

10 Steps for Hiring Effective teachers

Dr. Mary C. Clement, Berry College
mclement@berry.edu

A little about me

- Professor of teacher education at Berry College in GA
- I teach students to be teachers and principals.

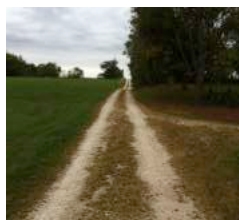


Berry College is Unique

- 2,100 students
- 2,000 deer
- Eagles can be viewed on our website.
- www.berry.edu



What was my career path?



- High school foreign language teacher in Illinois.
- Doctorate from University of Illinois
- Directed the Beginning Teacher Program at Eastern IL University

At Eastern IL...

- I taught seminars for beginning teachers – how survive and thrive.
- I was asked, why don't you teach us how to hire?
- I taught seminars for administrators on how to induct and support new hires.
- Almost 75% of principals have had no training in how to hire.

All about you...

- Former/current principals or superintendents?
- Do you see the issues of job shortage as listed by AAEE?
- Charged with hiring over 100 new teachers a year?
- - special ed?
- - math and sciences?
- - bilingual? Spanish?

On your card...

1. Write the one question on your mind that you would like answered today.
2. Write the one question you ALWAYS ask a teacher candidate in every interview (your favorite question).

Now, the steps



- Just like climbing the Great Wall of China, we will go one step at a time.
- 2015: I spent two weeks training teachers for Chinese Christian Schools

Step 1: The need for best practice in hiring

- “Today it is considered common knowledge that a classroom teacher is probably the single most powerful influence on student achievement THAT IS WITHIN THE CONTROL OF THE EDUCATIONAL SYSTEM” Marzano

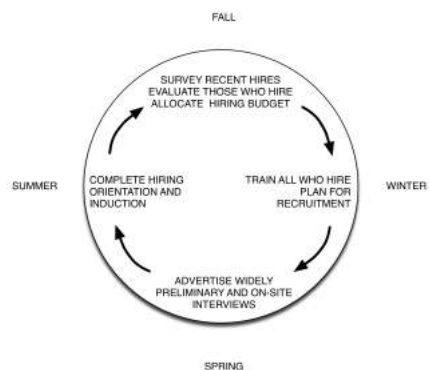
To quote Clement

- Retention begins with hiring.
 - Who leaves teaching? Those who say, “This is not at all what I expected” leave.
- It's about “cash and culture.”

Best Practice

- Hiring has year-round responsibilities.
- Hiring uses multiple assessments.
- Uses objective criteria – experience and expertise
- Involves teachers
- Hiring is recruiting.
- Good hiring leads to retention.

FIGURE 2.1: THE YEAR-LONG HIRING CALENDAR



Step 2: Your Blueprint



- What is your blueprint for hiring?
- Is it written down like a map?
- Do all the stakeholders know who does what when?

Have a philosophy

- 1. Commit to having the most effective teachers possible.
- 2. How will our hiring process help us to hire diverse candidates for our faculties?
- 3. How can we make our process both thorough and user-friendly for today's millennial teachers?

Two more questions

- 4. How will we make our hiring based on objective criteria?
- 5. How will we commit to an interview process that is welcoming while still maintaining the highest selection standards?

A word about high-needs teaching fields

1. Collaborate with colleges and universities
2. Bring teacher candidates to your schools for practicum experience
3. Consider doing what international schools do – appeal to the candidates' sense of “make a difference.”

Step 3: Recruiting and Advertising

- Before I share strategies, I have a question.
- What is your biggest, most successful recruiting line?
- Who has the best sales pitch? (Prize awarded)

Recruiting Millennials

- The millennial generation was born between 1980 and 2000.
- Much has been written about them:
 - - they all won a trophy
 - - the “me” generation
 - - tied to their technology

As fast as amazon.com

- Your district and school websites must be up-to-date.
- What about
teachers-teachers.com
schoolspring.com
www.doe.mass.edu/jobs/



Information-rich job ads

- 1. Truth in advertising
- 2. As specific as possible – information rich
- 3. Clarity in cut-off dates
- 4. Link to the website

To help you...

