

# Hiring Process



## How to Secure a **Teaching Job**



# Hiring Process

## Preparing for Employment



## Presentation Overview

Starting Out  
Student Teaching  
The Job Fair  
The Interview  
Your Resume

Standing Out  
Pitfalls



*Students at Parker Intermediate  
refining their reading skills*

# Hiring Process Starting Out



## The early stages

School districts across America are all looking for highly qualified applicants. There is an **abundance of applicants**, but a **shortage of candidates**.

**What this means:** School districts want candidates that have been volunteered, sought out experiences on their own, and have worked with children.



*Students at Parker Intermediate refining their reading skills*



# Hiring Process Starting Out



## The early stages

School districts across America are all looking for highly qualified applicants. There is an **abundance of applicants**, but a **shortage of candidates**.

- Start early (volunteer)
- Distinguish yourself
- Build a history of activities
- Be involved



*Students at Parker Intermediate  
refining their reading skills*

# Hiring Process Starting Out



## Start Early

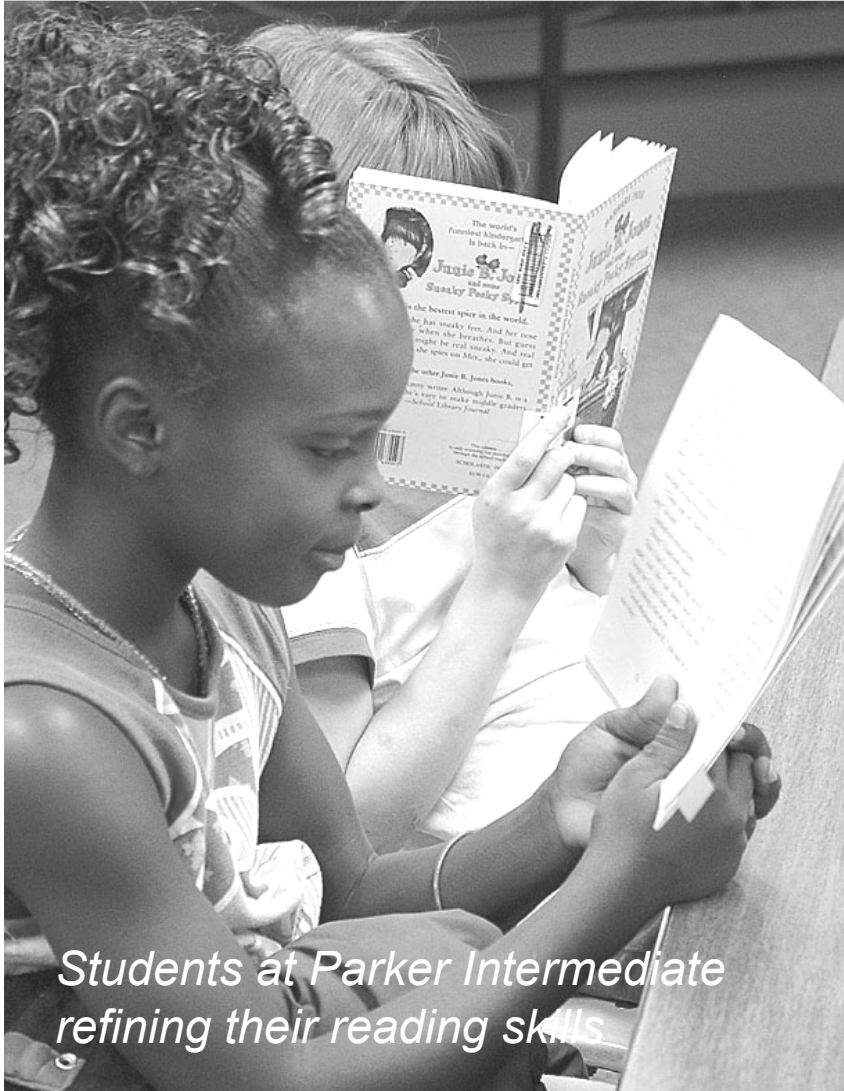
Successful candidates (not applicants) start early and they develop a plan.

- **Why** do you want to be a teacher and **what** are your skills?
- **How** have you developed your skills
- **How** do you supplement the University Program?



*Students at Parker Intermediate  
refining their reading skills*

# Hiring Process Activity



*Students at Parker Intermediate  
refining their reading skills*

What have you done to  
prepare for a teaching  
career?

What can you do  
to gain experiences  
with children?



# Hiring Process

## Student Teaching

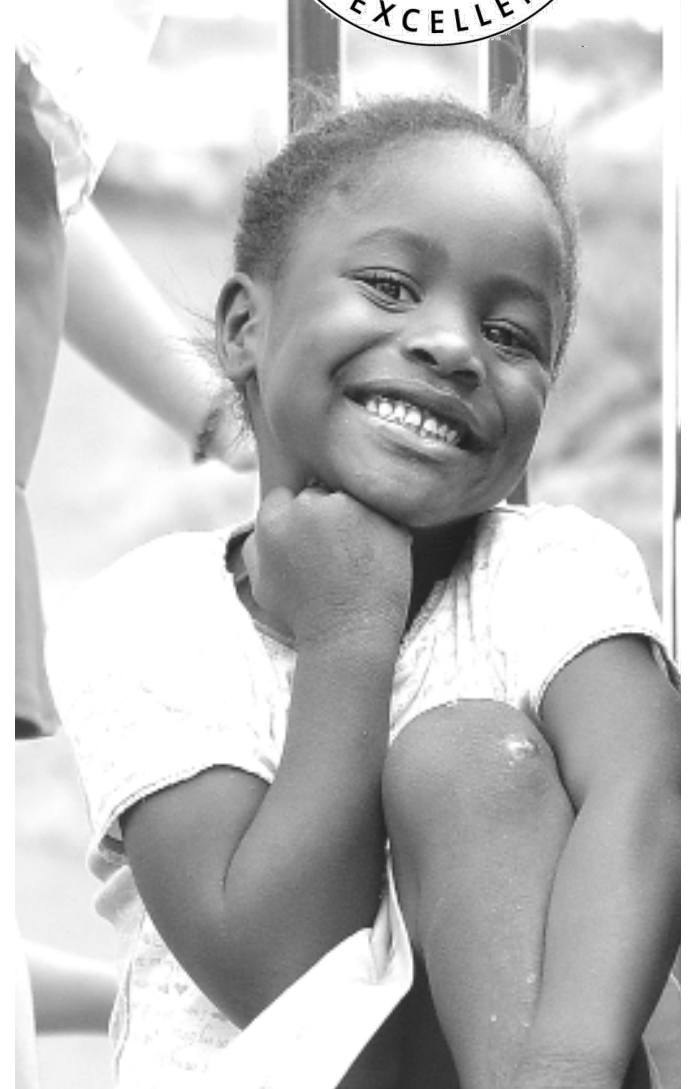


### **Your Time To Learn**

Student teaching is an important time for you to learn about teaching. Take advantage of the opportunities

