

**Joint Meeting of the
MACC@WestEd Core Team
and Advisory Board
July 30, 2014**

Agenda

1. Special Presentation – Beverly Mattson

The Delaware Charter School Teacher Recruitment & Selection Toolkit

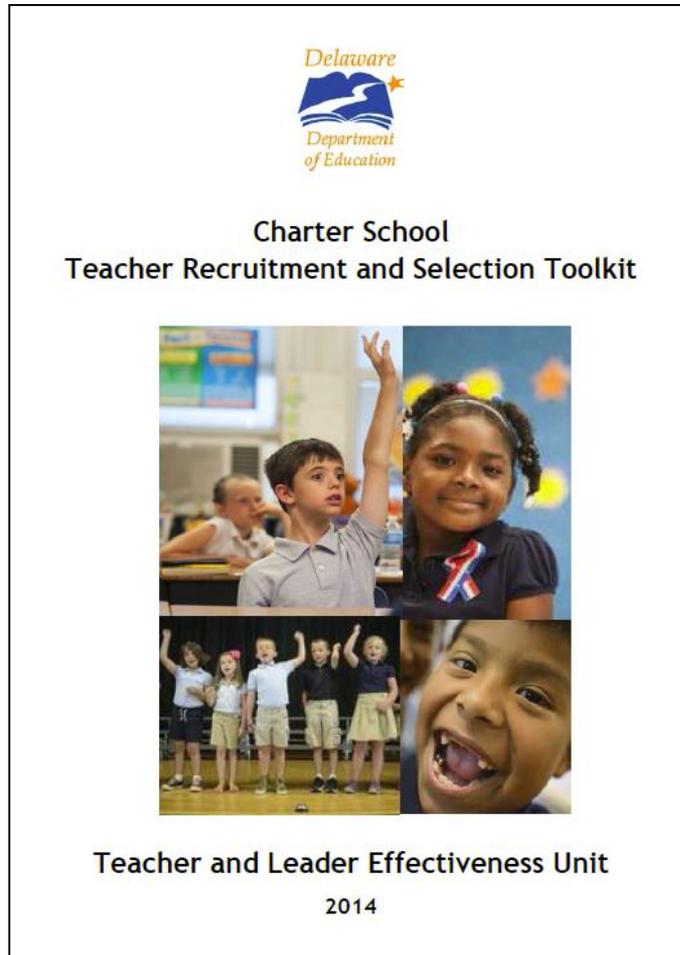
- What It Is
- Lessons Learned
- Q&A

2. News

The summer is the season for our deliverables to ED and for planning next year's technical assistance

- The 524 b Report – one of our key deliverables is due to ED today
- The Annual Performance Review of the MACC@WestEd is scheduled for September 2nd at ED
- The Year 3 Management Plan is due to ED on September 15.

Delaware Charter School Teacher Recruitment and Selection Toolkit



Presentation for Core Team and Advisory Board Members

By

Beverly Mattson

July 30, 2014

Delaware Teacher and Effectiveness Unit

Human Capital Continuum



1. **Before the Classroom: Talent Cultivation**

Preparing teachers and leaders in well-designed programs and supporting them during their crucial early years in the classroom.

2. **In the Classroom: Talent Development and Management**

Implementing and refining a sophisticated way to measure educator performance, and building compensation structures and career pathways to keep more educators in Delaware.

At Every Point: Statewide Supports

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

4. **Data Analytics**: Analyze data within and across LEAs and disseminate information to improve educator effectiveness practices: where educators are recruited, where they are prepared, where they teach/lead, how they perform, how their students perform, how long they stay, and how satisfied they are in their roles.

Project Team and Core Tasks

Project Team

- **State Coordinator – Jan, RMC – myself, Corinne Eisenhart, Laura Taylor and Bonnie Sudnick, and Quill – Aimee Evan**