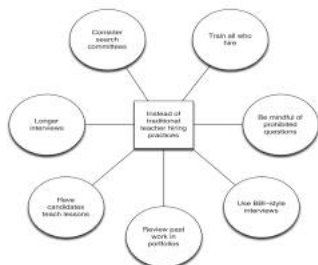
- 1. Clear list of what constitutes a complete application
- 2. Directions for how to apply
 - -applitrack
 - *Is there a contact person/email/phone?
 - *Put a statement in the ad about contacting or not.

Do's and Don'ts

- Do not glorify the position. Appeal to the teachers' sense of "make a difference."
- Do not rely only on local candidates.
- Do build a budget for recruitment.
- Do advertise and recruit year round.

Step 4 - Training Those Who Hire

4-1 THINK OUTSIDE OF THE BOX



Which of the following questions/ comments is not prohibited?

- A. You look so familiar. Haven't I seen you at my son's daycare center?
- B. Your accent is unique. Where do you call "home?"
- C. We start school the Tuesday after Labor Day. Are you available then?
- D. What pretty jewelry. (Or, what a pretty scarf.)

Support staff need training

- Small talk is not small talk.
- I have been asked an “illegal” or prohibited question in every interview I have been in where I got the job.

What about appropriate dress?



- You may, and should, state dress codes for your district's teachers.
- Wet hair in the interview?
- Tattoos?

Which question is best?

- Tell me about yourself.
- Tell me about your best teaching experience.
- What would you do if a student fell asleep in your class?
- Describe a lesson you have taught recently and why it went well.

Step 5 – Applications and Paperwork

- What is your biggest complaint or question about applications and paperwork?



Two things...

- Past behavior is the best predictor of future performance.
- RED flags matter
 - - poor spelling, grammar, punctuation
 - - late or incomplete
 - - weak (or old) recommendations
 - - no experience with grade or subject

Sort objectively...

- See the template.
- How many of you have support staff complete the first sort for certification and grade/subject match?
- Why? Why not?
- Create a form (electronic or on paper) to review the ones that are the closest match.
- Tally the numbers.

Practice Activity

- You need a new middle grades science teacher.
- You have already chosen 2 finalists and need to select a third person for the on-site interview. Three candidates remain for that one last interview slot.
- Rate the following candidates' paperwork on a scale of 1 to 5. (5 is high.)
- Which candidate gets the interview at your office from these three? Why?
- (p. 34) Vote with your letter.

What about social media?



How many of you do a search on Facebook about a candidate before contacting them?

Google?

What do you find???

Step 6 – Behavior-Based Interviewing



- Past experience is the best predictor of future performance.
- When can ONLY hire based on education, experience, expertise.

More than a gut feeling

- "Use open-ended questions that ask for specific examples of past job behavior." Deems, 1994
- BBI came to education where it has been used for decades.
- An engineering example
- Don't circumvent the obvious. (higher ed example)

Once performance skills are identified

- Interviewer must prepare questions that can ascertain if candidate has the knowledge and can apply it
- A candidate who can articulate skills must also be able to describe past experiences with their skills.

An effective teacher is a professional

- Knows subject matter
- Knows curriculum
- Can plan, organize, and manage classroom
- Can assess and grade students
- Meet individual needs
- Communicate with parents

Sample questions for the BBI interview



- Create a master list of questions that can be asked of each candidate.
- Modify for grade- and subject areas.

Write questions about

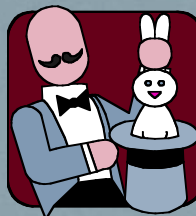
- Curriculum
- Describe a two-week unit of curriculum that you have taught.
- Describe the experiences you have had in implementing a mandated or standards-based curriculum.
- Tell me about an individual lesson plan that went well.

Methods and Planning

- How have you divided large amounts of material to be covered?
- How do you write a plan and what is included in each plan?



Classroom organization and management



- Describe classroom management plans that you have used.
- What rewards have worked well to motivate your students?

Homework and Grading

- Describe a grading system that has worked well for you in the past.
- How have you dealt with students who do not complete homework?