Ask to visit other classrooms  
Try different strategies  
Move out of your comfort zone  
Experience everything

**Sometimes, the best student teaching experience is when things go wrong!**



# Hiring Process

## Job Fairs



Things you should do at a job fair  
(5 points)

- Interview
- Dress Appropriate
- Spend the Day /Arrive Early
- Meet the Recruiters
- Act Professionally





# Hiring Process

## Job Fairs



### **Job Fairs**

What we are looking for:

Applicants who are prepared

Applicants who have a plan

Applicants who are open

Applicants who are willing

Applicants who follow-up



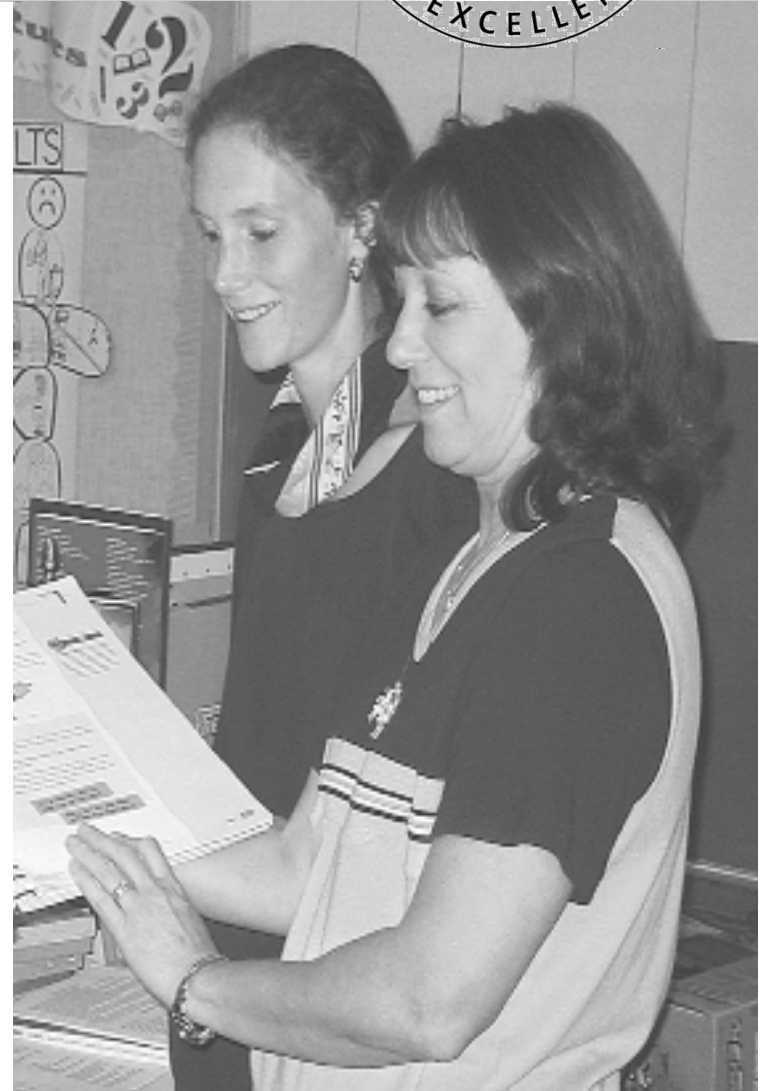
# Hiring Process

## Job Fairs



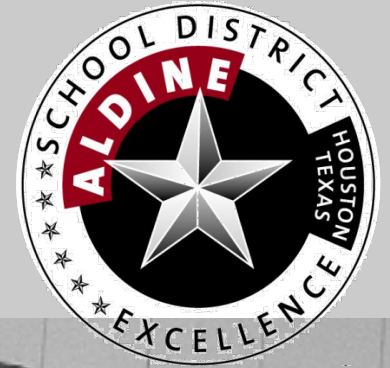
### At the Job Fair

- **Arrive early, stay late.** This is your time to secure employment. Use as much of the time available to your benefit.
  - ✓ At the end of the job-fair, return to those you are interested in to make one final contact
  - ✓ It is OK to offer assistance with tearing down a booth! Sometimes this last contact is most memorable.



