.12_Final_3.pdf)

This PowerPoint presentation presents an overview of the Recruitment and Selection aspects of the Teacher Talent Toolbox.

U.S. Department of Education, Race to the Top School Turnaround, Community of Practice. (2012, September). *Promising practices for recruitment and staffing in turnaround schools.* Washington, D.C.: Author. Retrieved from <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/teacher-competencies-webinar.pdf>

This PowerPoint presentation addresses staffing decisions and options for school turnaround, including recruitment, and defines turnaround teacher competencies and selection methods.

Watkins, C. (2010, Fall). *Effective school district recruitment strategies of African American teachers.* Statesboro, GA: Georgia Southern University. Electronic Theses & Dissertations, Paper 312. Retrieved from <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1312&context=etd>

This study examined the strategies used by nine Georgia school districts to recruit and hire minority teachers. The nine districts included three rural districts, three urban districts, and three suburban districts. The author identified sixteen district recruitment strategies; of which three were used by all districts: college and university partnerships, job fairs, and the use of the Teach Georgia state recruitment website. Four

districts had special partnerships with Historically Black Colleges and Universities.

## Recruitment and Selection of Public Charter School Teachers

Cannata, M., & Engel, M. (2011, March). *Does charter status determine preferences? Comparing the hiring preferences of charter and traditional public school principals*. Nashville, TN: National Center on School Choice, Vanderbilt University. Retrieved from [http://www.mitpressjournals.org/doi/abs/10.1162/EDFP\\_a\\_00076?journalCode=edfp](http://www.mitpressjournals.org/doi/abs/10.1162/EDFP_a_00076?journalCode=edfp)

This paper addressed a gap in the literature by answering the following questions: 1) Do charter school principals place more emphasis on teacher hiring than principals in traditional public schools? 2) How do principals' teacher hiring preferences vary between charter and traditional public schools? 3) What school or principal characteristics are related to principals' hiring preferences?

DeArmond, M., Gross, B., Bowen, M., Demeritt, A., & Lake, R. (2012, May). *Managing talent for school coherence: Learning from charter management organizations*. Seattle, WA: Center on Reinventing Public Education (CRPE). Retrieved from <http://www.crpe.org/publications/managing-talent-school-coherence-learning-charter-management-organizations>

The report addresses three questions: How do charter management organizations (CMOs) recruit and hire teachers? How do they develop teachers on the job? How do they manage teacher performance? This report relies on data from a larger study of CMOs conducted jointly by researchers at Mathematica Policy Research and the Center on Reinventing Public Education (CRPE). Although not focused specifically on talent management, the Mathematica-CRPE study includes a rich array of data on how CMOs manage teachers, including in-depth case study data as well as survey data from CMO central offices and principals.

Doyle, D., & Stein, L. (Public Impact). (2011). *Developing education talent: A citywide approach*. Houston, TX: National Charter School Resource Center at Safal Partners. Retrieved from

<http://www.charterschoolcenter.org/resource/developing-education-talent-citywide-approach>

This article identifies six indicators from a framework on the development of a citywide charter strategy that had the clearest impact on recruiting and retaining highly effective teachers and leaders for charter schools. In addition, the article examines how New Orleans and Indianapolis have developed their education talent pipelines for charter school principals and teachers.

Gross, B., & DeArmond, M. (2011). *How do charter schools get the teachers they want? Issue brief*. Washington, DC: National Alliance for Public Charter Schools. Retrieved from Center for Reinventing Public Education <http://www.crpe.org/publications/how-do-charter-schools-get-teachers-they-want>

How can charter schools get the teachers they want and need? This issue brief looks at that question by drawing on a recent multi-year field study of charter schools in six cities in three states conducted by researchers at the University of Washington (“Inside Charter Schools Study”). When it comes to finding the teachers they want and need, many of the charter schools in the study took a purposeful and careful approach to finding and identifying their teaching staff. This issue brief highlights the most promising recruitment and selection practices from these schools.