Key Tasks

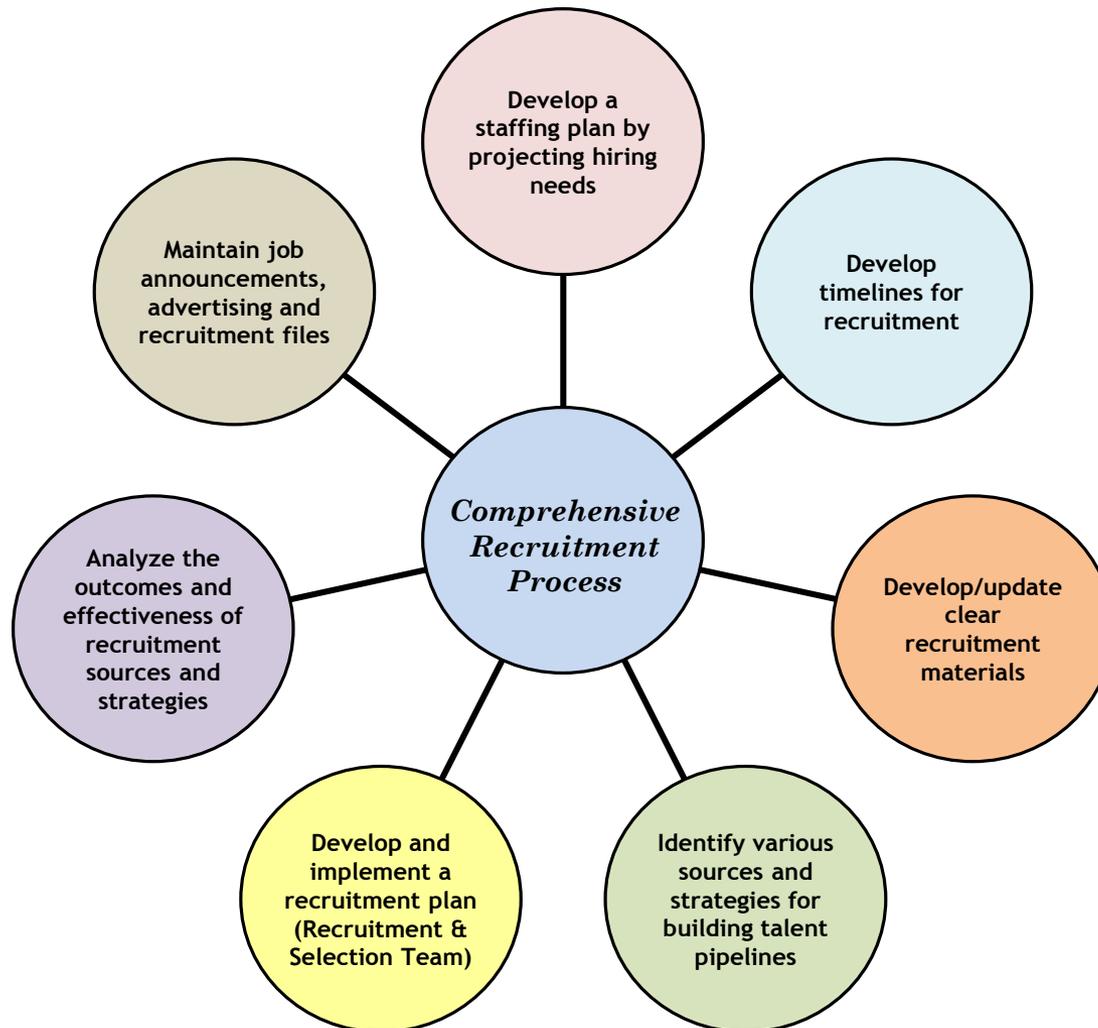
- **Determine needs of charter school leaders (surveys & interviews)**
- **Create systems for gathering and reviewing relevant Delaware information, literature, and tools on best practices**
- **Outline, draft, and finalize Toolkit for Delaware to review and provide feedback**
- **Final draft of Toolkit presented on February 11, 2014 with further revisions and new sections requested**
- **Delivered 25 copies of Toolkit notebook, flash drive, and CD for a meeting with charter schools on April 30th**

Overview of Toolkit Sections

- **Introduction with information on Delaware Human Capital Strategy and Toolkit**
- **Comprehensive Recruitment Process**
- **Creating Systems for Screening and Selection of Applicants and Candidates**
- **Screening Job Applications and Applicant Pool Process**
- **On-site Interview Process and Procedures**
- **Demonstration Lessons**
- **Competency-based Reference Checking**
- **Glossary and General Appendices**
- **Compendium of Templates for Charter Schools to Use and/or Adapt**



Comprehensive Recruitment Process



Sample Template

Appendix C Interview Questions and Scenarios

Potential Interview Questions Aligned with DPAS-II Components and Indicators		
Indicators	Potential Interview Questions	Potential Scenario Questions
Component 1: Planning and Preparation		
1.a. Selecting instructional goals 1.b. Designing coherent instruction 1.c. Demonstrating knowledge of content & pedagogy	1.a. and 1.b. Selecting instructional goals and designing coherent instruction <ul style="list-style-type: none"> • Explain the process you use to establish instructional goals. What processes do you use to plan instruction? • What do you usually include in your daily lessons? How closely do you follow your plans? • Describe a lesson you have planned and implemented and explain why it was effective. 1.c. Demonstrating knowledge of content & pedagogy <ul style="list-style-type: none"> • Describe your teaching style. Describe the teaching techniques or strategies that are most effective for you. • How do you incorporate technology into your classes? How do you use technology to enhance student learning? What software have you used for instructional or classroom management purposes? • How would you integrate _____ (e. g., language arts) across the curriculum? • How would you handle varied reading abilities in the content areas? • In which curriculum areas are your strengths? 	Imagine you are teaching a class where a small group of students are performing at or above grade level, but the rest of your students are performing far below grade-level. How would you plan your lessons so you are meeting the needs of all students in your class?