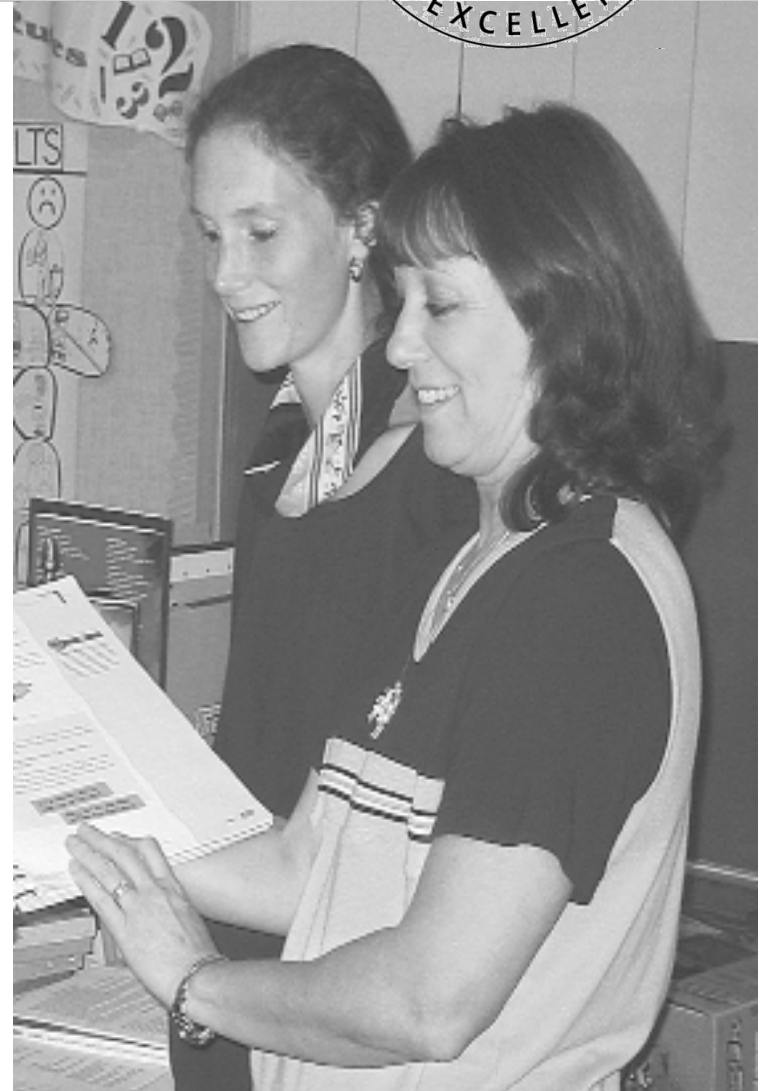
# Hiring Process

## Job Fairs



### At the Job Fair

- **Dress for Success.** Look like a professional, smile and be outgoing!
- **Be yourself.** This is your time to tell us about you and your talents. Be open, share your enthusiasm and desire to teach!



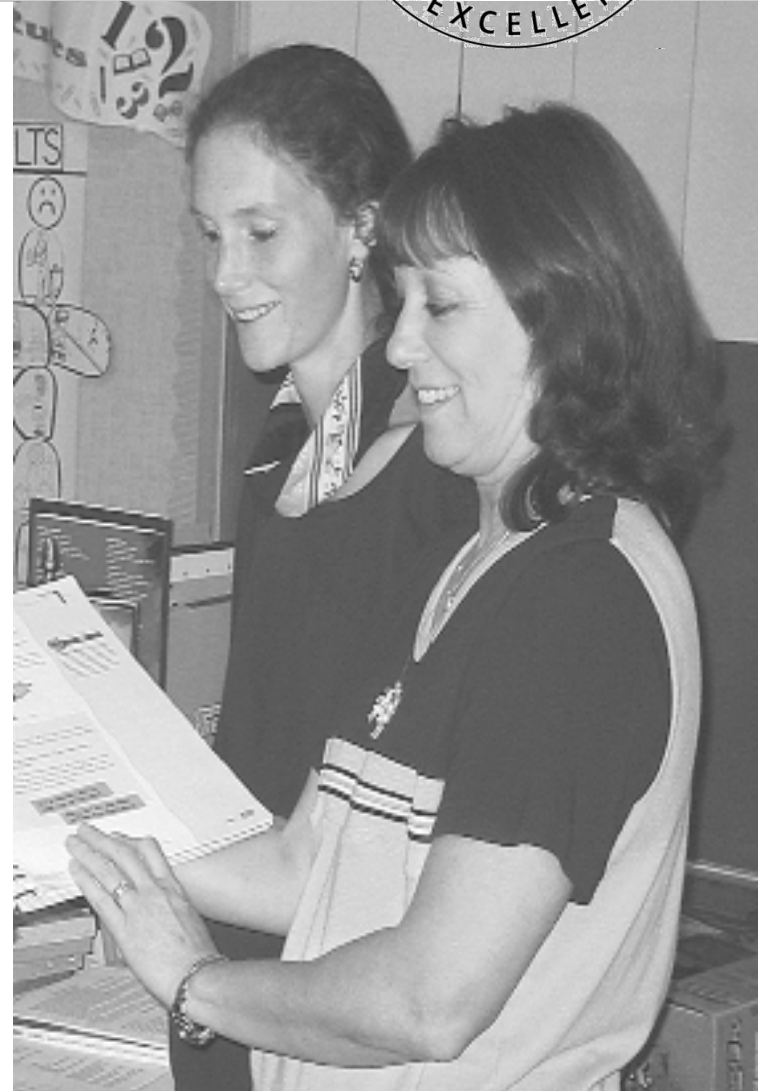
# Hiring Process

## Job Fairs



### At the Job Fair

- **Don't Say No!** If you are approached by an employer, be friendly. You can turn down an interview and still be nice.
- **Sign-Up** If you see a district that looks interesting, sign-up for an interview. It's good practice and it may lead to a job. 8-10 interviews is not uncommon





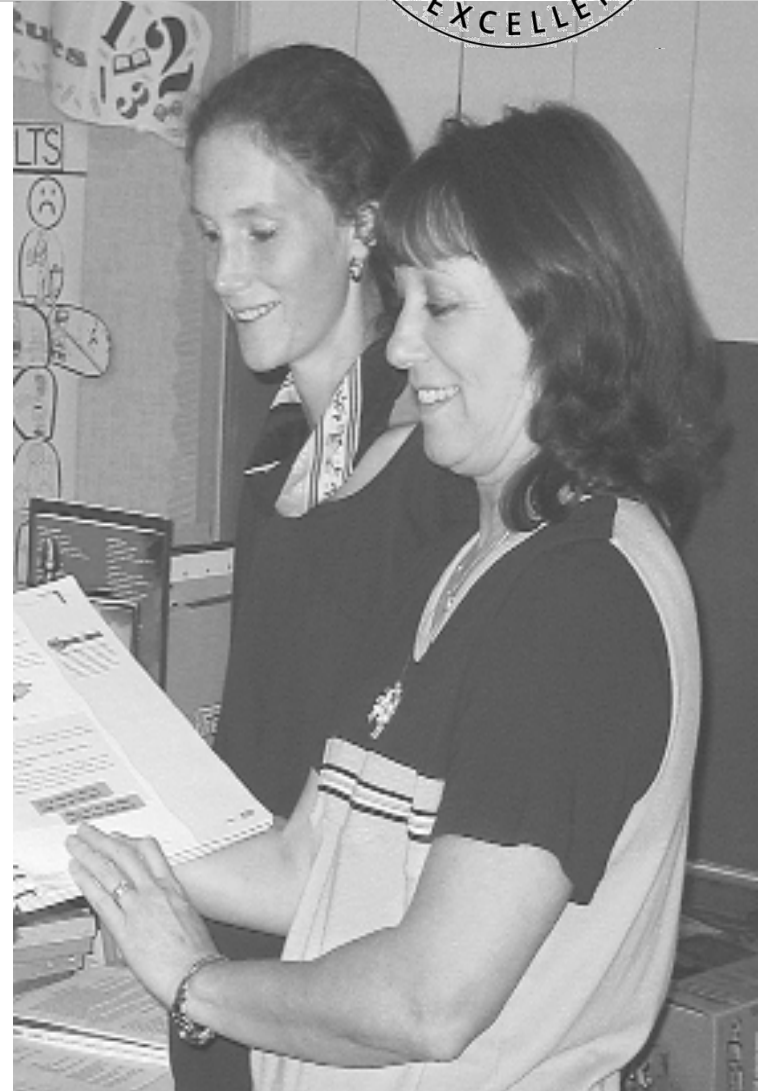
# Hiring Process

## Job Fairs



### At the Job Fair

- **Make contacts** Don't just drop off resumes. Make an impression!
- **Don't accept.** If you are offered a contract, think before you sign. A district that really wants you will be willing to wait a few days.