Hassel, B., Hassel, E., Isaacson, D., Krasnow, J., McNiff, M., & Walter, K. (2000, November). *Mobilizing and motivating your staff to get results: A technical assistance guide for charter school leaders*. Produced under a grant from the Annie E. Casey Foundation. St. Paul MN: Charter Schools Network. Retrieved from National Charter School Resource Center at Safal Partners <https://www.charterschoolcenter.org/resource/mobilizing-and-motivating-your-staff-get-results-technical-assistance-guide-charter-school->

This guide includes information on recruiting and selecting staff, supporting staff performance, and includes an example of candidate rubric, and classroom observation of teachers form.

National Charter School Research Project and Massachusetts Charter School Dissemination & Replication Project (no date). *Human resources and charter schools: Hiring, turnover and retention in 7 states*. PowerPoint

presentation downloaded. The National Charter School Research Project, University of Washington's Center on Reinventing Public Education and the Massachusetts Charter School Dissemination & Replication Project, Harvard Graduate School of Education. Retrieved from <http://www.docfoc.com/human-resources-charter-schools-hiring-turnover-retention-in-7-states>

This three part presentation addresses: How do (and can) charter schools find and keep the teachers they need? How do five high-performing, high-poverty charter schools (in Massachusetts) approach hiring and retention? How can charter schools develop deliberate and effective human strategies? Part of the presentation included survey information from 370 charter schools in six states (AZ, MA, TX, CA, RI, and HI) on recruitment, selection, and compensation. Another section of the presentation included practices from five high-performing, high-poverty charter schools in Massachusetts.

National Charter School Resource Center. (2011, January). *Recruiting science, technology, engineering, and mathematic teachers for charter schools*. Originally produced by the National Comprehensive Center for Teacher Quality. Houston, TX: National Charter School Resource Center at Safal Partners. Retrieved from <http://www.charterschoolcenter.org/resource/recruiting-stem-teachers-charter-schools>

This article includes tips and cautions, five strategies with additional resources identified for each strategy, real life example from the STEM charter school, and references. The six strategies include: 1. Gather & analyze data to inform the design & implementation of recruitment initiatives. 2. Build strong & sustainable relationships with IHEs. 3. Develop differentiated pay systems and create financial incentives to attract prospective math & science teachers. 4. Provide prospective teachers adequate information about teaching opportunities across districts, schools, & communities. 5. Provide high-quality induction & professional development.

National Charter School Resource Center. (2011, January). *Recruiting teachers for urban and rural charter schools*. Originally produced by the National Comprehensive Center for Teacher Quality. Houston, TX: National Charter School Resource Center at Safal Partners. Retrieved from

<http://www.charterschoolcenter.org/resource/recruiting-teachers-urban-and-rural-charter-schools>

This article includes tips and cautions, six strategies with additional resources identified, real life example from the Equity Project, references. The six strategies include: 1. Provide incentives & policies to recruit a high-quality teacher workforce. 2. Improve working conditions for teachers. 3. Partner with Institutions of Higher Education (IHEs) to prepare teachers. 4. Grow your own. 5. Improve hiring practices. 6. Create partnerships to address out-of-school issues that affect recruitment and retention.

NewSchools Venture Fund. (2007, June). *Achievement First: The design and implementation of a highly effective teacher recruitment system. Practices from the Portfolio Series*. San Francisco, CA: Author. Retrieved from TNTP [http://tntp.org/assets/tools/AF%20NSVF+TeacherRecruitingCaseStudy%20TSLT\\_0311.pdf](http://tntp.org/assets/tools/AF%20NSVF+TeacherRecruitingCaseStudy%20TSLT_0311.pdf)

This is a case study of Achievement First's approach to developing and implementing a highly effective teacher recruitment system. It briefly describes: recruitment, application, and selection process, challenges, and lessons learned. Toolkit contents include: Recruitment Strategy Planning Checklist, Application and Selection Process Diagram, Teaching Candidate Selection Criteria, Employment Application (Achievement First Document), Teacher Interview Questions (Achievement First Document), Hiring Timeline (Achievement First Document), and Team Recruit Metrics (Achievement First Document).

