

REMOTE RECRUITING & HIRING TOOLKIT:

Virtual Hiring Activities that Assess Desired Teacher Competencies

Content Level: **LAUNCH, DEVELOP & ENHANCE**

As LEAs adjust some hiring practices to occur remotely, this table provides an example of how to ensure that your hiring process is well-positioned to assess the teacher competencies that your LEA views as priorities. Grounding selection in teacher competencies is a reliable way to ensure evidence-based decisions, minimize bias,¹ and hire staff who produce the best outcomes for students. LEAs should:

- 1) *determine the teacher competencies that are most essential to success in their contexts;*
- 2) *determine specific, observable ways candidates may demonstrate these competencies (indicators); and*
- 3) *map the indicators to the selection model to determine how the hiring team will assess these competencies.*

The table includes example indicators and interview questions/activities aligned to competencies that have been found to correlate with classroom performance²: high expectations, critical thinking, application of feedback, communication, and professionalism. As past performance is also a generally reliable predictor of future success, the table also includes the competencies of instructional expertise and classroom management. Finally, the table includes cultural competence to help determine whether candidates will thrive in and contribute to their school setting. Some indicators and questions **apply specifically to high-need schools**.

To ensure a normed process, interviewers should come to a common understanding of what they are looking for in a candidate and what type of response merits each rating. Here are a few resources for the norming process.



Selector Norming Overview
(.DOC) >



Anti-Bias Hiring Resources
(.DOC) >

¹ University of Washington White Paper. (2016). Managing unconscious bias: Strategies to address bias & build more diverse, inclusive organizations

² Cellini, K., Haynes, K., Maier, A. (2012). Identifying great teachers: Connecting selection, training, and classroom performance

Competency/ Criteria	Indicators	How to Assess
<p>High Expectations</p> <ul style="list-style-type: none"> Assumes accountability for reaching outcomes despite obstacles Demonstrates the belief that students can perform at high levels Focuses on own capacity to impact situations rather than on external barriers Understands challenges within larger context Takes initiative to solve own problems <p>Connection to Framework for Teaching:</p> <p>2a Creating an environment of respect</p> <p>2b Establishing a culture for learning</p> <p>4a Reflecting on teaching</p>	<ul style="list-style-type: none"> Consistently demonstrates and communicates the belief that students will perform at high levels when they have access to excellent teaching Consistently demonstrates and communicates his/her commitment to becoming an excellent – not adequate – instructor despite the difficulty involved Articulates high expectations for performance and potential of students (in theory and through scenario examples) Holds him/herself accountable for the success and growth of students Maintains high expectations and continues to focus on the students’ academic success when confronted with setbacks in scenario questions Assumes responsibility for classroom environment and culture Desires to teach specifically in high needs schools Conveys reasonable understanding of potential challenges involved in teaching in high need schools Provides examples of maintaining focus on the big picture and addressing obstacles in past professional or personal experiences Speaks specifically about setbacks in past experiences and/or scenario questions and is able to maintain appropriate focus and optimism Persists in offering viable/realistic strategies to address scenarios Strategies focus on factors within teacher’s control Has increased effort/goes beyond basic duties to help students achieve goals 	<p>Sample Interview Questions</p> <p>Should all students be held to the same standards as the highest performing students?</p> <p>Should students in impoverished communities be held to the same standards as students in wealthier areas?</p> <p>There are obviously many factors that determine whether teachers succeed in raising the achievement of their students. What portion or percentage of the weight rests directly on you as a teacher? Why?</p> <p>What does it look like for a teacher to demonstrate high expectations? What specific instructional approaches would I see in your classroom that demonstrate high expectations? How do you create a classroom culture of high expectations?</p> <p>Why are you interested in teaching in high need schools? What is challenging about work in these schools? How do you approach these challenges?</p> <p>Tell me about a time you went above and beyond for your students? What did you do? What was the outcome of these actions?</p> <p>Sample Virtual Selection Activities</p> <p>Role Plays/Scenarios: Let’s say one of your students, Carlos, is below grade level and not doing well in your class. During parent teacher conferences, his parents express little confidence in his academic potential. How would you address this situation? With Carlos? With his parents?</p> <p>One of your classes has students who are below and above grade level. What would you do to ensure all students are held to high expectations?</p> <p>Student Data Exercise</p> <p> Student Data Exercise (.DOC) </p>