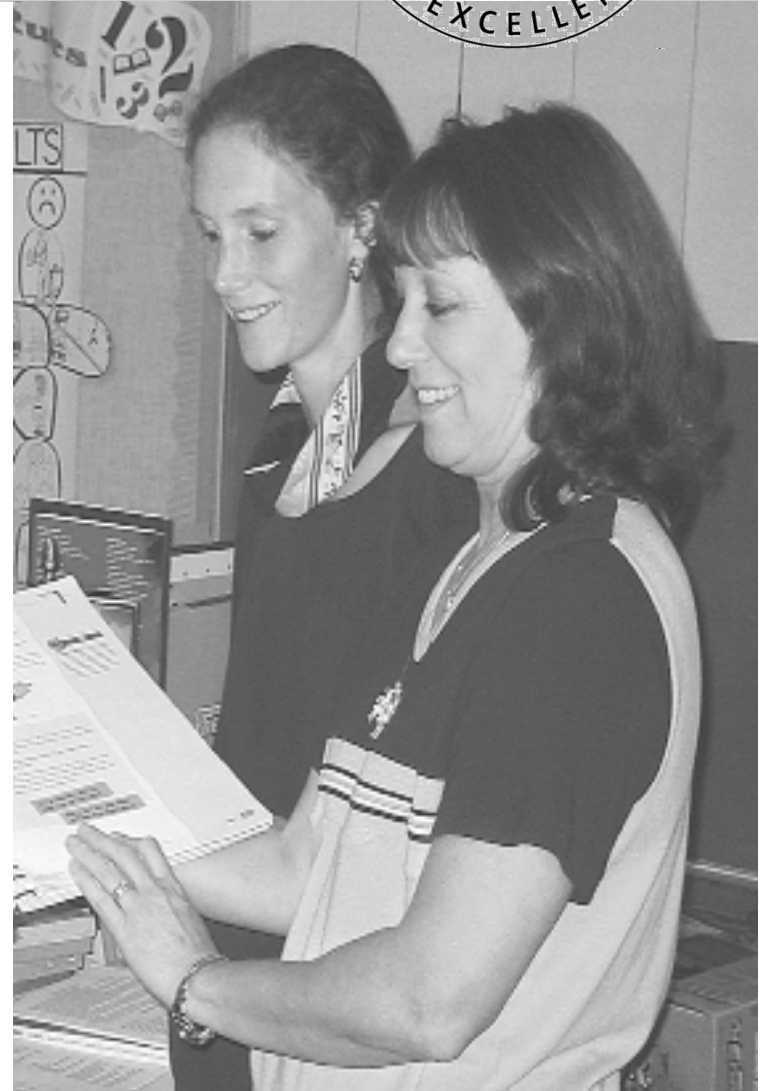
# Hiring Process

## Job Fairs



### After the Job Fair

- **Thank You** Send a thank-you card to everyone you interviewed with.
- **Apply.** Finish the application process - even if only slightly interested.



# Hiring Process

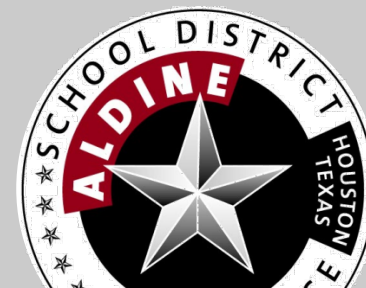
## The Interview



### Purpose

The purpose of the interview is learn about you, your strengths, and if you match the needs of the district. Knowing about the district can help you formulate your answers and your questions!





## Scoring Rubrics – Director or Individual Interview

Component	Level 1 (0 pts)	Level 2 (1 pt)	Level 3 (2 pts)
<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>•Unable to define or apply basic instructional strategies</li> <li>•Unable to articulate differentiation techniques</li> <li>•Unable to describe how special populations impacts instruction</li> </ul>	<ul style="list-style-type: none"> <li>•Able to describe basic instructional strategies</li> <li>•Evidence of differentiation in lessons</li> <li>•Knowledge of special populations</li> </ul>	<ul style="list-style-type: none"> <li>•Evidence that multiple instructional strategies are used in lessons</li> <li>•Evidence of grade appropriate differentiation in lessons</li> <li>•Evidence of accommodations for special populations</li> </ul>
<b>Lesson Cycle</b>	<ul style="list-style-type: none"> <li>•Unable to articulate the basic requirements of a quality lesson</li> </ul>	<ul style="list-style-type: none"> <li>•Able to describe a lesson with all major components               <ul style="list-style-type: none"> <li>Introduction</li> <li>Instruction</li> <li>Guided Practice</li> <li>Independent Practice</li> <li>Closure</li> <li>Assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•Evidence of a highly effective lesson cycle with modification and self-reflection</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>•Answers are unclear and lack focus</li> <li>•Has confusing or ineffective solutions to problems</li> </ul>	<ul style="list-style-type: none"> <li>•Has generally clear answer that is focused and appropriate for the age / grade level</li> <li>•Has effective solutions to problems posed</li> </ul>	<ul style="list-style-type: none"> <li>•Well articulated answers that are thought-out, focused, and instructionally sound</li> <li>•Effective, research based solutions to problems posed</li> </ul>



# Hiring Process

## The Interview



**Overview:** “Tell me about yourself and your student-teaching experiences”

**Listening for:**

- ✓ Student centered objectives
- ✓ Volunteer experiences
- ✓ Relationship with peers
- ✓ Excitement and enthusiasm for the profession



# Hiring Process

## The Interview



**Curriculum:** “Tell me about a lesson that went really well. How did you come up with the idea?”

**Listening for:**

- ✓ Lesson development (tied to curriculum and standards)
- ✓ Differentiated instruction
- ✓ Informal Assessment drives instruction
- ✓ Student centered teaching strategies



# Hiring Process

## The Interview



**Assessment:** “How do assess students informally and formally? How do you know the kids learned?”

**Listening for:**

- ✓ on-going assessment, changes to lessons from assessment
- ✓ Use of the assessment to modify lessons and identify areas for opportunities.