NewSchools Venture Fund. (2010, November). *An effective teacher in every classroom: Talent management practices that influence student achievement*. PowerPoint Presentation. San Francisco, CA: Author. [http://www.nyccharterschools.org/sites/default/files/resources/Charter\\_School\\_Instructional\\_Culture\\_Index\\_Study.pdf](http://www.nyccharterschools.org/sites/default/files/resources/Charter_School_Instructional_Culture_Index_Study.pdf)

This virtual community of practice PowerPoint presentation: describes the practice research on the relationship between talent management processes and student achievement; highlights the findings from an analysis of The New Teacher Project partnership with Washington, DC charter schools; and discusses the leading indicators of strong talent management (e.g., the TNTP Talent Management Index that connects

teacher perceptions and experiences to student outcomes, Instructional Culture Index, on three teaching indicators); and implications. Data sources included: teacher surveys and leadership surveys. The presentation includes findings on recruitment, hiring, and teacher selection.

## Screening Applicants

Ahearn, C., Harmon, H., & Sanders, R. (2006). *How to recruit and retain teachers and other school leaders in hard-to-staff rural and small school districts*. Written for SERVE. Greensboro, NC: The SERVE Center at University of North Carolina at Greensboro. Retrieved from <http://www.serve.org/FileLibraryDetails.aspx?id=76>

This toolkit includes procedures for implementing a systematic approach for attracting, selecting, appointing, socializing, and retaining teachers and other school leaders in hard-to-staff rural and small school districts. The toolkit includes the following tools: Recruitment brochure, assessment of community resources, applicant portfolio review, applicant interview, retention checklist, and exit interview/survey.

Colorado Legacy Foundation in partnership with The New Teacher Project (2011). *Interview tools and resources: A handbook on consistently implementing a hiring process to attract and select outstanding teachers*. Denver, CO: Authors. Retrieved from <http://issuu.com/coloradolegacyfoundation/docs/mutual-consent-interview-handbook>

The handbook is designed to provide district staff with guidance on how to implement a systemic interview process aligned to the values of the district. The handbook is divided into sections with sequenced steps to provide clear guidance for implementing an effective and consistent interview process for external and internal applicants. The first section describes what a systemic interview process looks like and what key pieces must be included for it to be of value. The second section outlines the role effective communications play in keeping applicants engaged in the hiring process. The third section discusses the use of multiple screens in the interview process. The fourth section provides greater detail on the steps involved in implementing an effective interview process. The final

section is an appendix of sample forms and questions to use during the interview process.

Society for Human Resource Management. (2004). *Glossary of human resources terms*. Alexandria, VA: Author. Retrieved from <http://www.shrm.org/templatestools/glossaries/hrterms/pages/default.aspx>

This glossary defines common terms in human resources management.

Steiner, L., Hassel, E. A., Hassel, B., Valsing, E., & Crittenden, A. (2008, June). *School turnaround teachers: Selection toolkit*. Prepared for the Chicago Public Education Fund. Chapel Hill, NC: Public Impact. Retrieved from [http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround\\_Teacher\\_Selection\\_Toolkit.pdf](http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Selection_Toolkit.pdf)

This 2008 Public Impact toolkit is designed to be used as a step-by-step guide by organizations seeking to hire teachers for turnaround schools. The toolkit includes detailed levels of increasingly effective competence, selection questions, guidance on how to conduct interviews that reveal information about competencies, and scoring rubrics. Specific sections include: Selection Preparation Guide, Day-of-Interview Tools, Candidate Rating Tools, Candidate Comparison and Decision Tools, Appendix A: Complete Competency Rating Levels, and Appendix B: Critical Competency Rating Levels.