Types of Templates

Templates can be modified as needed:

- **Planning staffing and recruitment activities,**
- **Timelines and/or calendar,**
- **Team oriented (assignment of roles and responsibilities and team meeting notes),**
- **Letters/emails to successful and unsuccessful applicants/candidates,**
- **Tracking applicants/candidates through the processes,**
- **Screening and selection protocols, and**
- **Evaluation of applicants/candidates aligned with DPAS II components and effectiveness and outcomes of recruitment activities.**

Overview of Toolkit Templates

Name of Template	Types of Templates						
	Planning	Timelines	Team Related	Letters/ emails	Tracking	Screening & Selection Protocols	Evaluation
Comprehensive Recruitment Process							
1. Staffing Plan	*						
2. Recruitment Calendar	*	*					
3. Recruitment Plan	*						
4. Analysis of Outcomes & Effectiveness of Teacher Recruitment Sources/Strategies							*
Creating Systems for Screening and Selection of Applicants and Candidates							
5. Recruitment & Selection Team Assignment of Roles & Responsibilities			*				
6. Team Meeting Notes			*				
7. Selection Matrix based on DPAS II	*			*	*		
Screening Job Applications and Applicant Pool Process							
8. Applicant Tracking Form				*	*	*	*
9. Example letter/email for recognition of Application Package Submission				*	*		
10. Example letter/email for resume on file				*	*		
11. Example letter/email for setting up 1 st telephone interview				*	*		
12. Examples of non-selection letters				*	*		
13. Example Letter for canceling phone interview				*	*		
14. Evaluation for Cover Letter						*	*
15. Review of Educational Qualifications & Experiences						*	*

Compendium of Templates | Recruitment & Selection Toolkit i

Additional Follow-up Requests

- Since May 2014, MACC has:
 - Developed a booklet highlighting best practices from the Toolkit for DDOE to disseminate
 - Developed a training module (Power Point slides and script) for DDOE to use
 - Created Selection Criteria and Indicators Rubric based on DPAS II for review

Key Practices in Charter School Teacher Recruitment and Selection

Delaware Department of Education, Teacher and Leader Effectiveness Unit 2014

Of Special Interest

- Screening job applications
- On-site interview processes
- Demonstration lessons



Delaware Human Capital Strategies

The Delaware Department of Education (DOE)'s Teacher and Leader Effectiveness Unit (TLEU) is focusing on four overarching human capital strategies:

<ol style="list-style-type: none"> 1. Talent Cultivation. Help build and identify great preparation programs that cultivate talent and equip teachers and leaders with the knowledge and skills necessary for success on day one; recruit and select "top 	<ol style="list-style-type: none"> 2. Talent Development and Management. Manage and grow great teachers and leaders currently working in Delaware classrooms and schools. 3. Building Capacity. Build capacity within Local Education Agencies (LEAs) so that they 	<ol style="list-style-type: none"> 4. Human Capital Data Analytics. Unearth insights within and across DOE and LEAs and disseminate information to improve educator effectiveness practices.
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Competency-based Model

Charter schools should employ a rigorous, competency-based model to make hiring decisions. Position-specific competencies include the capabilities of applying or using knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks, specific functions or operate in a given role or position (Ernis, 2008, GuideStar, 2007).

Organizational competencies refer to the qualities and attributes that characterize success across an entire organization. These competencies often include fit within the organization's management style, work pace and volume, physical environment, and risk tolerance (GuideStar, 2007). Delaware Talent Management (2012, April) recommends that schools determine which

competencies are most needed for any new teacher at a school and create a list of specific indicators for the competencies.

The competencies referred to in the Charter School Teacher Recruitment and Selection Toolkit are based on two key Delaware documents: the Delaware Framework for Teaching and the Delaware Performance Appraisal System II (DPAS).



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Questions or Comments

Please feel free to ask any questions you may have about the process and/or the Toolkit

Or

Any Comments