**Avoiding:**

- ✓ for grades



# Hiring Process

## The Interview



**Classroom Environment:** “What would I see if I looked in your room?”

**Listening for:**

- ✓ Children centered focus
- ✓ Print-rich environment, differentiated learning opportunities.

**Avoiding:**

- ✓ color of the walls – you can't control!





# Hiring Process

## The Interview



**Classroom Management:** “How do you develop your rules?”

**Listening for:**

- ✓ Consistent rules with rewards and consequences.
- ✓ Classroom designed for success
- ✓ Strategies for dealing with students

**Avoiding:**

- ✓ canned programs



# Hiring Process

## The Interview



**Professionalism:** “How do you effect change in the school”

**Listening for:**

- ✓ Team player who can be molded but willing to contribute
- ✓ Short and long-term goals
- ✓ Strategies for becoming a better teacher

**Avoiding:**

- ✓ set in stone ways



# Hiring Process

## The Interview



### Be prepared to talk about:

- ✓ **Parental involvement** – how you are going to deal with parents
- ✓ **Reading programs** and strategies
- ✓ How you are going to **improve** test scores (strategies)
- ✓ **Your training** and what you did to prepare yourself for this career.



# Hiring Process

## The Interview

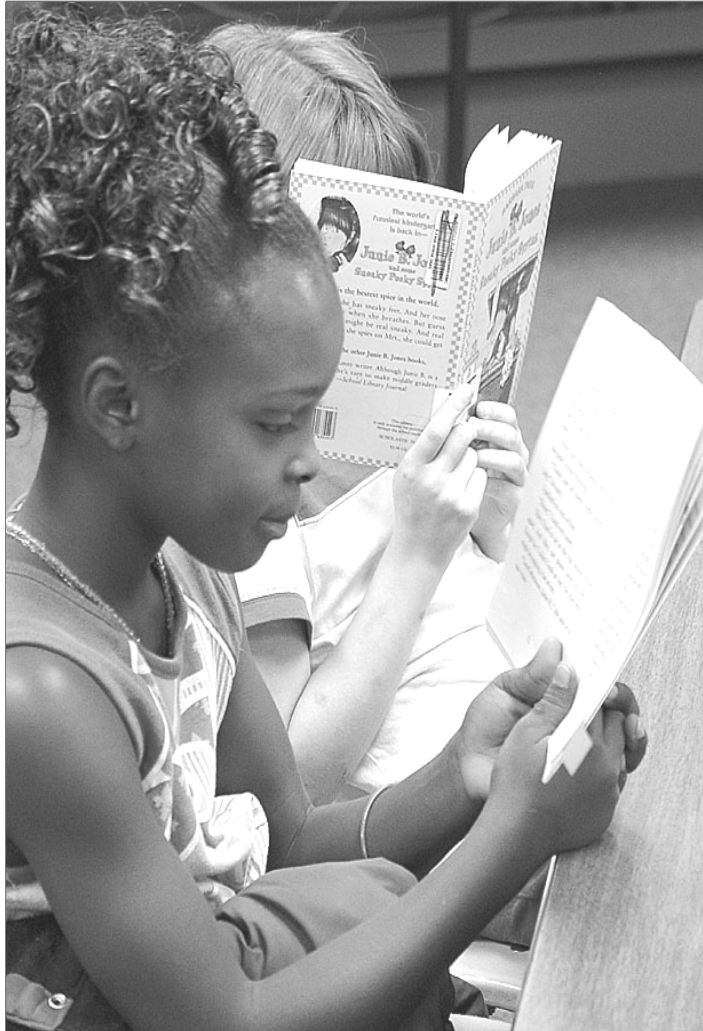


### Be prepared to talk about:

- ✓ **Your portfolio** if asked. Allow the interviewer to control how the portfolio is used and how much time is spent reviewing it
- ✓ Your **evaluations**
- ✓ How you reworked a bad lesson
- ✓ Your understanding of the **standards**

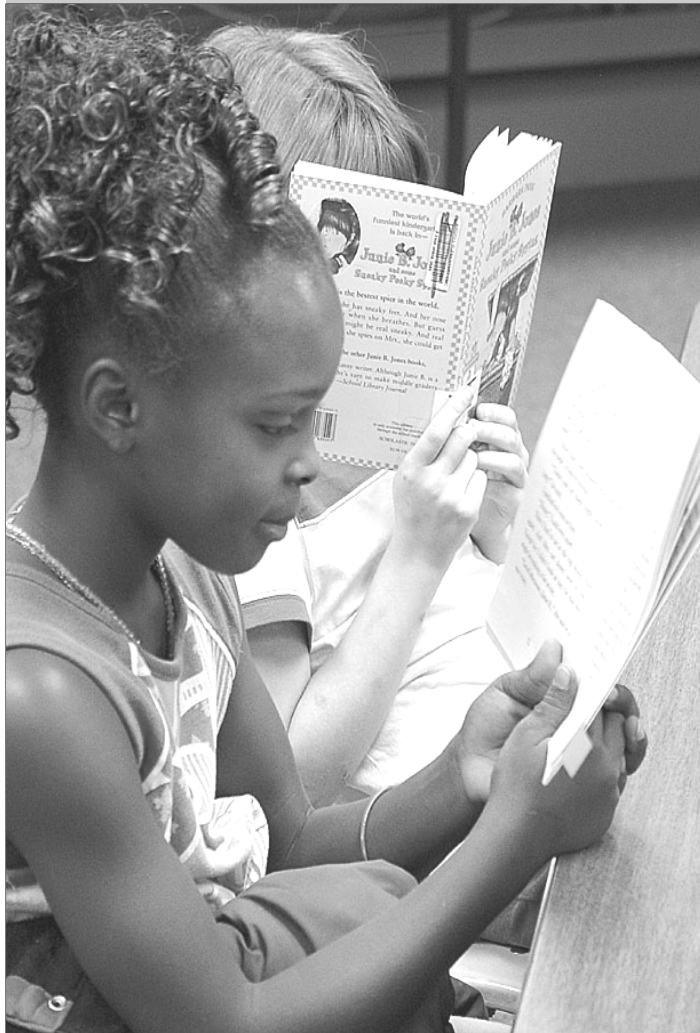






# The Principal Panel

The **second stage** of the interview process is known as the Principal Panel interview. Principals and campus level administrators will **evaluate skill sets** through the delivery of a **lesson**.