Competency/ Criteria	Indicators	How to Assess
<p>Instructional Expertise</p> <ul style="list-style-type: none"> • Demonstrates a strong knowledge of content and pedagogy • Displays mastery of content knowledge and instructional strategies • Conveys ideas and information clearly • Able to differentiate learning <p>Connection to Framework for Teaching:</p> <p>1a Demonstrating knowledge and pedagogy</p> <p>1b Demonstrating knowledge of students</p> <p>1c Setting instructional outcomes</p> <p>1d Demonstrating knowledge of resources</p> <p>1e Designing coherent instruction</p> <p>1f Designing student assessments</p> <p>3b Using questioning and discussion techniques</p> <p>3c Engaging students in learning</p>	<ul style="list-style-type: none"> • Sets concrete, ambitious goals for student achievement • Addresses the multiple and varied needs of students in the classroom • Makes content meaningful to students • Indicates confidence that all students should be held to high standards • Reflects on successes and failures • Maintains high expectations for students when confronted with setbacks; continues to focus on students' academic success 	<p>Sample Interview Questions</p> <p>Some questions could be hypothetical for novice teachers.</p> <ul style="list-style-type: none"> • What were your academic goals for your students this/last year? <ul style="list-style-type: none"> ○ <i>If an observer went into your classroom, would she be able to figure out your goals? How?</i> ○ <i>How does your classroom culture play a role in attaining your goals? Please provide a specific example.</i> • Can you give me an example of a time when you had a student who was consistently struggling with the subject you were teaching? How did you approach the situation? • Tell me about a specific lesson you led that you felt was really successful. What was the standard and the objective? What were the activities in the lesson? How do you know it was successful? What would you do differently if you had to teach it again? • Tell me about a lesson that you led that didn't go so well. Why did it fail? What would you do differently if you had to teach it again? • Give me an example of a recent lesson and unit you taught. How did you plan for your class (short-term and long-term)? <ul style="list-style-type: none"> ○ <i>How did you differentiate for students who are above, below, and at grade level? What about special education and EL students?</i> ○ <i>How did you assess student learning?</i> • Share an example of a time when you had to adapt lesson material or delivery to address the needs of multiple students. What data did you use to inform that decision? <p>Student Data Exercise</p> <p> Student Data Exercise (.DOC) </p>

Competency/Criteria	Indicators	How to Assess
<p>Communication Skills</p> <ul style="list-style-type: none"> • Demonstrates effective written and oral communication skills • Displays mastery of written grammar, usage and organization • Speaks clearly and precisely <p>Connection to Framework for Teaching:</p> <p>3a Communicating with students</p> <p>4c Communicating with families</p>	<ul style="list-style-type: none"> • Communicates clear, logical and organized thoughts • Uses correct syntax, spelling, vocabulary and grammar • Displays command of English language • Willing and able to communicate with special needs students and English learners 	<p><i>This competency is assessed across all oral and written interview components.</i></p>
<p>School Fit</p> <ul style="list-style-type: none"> • Demonstrates interests and skills that match the school’s culture and needs <p>Connection to Framework for Teaching:</p> <p>4d Participating in the professional community</p> <p>4e Growing and developing professionally</p>	<ul style="list-style-type: none"> • Meshes with and wants to be a part of the school community • Demonstrates interests, teaching styles, and experiences that match the school’s culture and needs • Recognizes that families influence student achievement • Interacts appropriately with supervisors, colleagues, parents and students at all times • Possesses applicable skills that match the needs of the school: technology, language, professional background, etc. 	<p>Sample Interview Questions</p> <ul style="list-style-type: none"> • How can I, as the school leader, best support you as a teacher? • How often do you expect to be observed/ receive feedback on your teaching? • If I walked into your classroom and you were in the midst of a successful lesson, what would I see? • Our school has/is (insert specific feature, like open space, block scheduling, or elongated day etc.). What’s your reaction to that? How would you adapt to this school setting? • At my school, we have (describe the student population – students with disabilities, English learners, students from families in poverty, etc.). <ul style="list-style-type: none"> ○ <i>What in your previous experience has prepared you for working with this population?</i> ○ <i>What challenges do you expect to encounter in working with this population?</i> <p>Sample Virtual Selection Activities</p> <p>Have candidate review school core values, vision, and/or mission statement and then engage them in a conversation around how this may align or differ from their beliefs and experiences. Give the candidate a chance to ask questions as well, and discuss how the values/vision/mission statement are realized in day to day operations at your school.</p>

