

REMOTE RECRUITING & HIRING TOOLKIT:

Virtual Options for Demonstration Lessons and Other Performance Tasks

Content Level: **DEVELOP**

Demonstration lessons are one of the most effective ways to select for teachers because you are observing them doing the core work. Demonstrations enable you to see how the teacher interacts with students and to look for the potential of skills your schools need. Demonstration lessons are also strong predictors of job performance—as are other performance tasks that replicate key job functions, such as data analysis or lesson planning. Sample lessons are not meant to identify perfection, given their inauthentic nature (teachers do not have a relationship established with students, etc.), but are meant to **give a glimpse into what the candidate’s natural style is** in the classroom and to **identify the candidate’s potential**. Read about various options for using virtual demonstration lessons or performance tasks, and view materials that other LEAs have used for their (in-person) demonstration lessons.



Option 1:

Conduct a live demonstration lesson via video conference.

Candidates will give a brief demonstration lesson during a live video conference to a team of interviewers who will serve as the students. In this scenario, interview teams have the option of providing feedback in real time with the candidate delivering the lesson again based on the feedback. Either following the second lesson delivery or the first, the interview team should debrief with the candidate to probe further with follow-up questions and allow the candidate other opportunities for self-reflection. By debriefing the sample lesson and interviewing the candidate, you can test more authentically for **competencies of self-reflection, self-awareness, and ability to take feedback**.



Option 2:

Candidates upload a video of a prior lesson.

Candidates submit a 10- to 15-minute pre-recorded teaching demonstration video, if available. Subsequently, the interview can focus on the topics of lesson preparation, student engagement, and classroom management. Questions should include both probing questions (e.g., “Could you tell that students were ‘getting it’ during the lesson? How?”) as well opportunities for the candidate to self-reflect. As another alternative, teachers may submit a video of them teaching a simulated lesson without students, created specifically for the application process.



Option 3:

Review a lesson plan.

Candidates submit a lesson plan prior to the interview. Interviewers then ask questions about the plan, including about modifications that might need to be made based on student needs, obstacles the candidate anticipates, etc.

Consult other LEAs’ models: (used for in-person demonstration lessons)

- [Montgomery County Public Schools’ internal guidance for its demonstration lesson model](#)
- [Washington, D.C. Public Schools’ demonstration lesson guide for candidates](#)

Instead or in addition, use other virtual performance tasks.

Role-play a teacher team meeting reviewing student assessment data or to identifying supports and interventions for a particular student or a group

Practice data analysis. Have the candidate analyze and discuss the implications of sample student data.



**TNTP Example: Student Data Exercise
(.DOC)** 

The following performance tasks can be used with any teachers but may be particularly useful for candidates who will be novice teachers.

Review a pre-recorded video of another teacher in practice. Candidates will review a sample teaching video and provide key observations, analysis, and insight. Ideally this would be another teacher in your school, shown using the core instructional and classroom management approaches of the school. The candidate can then provide feedback on what worked in the lesson and what could have been better.

Use a writing sample. This can be a 15- to 30-minute expository writing session, addressing a prompt on either a challenging school-based scenario or the candidate's belief/philosophy of education. The writing sample provides additional information on the candidate's beliefs as well as another opportunity to assess writing and literacy.



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