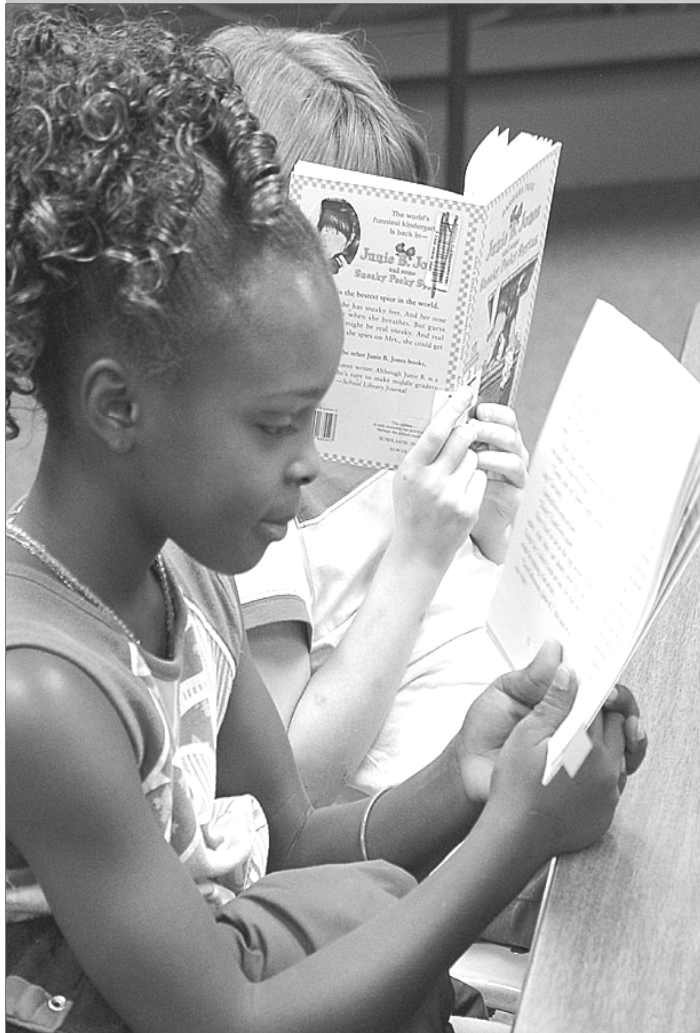


# The Principal Panel

If selected to **advance** to the panel interview, applicants will be expected to present a **lesson** to a group of administrators.

- **10-20 minutes** for lesson presentation
- Have **manipulatives** and/or resources prepared to deliver instruction
- State and write **objective**
- Acknowledge every member of the panel

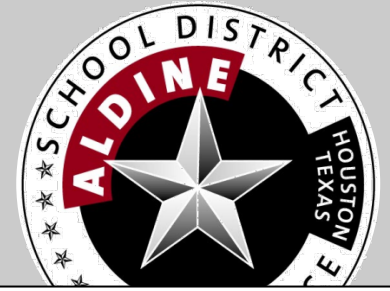
PREPARE NOW



# The Principal Panel

LESSON PLANS are important.

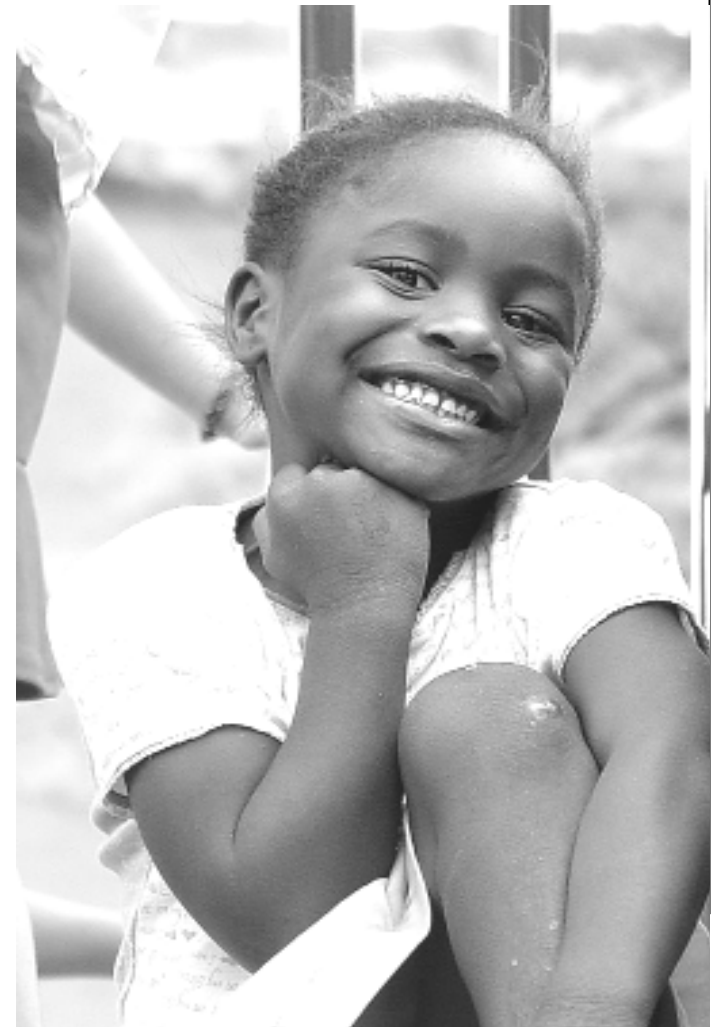
- **Preparer a structured lesson plan.**
- **Lesson plans** may be **copied** and **distributed** to panel members conducting the interviews. Since demonstration **time** will be **limited**, this will afford the panel an opportunity to evaluate your application level.



# The Principal Panel

**Differentiate Instruction** – Meeting the needs of the students to achieve academic success is critical. Applicants should include various activities are **relevant** to the objective and demonstrate **rigorous** levels of learning.