The New Teacher Project. (n.d.) *Hiring criteria: Evaluate candidates using desired competencies. Selection criteria and indicators*. Brooklyn, NY: Author. Retrieved from <http://tntp.org/teacher-talent-toolbox/explore/hiring>

This chart includes twelve competencies and corresponding indicators.

## Interviews

Clement, M. (2002, September). Help wanted: How to hire the best teachers. *Principal Leadership*, 2(7), 20-24.

This article describes the basics of behavior-based interviewing, including examples of questions and suggestions for interviews.

Clement, M. (2008, January/February). Improving teacher selection with behavior-based interviewing. *Principal*, 87(3), 44-47. Retrieved from <http://www.naesp.org/resources/2/Principal/2008/J-Fp44.pdf>

This article briefly describes behavior-based interviewing which uses specific questions based on teacher candidates' skills, background, and experience.

Colorado Legacy Foundation in partnership with The New Teacher Project. (2011). *Interview tools and resources: A handbook on consistently implementing a hiring process to attract and select outstanding teachers*. Denver, CO: Authors. Retrieved from <http://issuu.com/coloradolegacyfoundation/docs/mutual-consent-interview-handbook>

The handbook is designed to provide district staff with guidance on how to implement a systemic interview process aligned to the values of the district. The handbook is divided into sections with sequenced steps to provide clear guidance for implementing an effective and consistent interview process for external and internal applicants. The first section describes what a systemic interview process looks like and what key pieces must be included for it to be of value. The second section outlines the role effective communications play in keeping applicants engaged in the hiring process. The third section discusses the use of multiple screens in the interview process. The fourth section provides greater detail on the steps involved in implementing an effective interview process. The final section is an appendix of sample forms and questions to use during the interview process.

Denver Public Schools, Department of Human Resources. (2007, January). *Personnel selection process: Interview guide for personnel selection committee members*. Denver, CO: Author. Retrieved from <http://static.dpsk12.org/gems/hr2009/2009PrincipalInterview.pdf>

This guide addresses steps in the interview and hiring process, including: criteria, interview questions and format, common interview errors, and considerations after the interview. It includes a variety of appendices.

The New Teacher Project. (2012). *Effective interviewing*. Brooklyn, NY: Author. Retrieved from <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&c>

[d=1&ved=0CCkQFjAA&url=http%3A%2F%2Ftnntp.org%2Fassets%2Ftools%2FTNTP\\_Effective%2520Interviewing.Toolbox2012\\_TSLT%25203.12.pptx&ei=g2luUtTiJ4ez4AP4noDwAw&usg=AFQjCNFRluwHbfkvhcLxpMD4L9yGSqBxw&bvm=bv.55123115,d.dmg](http://www.naesp.org/resources/2/Principal/2004/N-Dp50.pdf)

The PowerPoint presentation addresses: the creation of an effective interview and candidate evaluation process; development of competency-based interview questions; creation of school-specific scenario questions; practicing probing questions and techniques; and identification of excellent answers.

Tooms, A., & Crowe, A. (2004). Hiring good teachers: The interview process. *Principal*, 84(2), 50-53. Retrieved from <http://www.naesp.org/resources/2/Principal/2004/N-Dp50.pdf>

The authors emphasize the importance of selling a school to desirable teacher candidates during the interview process. Recommendations for principals include: be fully prepared, make a candidate feel welcome, ask thoughtful questions, listen carefully to responses, and show off the school with guided tours.

University of Delaware, Career Services Center. (2012). *Sample interview questions for teachers*. Newark, DE: Author. Retrieved from <http://www.udel.edu/CSC/pdf/InterviewTeach.pdf>

The Career Center published a variety of interview questions for teachers that address: professional experiences: planning skills, instructional skills, technology/computer skills; classroom discipline and management; relationships with administration, staff, parents, and students; personal qualities; and miscellaneous.