Meeting individual student needs

- How have you modified assignments for gifted or special education students?
- Can you describe an experience where you have worked with ESOL students?
- What are some approaches to teaching your subject matter that have helped all students achieve success?

Communication and professionalism

- Describe how you conduct a parent conference.
- Share an example of a communication with a parent that helped you to help the child.
- What have you read/ studied recently that led to a change in your classroom?
- What parts of your teacher training do you use the most?

To review...

TRADITIONAL QUESTIONS	BBE-STYLE QUESTIONS
1. Tell me about yourself.	1. Tell about the most effective teaching you have done.
2. What would you do if a student fell asleep in class?	2. How have you handled sleeping or non-attentive students?
3. What would you do if a student called you a foul name?	3. Describe your experience with a disruptive or rude student.
4. How might parents be able to help you?	4. Tell about a positive interaction you have had with parents.
5. What are your feelings about discipline?	5. Describe, or show from your portfolio, a classroom management plan that you have used.
6. Where do you see yourself in five years?	6. Tell about a past success indicative of your work ethic or commitment.

Quick Stop!

- Questions
- Break

10 Steps for Hiring Effective Teachers

Part 2
Evaluation of Candidates' Answers
Preliminary and On-Site Interviews
Decision Making and Keys
More about Today's Millennial Teachers

An important point with BBI

- A candidate who cannot explain how to assign grades on a writing project to you, can't explain it to fifth-graders, either.

BBI Questions Lead to Answers That Can Be Evaluated

Long before any interview, create the questions to be asked of every candidate.

Create the evaluation instrument / rubric.

Know the answers you seek!!!

For consistency, you must

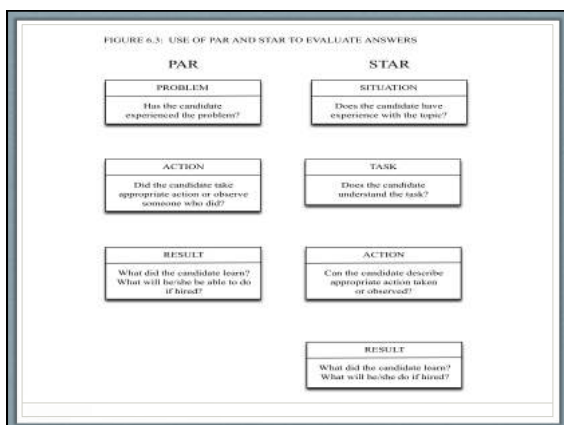
- write out the list of questions.
- ask the same set of questions to each candidate.
- take notes, preferably on an evaluation form or rubric.

Please do not ask

- If you were an ice cream flavor, which would you be, and why?
- If you were a plant, which would you be, and why?

BBI Basics for Evaluation

- PAR represents problem, action, and result.
- STAR represents situation/task, action, and result.
- Both will help you ask questions and will help candidates answer.



Example of PAR



- Students blurt out
- Cooperating teacher made a suggestion. Teacher tried "think, pair, share."
- It worked!

Example of STAR

- Teaching 24 third-grade students
- Started teaching in January and had to get to know them
- Created an interest inventory
- Answers taught me not to talk down



Your interview evaluation instrument

- Unacceptable, acceptable, target
- Numeric, 1 to 5
- Rubric

Let's practice!

- As I read the candidate's answer to a question, you must evaluate with a system of
- Unacceptable
- Acceptable
- Target

More practice

- As I read the candidates' answers, you must assign a number from 1 to 5.
- 1 = very weak 4 = fairly strong answer
- 2 = below average 5 = very strong answer
- 3 = average

FIGURE 6.4: RUBRIC FOR QUESTION ONE

UNACCEPTABLE 1 POINT	PROFICIENT 2-3 POINTS	EXEMPLARY 4-5 POINTS
Candidate does not use the vocabulary of differentiation and can provide no example of past experience with it.	The candidate provides an example of challenging or supporting an individual student in the classroom.	The candidate provides clear, concrete examples from past teaching, discussing how to differentiate content, process, product, or learning environment to meet individual needs.
Comments:		

What would you do if...