- Learning through investigation
- Project based learning
- Response to Intervention
- Gradual Release Model
- Special Programs ( GT, ELL, Special Education)





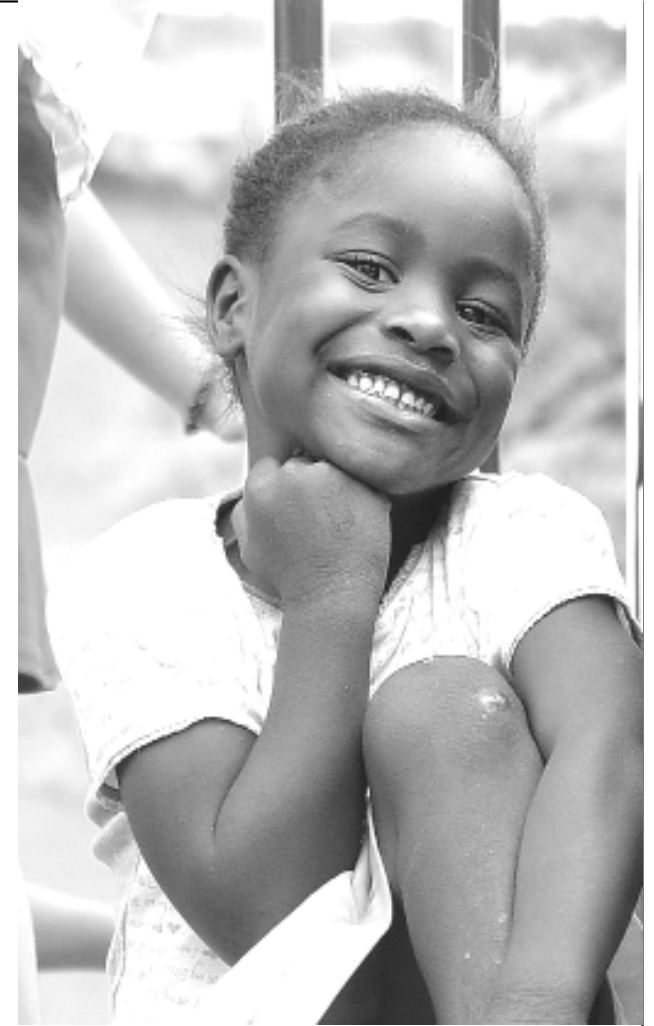


# The Principal Panel

## Cross-Curricular

Learning opportunities will arise during the course of the lesson. Including **objectives** from other **content areas** to your lesson will strengthen you as a candidate.

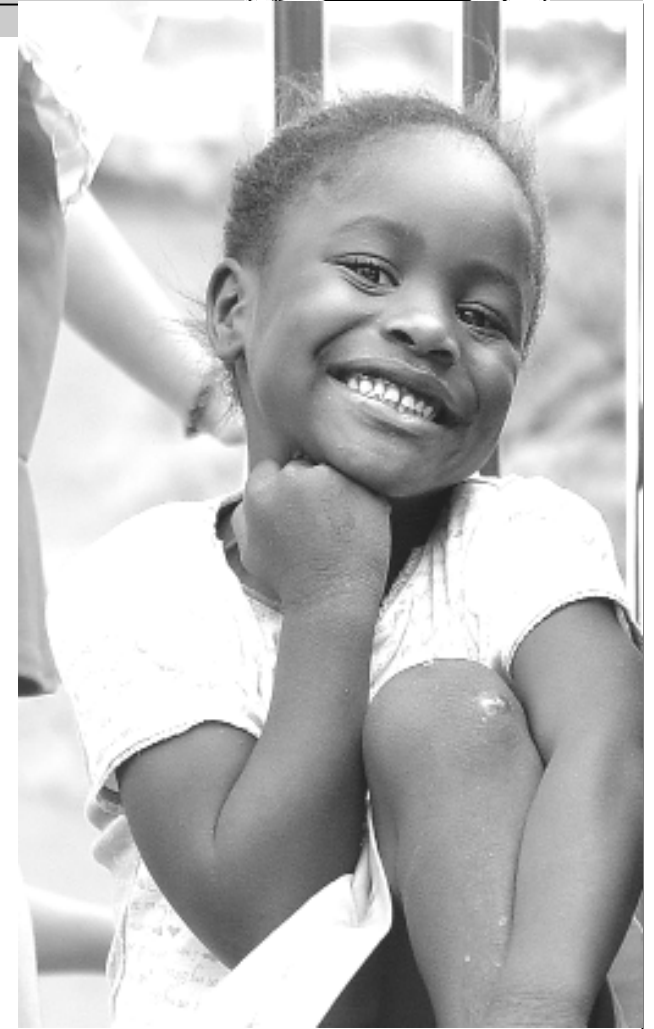
Teachers in high interest areas such as **music** or **physical education**, it is important to include how you will **support** other **content** area objectives.





# The Campus Interview

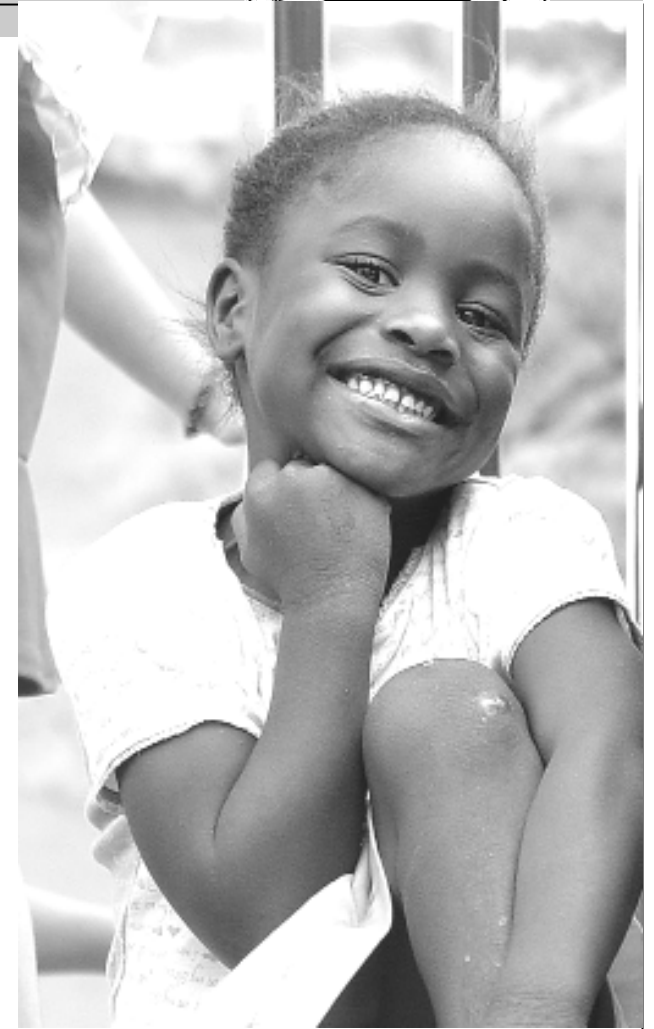
Upon completion of the Principal Panel interview, applicants may be asked to **interview** at the **campus level**. These interviews may include **grade level** or **content specific teacher representatives**