U.S. Office of Personnel Management. (2008, September). *Structured interviews: A practical guide*. Washington, DC: Author. Retrieved from <http://www.opm.gov/policy-data-oversight/assessment-and-selection/structured-interviews/guide.pdf>

The guide reviews the differences between structured and unstructured interviews, and identifies steps in developing and administering structured interviews. It includes a number of appendices, such as development and implementation checklists, panel interviews, and rating forms.

Vermont Department of Human Resources. (2009). *A guide to interviewing and reference checking*. Montpelier, VT: Author. Retrieved from [http://humanresources.vermont.gov/sites/dhr/files/Documents/Recruitment/DHR-Guide Interviewing Reference Checking.pdf](http://humanresources.vermont.gov/sites/dhr/files/Documents/Recruitment/DHR-Guide%20Interviewing%20Reference%20Checking.pdf)

This guide provides an overview of legal issues in interviewing; outlines the steps involved in developing and conducting a structured interview and reference-checking; and making decisions, with appendices addressing pre-employment inquiries, examples of behavioral interview questions, model letters, and frequently asked questions.

## Demonstration Lessons

The New Teacher Project. (2012). *Creating an effective selection process*. Brooklyn, NY: Author. Retrieved from [http://tntp.org/assets/tools/TNTP\\_BuildingSelectionModel.Toolbox2012\\_TSLT%203.12.pptx](http://tntp.org/assets/tools/TNTP_BuildingSelectionModel.Toolbox2012_TSLT%203.12.pptx)

This PowerPoint presentation addresses the development of a school selection model, the creation of a comprehensive selection process that includes a demonstration lesson, and the creation of a hiring timeline.

The New Teacher Project. (2013, May). *Sample demo lesson email*. Brooklyn, NY: Author. Retrieved from [http://tntp.org/assets/tools/Sample\\_Email\\_Demo\\_Lesson\\_TNTP\\_29MAY2013.docx](http://tntp.org/assets/tools/Sample_Email_Demo_Lesson_TNTP_29MAY2013.docx)

This is a sample email inviting a candidate to present a sample demonstration lesson.

The New Teacher Project, Teacher Talent Toolbox. (2013, June). *Design effective demo lessons*. Brooklyn, NY: Author. Retrieved from [http://tntp.org/assets/tools/Effectively\\_Use\\_Demo\\_Lessons\\_TNTP\\_3JUN2013.pdf](http://tntp.org/assets/tools/Effectively_Use_Demo_Lessons_TNTP_3JUN2013.pdf)

This one-page article provides an overview of designing effective demo lessons by providing expectations to candidates, setting the lesson evaluation criteria, and debriefing with the candidates.

## Selection

Delaware Talent Management (2012, April). *Creating an effective teacher selection process*. PowerPoint Presentation. Wilmington, DE: Delaware Talent Management, Innovative Schools.

This presentation highlights the identification of characteristics of excellent teachers, choosing competencies, how to create a selection model, and a form for creating a hiring process.

FSG Social Impact Fund. (2007). *Achievement first: The design and implementation of a highly effective teacher recruitment system*. San Francisco, CA: NewSchools Venture Fund. Retrieved from TNTTP [http://tntp.org/assets/tools/AF%20NSVF+TeacherRecruitingCaseStudy%20TSLT\\_0311.pdf](http://tntp.org/assets/tools/AF%20NSVF+TeacherRecruitingCaseStudy%20TSLT_0311.pdf)

The report focused on a Case Study of Achievement First (charter management organization) that operates schools in two states. Achievement First has specific structures to determine its effectiveness and selection, one of which is casting a wide-net for candidates. Their strategy for selection includes central office managing the upfront end for the application and selection process so that principals have the strongest candidates. The central office has a policy to respond to candidates within 10 days. In addition, the organization thoroughly explains their culture and approach to teaching, which is critical.