- the candidate bursts into tears from the stress of the interview?
- describes his/her messy divorce in vivid detail as the reason they need the job?

For role-play or discussion

- The candidate begins the interview as a very aggressive used-car salesman might. You rarely have a chance to ask a question.
- The candidate is so nervous that she can barely sit still. Her nervousness is obvious. What do you do?

Start with the end in mind

What is on your end-of-year teacher evaluation instrument?

Evaluate with same language in the interview.

Write questions that ascertain a candidate's experience with those exact topics.

Needs improvement
Proficient
Exemplary

Step 7 – Preliminary Interviews

- Job fairs at colleges
- On-site in your district
- Phone
- Online



Ask Three to Five Questions in a Phone or Job Fair Interview

- 1. Tell me the best teaching experience you have had.
- 2. Name one accomplishment that characterizes your work.

- 3. Describe a typical lesson you have taught.
- 4. Tell me about a positive classroom management experience you have had.
- 5. How have you differentiated instruction to help all students learn?

Do you have another sorting question?

- If so, what is it?
- Why do you want to work in our district?
- Take your list of 6 +/- questions to preliminary interviews.

Value of Phone and Online

- Facetime reveals a lot.
- Nervousness
- Distraction
- Grammar
- Attitude

Step 8 – Protocol for On-site Interviews

- With whom?
- You, the HR director.
- The principal
- Teachers?
- Students? (in a classroom setting)

On-site interviews and BBI

- Go back to the materials about BBI.
- All who interview should write out the questions, know what to listen for, and have an evaluation instrument.
- See handout for lists of questions.

When teachers interview teachers

- 1. They must be trained.
- 2. What is their role? Do they have input? How much? Do they rank-order candidates?
- Pro's of using teachers?
- Con's of using teachers in the hiring process?

Should candidates teach a lesson?

- If part of interview, schedule carefully.
- Which class?
- What will they teach?
- Who will evaluate?



Sample Evaluation of Candidate's Lesson, to Be Completed by Teachers or Administrators

Rate each item on a scale of 1 to 5, with 1 indicating "very weak," and 5 indicating "very strong."

1. The candidate had a clear voice and could be understood when teaching.
2. The candidate appeared organized and had a plan to follow.
3. The candidate interacted with students appropriately for age and subject.
4. The candidate had energy and was positive while teaching.
5. The candidate had correct content knowledge throughout the lesson.
6. Overall, the candidate presented a strong lesson.
7. I would hire this candidate. _____ Yes _____ No

Sample Student Evaluation of Candidate

Rate each item on a scale of 1 to 5, with 1 indicating "I disagree," and 5 indicating "I agree."

1. I could understand the teacher's voice. _____
2. I learned something from the lesson. _____
3. The teacher seemed organized. _____
4. The teacher seemed nice and/or caring. _____
5. I think this teacher would be a good teacher for next year's students. _____

What can be learned from portfolios?

- What I tell my students:
 1. Sample lesson plan
 2. Sample classroom management plan
 3. Sample unit or curriculum map (1-2 pages)
 4. Sample parent letter

A strong candidate...

- Uses a paper portfolio as a visual aid.
- May show a classroom where they taught
 - - desk arrangement
 - - bulletin boards
- May show work they or students created.

Personal qualities

- Are they nice?
- Will they get along with others?
- Do they have the perseverance to stay in the job?
- BE CAREFUL HERE.

What makes a candidate stand out?

- One minute vignette answers that show success with students.
- The New Zealand student teaching story



You tell me...

- What makes a candidate stand out?
- Tell a successful hiring story.
- Tell an unsuccessful one.

Discussion Question

- You see a person in jeans and a t-shirt walking in the hallway outside of classrooms. (No ID badge to indicate he/she signed in at the office.)
- When you stop the person, he/she says, "I'm interviewing here at 1PM and wanted to check out the school before the interview."

Another Interview Scene

- When asked why she chose to apply in your school district, a candidate replies,
- "My college advisor said that there would be hundreds of applications for every kindergarten position, and that I should apply everywhere and see what happens."