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<p>Critical Thinking</p> <ul style="list-style-type: none"> • Analyzes situations thoroughly and generates effective strategies • Identifies key issues • Generates effective/creative strategies or responses to situations • Develops logical responses to address challenges <p>Connection to Framework for Teaching:</p> <p>3e Demonstrating flexibility and responsiveness</p> <p>4a Reflecting on teaching</p>	<ul style="list-style-type: none"> • Understands and responds directly to questions • Organizes responses in a coherent manner • Supports responses or points with specific and relevant examples/evidence • Stays on topic • Analyzes situations thoroughly and generates multiple effective strategies • Responses include logical solutions 	<p>Critical thinking can be assessed across nearly all interview questions and activities.</p> <p>Sample Interview Questions</p> <ul style="list-style-type: none"> • Would you say that you have succeeded at your prior jobs? If so, how? What is an example of a great contribution you have made at your previous jobs that can't be shown on a resume? • Thinking back over your education (for recent graduates) or most recent job (for experienced teachers), what are you most proud of? How could you have gotten more out of the experience? Why are you proud of this accomplishment? How did you ensure you were successful? <p>Sample Virtual Selection Activities</p> <p> Student Data Exercise (.DOC) </p>

Competency/ Criteria	Indicators	How to Assess
<p>Classroom Management</p> <ul style="list-style-type: none"> • Demonstrates ability to develop a positive and supportive classroom culture • Remains productive and focused in teaching when confronted with challenges • Displays flexibility and willingness to adapt classroom management style to meet the needs of the school and studenty <p>Connection to Framework for Teaching:</p> <p>1b Demonstrating knowledge of students</p> <p>2a Creating an environment of respect and rapport</p> <p>2c Managing classroom procedures</p> <p>2d Managing student behavior</p>	<ul style="list-style-type: none"> • Assumes accountability for classroom management and culture • Conveys reasonable understanding of potential challenges involved in teaching in a high need school • Demonstrates ability to deal effectively with negative student behavior • Persists in offering viable and realistic strategies to deal with classroom management challenges • Conveys willingness to try multiple strategies or something new when things change or when confronted with challenges 	<p>Sample Interview Questions</p> <p>Some questions could be hypothetical for novice teachers.</p> <ul style="list-style-type: none"> • What are your classroom procedures? Walk me through what happens in the first and last 15 minutes of class, step-by-step? What has happened if students don't follow these procedures? <ul style="list-style-type: none"> ○ <i>What have you done with your students in the first two weeks of the school year to establish these procedures?</i> ○ <i>How do these procedures contribute to a positive and supportive classroom culture?</i> • Tell me about your most difficult experience with a child and how you handled it. If you could go back in time, what would you have done differently? • If I walked into your classroom and you were in the midst of a successful lesson, what would I see? • What strategies do you use to support students when they are having trouble regulating their emotions? Can you give a specific example? <p>Sample Virtual Selection Activities: Role Plays/ Scenarios</p> <ul style="list-style-type: none"> • Let's say a student in your class, Maria, is being disruptive by talking to other students around her. You approach Maria and ask her to be respectful of her classmates and quiet down, to which she responds, "Who are you to tell me to be quiet?" How would you respond in that moment? What would you do that day after school? What if that doesn't work? At what point would you want to involve your school administrators? • One of your seventh grade students, Jeremy, has been a persistent behavior disruption in class. You have observed him taking things from other students, calling you names when you are turned to the chalkboard, etc. In several instances, you have disciplined Jeremy by giving him lunch detention and separating his desk from other students. He has not improved. Today, his mother is at school because Jeremy has told her that you have been picking on him and separating him from the rest of the class for no reason and she is very upset. How would you approach a conversation with his mother at that time? What kind of tone are you trying to convey? • What might you do if you were having classroom management problems—let's say 10 students always follow the rules and procedures and the other 20 don't. Your mentor and the school leaders weren't available to help you. What would you do?