# The Campus Interview

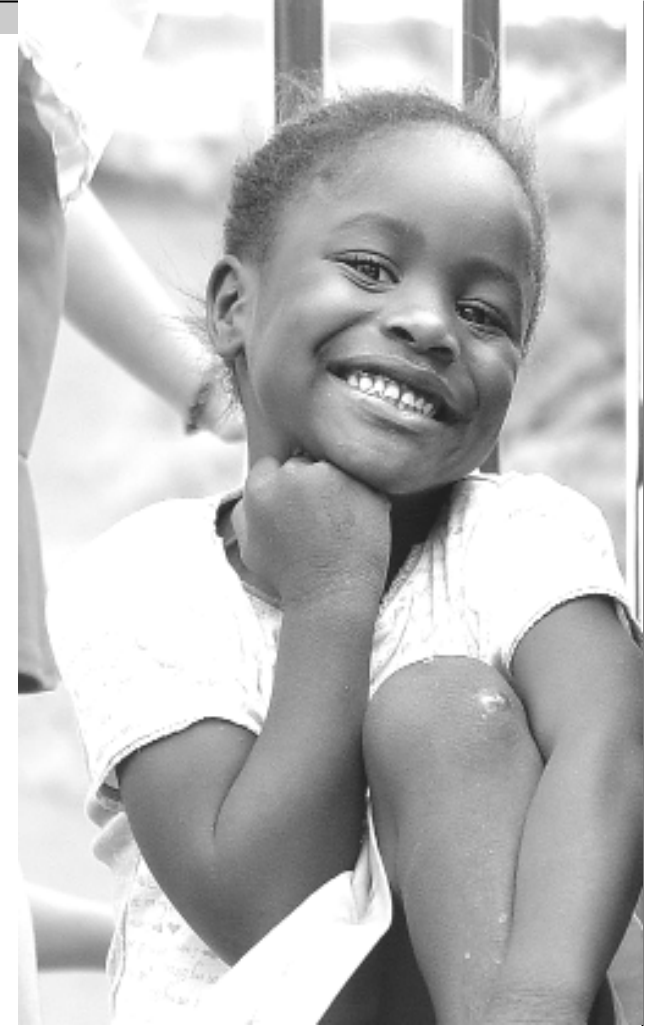
Campus level interviews will determine if you **match** the specific **needs** of the campus. Anticipate **multiple interviewers** and have **sufficient copies** of your resume available for distribution.





# The Campus Interview

Interview questions at the campus level will address the **same domains** as those addressed during the initial interview. Questions however will delve to attain more **in-depth responses**.





# Hiring Process

## Understanding You



### What do you know about yourself, and what do others think about you

- ✓ **All applicants** should understand their own style of teaching, their own style of communications and how people may perceive them.



# Hiring Process

## Your questions



### Plan Ahead

Most interviewers expect you to have questions – not for the sake of asking, but because you need to know who you are working for.

- Training opportunities
- District focus
- District 5 year plans
- What is important
- What is the culture
- What can I expect / support
- how will I fit into the plan



# Hiring Process

## Pit-Falls Along the Way



### You Need to Know

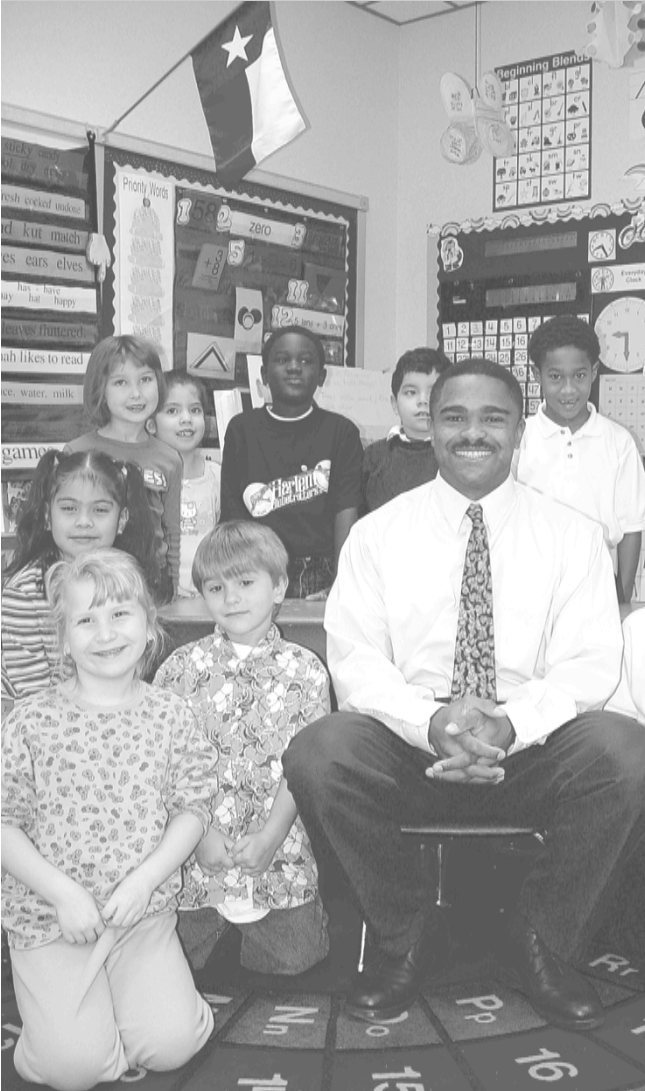
We will conduct a **criminal background check**. Disclose any history on your application.

**Websites** need to be professional.

You need to have demonstrated good **ethics** throughout your life

**Take time** to find the right job.

**Listen to your professors** – certification recommendations, student teaching recommendations



# Hiring Process Questions



**QUESTIONS?**