Step 9 – Decisions and Negotiations

- Who makes the final decision? When?
- How is the candidate "cleared" for all employment requirements? (criminal background, tax forms filed, etc.)
- When is the contract official?
- How is the candidate informed?

Announcements



- How are other faculty informed of new hires?
- How do we stem gossip?

Make data-informed decisions

- Use the evaluation forms.
- Look at quantitative data.
- Add up target answers.



Sticky Issues

- Some employers insist on hiring people they know.
- Some employers say grades don't matter.
- Some employers will not hire exceptionally talented people out of personal insecurity.
- Some will always hire the most charismatic person.

Notify New Hires

- A template that is congratulatory
- Outline what comes next.
- Send a checklist.



Notify the Non-hires

- Use a template for calls.
- Clear statements. The position has been filled.
- Do not discuss why they weren't hired.
- Do not reveal the hire.
- Document this call.



To announce positions

- Have a template
- It is not recommended that you announce family status, college background, or make fabulous remarks about achievements.
- Please welcome Sam Rose who will begin teaching English at Pleasant High School on Aug. 17.
- Don't overshare. TMI

Discussion questions

- How much weight do you give the reputation of the candidate's college or university program?
- If teacher input is requested, and their first choice is not the hire, how much should you discuss with them?
- Has a board ever not approved the recommendation to hire a candidate?
- When there is an absence of information, people create their own stories.

Old Adages

- A. Hire slowly. Release quickly.
- B. Your first reaction is probably the right one.
- C. A really needy (financially, family situation) candidate will give more to the position.
- D. Better to hire the devil you know than the one you don't.

Tough Questions – Ethical Ones?

- Scene: Hiring a teacher who was a dependable substitute teacher.
- Principal wants to hire her. Department chair does not want to hire her.
- Superintendent does not hire her.
- What do you say to the sub who requests a meeting?

Two great candidates

- 147 people apply for a second-grade position
- Teacher A is great. She is a sub, so you know her background. (divorced, mother of two, taught three years in neighboring district before children)
- Teacher B is great. Student taught in your district, then took a job in a neighboring district, but LOVES your district and wants to come back. Single.

Step 10 – The Keys for Success

- Past behavior is the best predictor of future performance.
- Information-rich job ads and preliminary interviews save time and money.

Be objective

- Use BBI-style interviewing to ascertain the candidate's past education, experience, and expertise.
- Hypothetical questions yield hypothetical answers, not what a candidate has done.
- Have a reason for every question asked.

Follow protocol

- Train all who are involved in hiring.
- Share prohibited questions in written form as a reminder to those interviewing.
- Consider teachers as interviewers for subject-specific questions.
- Document everything!!

Millennials: The Generation on a Tightrope

- Born between 1980 and 2000
- “Me” generation
- They seek a rationale
- They want to know why for everything

Digital Natives

- Busy multi-taskers
- Everything is online to them
- Everything is as fast as amazon.com
- Downside? “immature, dependent, coddled, and entitled when they were students”

What they seek

- Work-life balance
- - Why do I have to stay in the building until 4? I can plan lessons at Starbucks.
- Want a career path: promotions and growth
- Want quick, positive feedback
- Want a cool corporate culture

They want

- To be appreciated.
 - To be challenged
 - To receive awards
 - To receive advancements
- To work in positive environment and have fun!!!!

Their expectations of bosses

- To be treated as a VIP
- To be protected
- To give them positive feedback
- To help them with long-term goals; but quickly!
- To have them work in teams.

Example

- In a faculty meeting, the new hire asks, “Why are we doing that if a secretary can?”
- The new hire feels that he/she should be rewarded for thinking about, and asking this, in the meeting.

Example

- At the first parent/teacher conferences, the new teacher wears jeans and his/her nose ring. After all, it's after school hours.
- After conferences, the principal calls the teacher to the office. Teacher expects praise for working after school, NOT a reprimand.
- Answer: Be explicit up front. Explain WHY. Rationale.

Please contact me

- mclement@berry.edu
- drmaryclem@gmail.com
- Thank you!

Thank you for today!