Competency/ Criteria	Indicators	How to Assess
<p>Professionalism</p> <ul style="list-style-type: none"> • Respectful of students and others in all situations • Demonstrates ability to build trust with both adults and children <p>Connection to Framework for Teaching:</p> <p>2a Creating an environment of respect and rapport</p> <p>4d Participating in the professional community</p> <p>4f Showing professionalism</p>	<ul style="list-style-type: none"> • Exhibits professional conduct and tone throughout interview • Handles difficult situations appropriately • Speaks of students, teachers and community with respect 	<p><i>Professionalism can also be assessed across nearly all selection stages and interview responses.</i></p> <p>Sample Interview Questions</p> <ul style="list-style-type: none"> • Reflect on a time when you had to acclimate to a new environment or experience. What challenges did you face? How did you overcome these challenges? What did you learn from the experience? • Tell me about a time when you faced a challenging situation with colleagues or students at work. What was the situation? How did you handle it? • What do you believe is your role as teacher to engage and involve parents? What are some strategies you have used to engage the parents of students in your class? And the community? • Describe a time when you went above and beyond to support your colleagues. <p>Sample Virtual Selection Activities: Role Plays</p> <ul style="list-style-type: none"> • One of your seventh-grade students, Jeremy, has been a persistent behavior disruption in class. You have observed him taking things from other students, calling you names when you are turned to the chalkboard, etc. In several instances, you have disciplined Jeremy by giving him lunch detention and separating his desk from other students. He has not improved. Today, his mother is at school because Jeremy has told her that you have been picking on him and separating him from the rest of the class for no reason and she is very upset. How would you approach a conversation with his mother at that time? • Let's say that each day, the teacher who drops off your last class of the day arrives at least 10 minutes late, and the lost time is causing that class to fall behind the others. Once before, you have politely asked the teacher to deliver the students on time. The teacher replied that his classroom is all the way across the school. The class continues to be late. How would you approach a conversation with this teacher about getting the class to your room on time? When would you involve the principal?

Competency/ Criteria	Indicators	How to Assess
<p>Cultural Competence</p> <ul style="list-style-type: none"> Aware of how one’s own background and assumptions can influence one’s perspectives and interactions with others Strives to understand the opinions and experiences of others Demonstrates the ability to effectively and appropriately interact with students and others in the school community <p>Connection to Framework for Teaching:</p> <p>1b Demonstrating knowledge of students</p> <p>4c Communicating with families</p>	<ul style="list-style-type: none"> Can articulate how his/her own background and understanding of a situation plays a role in situations they describe Shows ability to consider others’ perspectives in scenarios and past experiences Shows evidence of being able to contribute to a school’s effectiveness by working collaboratively with others Demonstrates willingness to learn from & understand perspectives of others Shows ability to consider and willingness to learn from others’ perspectives in scenarios and past experiences Shows evidence of being able to contribute to a school’s effectiveness by working collaboratively with others 	<p>Sample Interview Questions</p> <ul style="list-style-type: none"> How does your own identity and background influence your work as a teacher? How do you build relationships with students, families and colleagues who have similar or different backgrounds or identity? Share an example of you have done this. How will you learn more about our school community and context? How do you incorporate the background, identities and experiences of your students in your instruction? Share an example. How would you relate to and build relationships with a population of students and families from this particular school community? What obstacles would you foresee? <p>Sample Virtual Selection Activities: Role Play/ Scenario</p> <ul style="list-style-type: none"> Imagine one of your students is performing poorly and not completing homework. You have called and emailed the student’s parents or guardians to ask them to support their child in completing the homework but have never received a response. You’re not sure if there are issues related to work schedules or other priorities they’re managing, or maybe even communication barriers. How important do you think it is to this student’s success to have their parents or guardians involved in their education? In the case of unresponsive guardians, what would you do?

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Toolkit Introduction

LEA Employment Web Pages

Online Job Search Platforms

Educator Job Descriptions for Online Posts

Social Media for Educator Recruitment

Retention Conversations with Educators

Staff Involvement in Virtual Recruiting

Virtual Information Sessions

**Virtual Hiring Activities that Assess Desired
Teacher Competencies**

Best Practices for Remote Interviews

Remote Processes for Hiring Eligibility Forms

Virtual Options for Demonstration Lessons and
Other Performance Tasks

Consistent Virtual Communication with Applicants

Online Job Application Tracking

DEVELOPED IN PARTNERSHIP WITH

Pennsylvania's System for LEA/School Improvement

Lancaster-Lebanon IU13

The Urban Schools Human Capital Academy

TNTP