Gross, B., & DeArmond, M. (2011). *How do charter schools get the teachers they want? Issue brief*. Washington, DC: National Alliance for Public Charter Schools. Retrieved from <http://www.crpe.org/publications/how-do-charter-schools-get-teachers-they-want>

How can charter schools get the teachers they want and need? This issue brief draws on a recent multi-year field study of charter schools in six cities in three states conducted by researchers at the University of Washington (“Inside Charter Schools Study”). When it comes to finding the teachers they want and need, many of the charter schools in the study took a purposeful and careful approach. This issue brief highlights the most promising recruitment and selection practices from these schools.

Gross, B., & DeArmond, M. (n.d.). *Investing in selection: Hiring teachers in charter schools*. Bothell, WA: Center on Reinventing Public Education.

Retrieved from

<http://www.aefpweb.org/sites/default/files/webform/ICS%20Investing%20in%20SelectionV4.pdf>

This report is based on a mixed-method study of 24 charter schools in 3 states (TX, CA, HI) and a survey of 718 charter schools across six states (AZ, CA, HI, NC, RI, TX). Results indicated that charter schools use "information rich" selection tools, including requiring job candidates to perform a teaching demonstration, visit the school for an extended period of time, and meet with a wide array of stakeholders in the school. The authors often refer to Liu and Johnson's (2006) work of hiring experiences of new teachers (e.g., having few opportunities to exchange information during the selection process). Overall, they concluded with stating that smaller, more mission focused, and highly accountability organizations, with the authority to make their own hiring decisions, may have strong incentives for investing in screening and selecting candidates.

Hassel, B., Hassel, E., Isaacson, D., Krasnow, J., McNiff, M., & Walter, K. (2000, November). *Mobilizing and motivating your staff to get results: A technical assistance guide for charter school leaders*. Produced under a grant from the Annie E. Casey Foundation. St. Paul MN: Charter Schools Network. Retrieved from National Charter School Resource Center at Safal Partners. <https://www.charterschoolcenter.org/resource/mobilizing-and-motivating-your-staff-get-results-technical-assistance-guide-charter-school->

This guide includes information on recruiting and selecting staff, and supporting staff performance. It includes an example of candidate rubric, and a classroom observation of teachers form.

Steiner, D. (n.d.). *Hiring top talent: Draft for discussion*. Prepared for America Achieves and Education Counsel. Received from DDOE, Tasha Cannon.

This document is designed to help school and district hiring managers, in states led by America Achieves State Fellows, understand the attributes of effective teachers and inform the development of hiring processes that results in more highly effective educators. Sections include: attributes to look for when identifying "top talent;" recruitment practices that help identify and recruit top talent; sample mapping of critical attributes to evidence in the application process; and elements of effective teacher recruitment. It includes information on Achievement First's selection

process, Achievement First Teaching Candidate Selection Criteria, KIPP Teacher Scorecard, and KIPP example question bank for interviewing teacher candidates.

The New Teacher Project (TNTP). (2011, January). *Getting the talent you need: Effective teacher marketing and selection. Effective Staffing Training Series*. [PDF document]. Brooklyn, NY: Author.

This PowerPoint presentation presents an overview of the importance of the selection process, identifies steps in developing a school selection model, and how to generate a plan to complete a school selection model.

The New Teacher Project. (2012). *Creating an effective selection process*. PowerPoint presentation. Brooklyn, NY: Author. Retrieved from [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCkQFjAA&url=http%3A%2F%2Ftntp.org%2Fassets%2Ftools%2FTNTP\\_BuildingSelectionModel.Toolbox2012\\_TSLT%25203.12.pptx&ei=zK3MUsnmLLHjsASVioK4DQ&usq=AFQjCNFxFNFpspwEKfn1QFqOEH SuIVtv Mw&bvm=bv.58187178,d.cWc](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCkQFjAA&url=http%3A%2F%2Ftntp.org%2Fassets%2Ftools%2FTNTP_BuildingSelectionModel.Toolbox2012_TSLT%25203.12.pptx&ei=zK3MUsnmLLHjsASVioK4DQ&usq=AFQjCNFxFNFpspwEKfn1QFqOEH SuIVtv Mw&bvm=bv.58187178,d.cWc)

This PowerPoint presentation presents information and strategies on identifying characteristics of excellent teachers that will evolve into competencies and indicators. It includes information on developing a school selection model with processes and timelines.

The New Teacher Project. (2012). *Teacher recruitment and selection: How a disciplined hiring process can help schools choose the right team*. School Leader's Toolbox. [PDF document]. Brooklyn, NY: Author. Retrieved from [http://tntp.org/assets/tools/Recruitment Toolkit March 2011.pdf](http://tntp.org/assets/tools/Recruitment_Toolkit_March_2011.pdf)

This PowerPoint presentation presents an overview of the results of the 2010 TNTP benchmark survey of charter school administrators. It presents promising recruitment and hiring practices with examples.

U.S. Department of Education, Race to the Top School Turnaround, Community of Practice. (2012, September). *Promising practices for recruitment and staffing in turnaround schools*. Washington, D.C.: Author. Retrieved from <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/teacher-competencies-webinar.pdf>

This PowerPoint presentation addresses staffing decisions and options for school turnaround, including recruitment of teachers. It defines turnaround teacher competencies and selection methods.

Vitale, T. (2009). *An analysis of teacher selection tools in Pennsylvania*. Dissertation submitted to Graduate Faculty of School of Education, University of Pittsburgh. Retrieved from [http://d-scholarship.pitt.edu/9740/1/TVitaleDissertation\\_121809.pdf](http://d-scholarship.pitt.edu/9740/1/TVitaleDissertation_121809.pdf)

The purpose of the study was to examine teacher screening and selection tools being used by Pennsylvania public school districts and compare the tools to the research on qualities of effective teachers. The study included the surveys of 55 members of Pennsylvania Association of School Personnel Administrators. Results included: 71% using electronic on-line warehousing data base for searching and screening potential candidates; and 93% of districts used locally created interview questions. Top three factors considered for hiring a teacher: knowledge of teaching and learning, content knowledge, and knowledge of good classroom practices.

## Competency-based Reference Checking

Denver Public Schools, Department of Human Resources. (2007). *Personnel selection process: Interview guide for personnel selection committee members. Section on Conducting reference checks*. Denver, CO: Author. Retrieved from <http://static.dpsk12.org/gems/hr2009/2009PrincipalInterview.pdf>

As part of the guide, there is a section on conducting reference checks.

Department of Navy, Office of Civilian Human Resources. (2013, April). *Quick step guide reference checking*. Washington, DC: Author.

The guide reviews the importance of checking references, the process and procedures for conducting reference checks (including a variety of questions), and process and procedures for evaluating reference checks.

Public Service Commission of Canada. (2009). *Structured reference checking*. Gatineau, Quebec, Canada: Author. Retrieved from <http://www.psc-cfp.gc.ca/plcy-pltq/guides/checking-verification/index-eng.htm>

The guide provides practical information about the key elements of the structured reference check that yield optimal results for a hiring organization. The Guide is comprised of six key sections: A structured approach to reference checking; planning and preparation; conducting the reference check interview; evaluating the applicant; informal discussion and applicant feedback; and additional sources of information.

University of Connecticut, Department of Human Resources. (n.d.) *Guide to effective recruiting*. Storrs, CT: Author.

This guide provides information on a variety of best practices in the following areas: writing job descriptions, job analysis, processes and procedures for search committees, recruitment strategies, and candidate assessment and selection, including interviews and reference checks.

Vermont Department of Human Resources. (2009). *A guide to interviewing and reference checking*. Montpelier, VT: Author. Retrieved from [http://humanresources.vermont.gov/sites/dhr/files/Documents/Recruitment/DHR-Guide Interviewing Reference Checking.pdf](http://humanresources.vermont.gov/sites/dhr/files/Documents/Recruitment/DHR-Guide%20Interviewing%20Reference%20Checking.pdf)

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