

# EFFECTIVE *Teacher Hiring*

**A Guide  
to Getting  
the Best**

**Kenneth D. Peterson**

# Effective Teacher Hiring

**Susanna Loeb, Demetra  
Kalogrides, Tara Béteille**



## **Effective Teacher Hiring:**

**Recruiting and Hiring Effective Teachers** Mary C. Clement,2008 This how to guide provides help in recruiting hiring and retaining high quality teachers The author outlines the hiring process step by step from developing job advertisements through writing an offer of employment and provides useful handouts of interview questions adaptable for all grade levels and subjects assessment tools for initial paperwork phone interviews and onsite interviews and information on illegal questions and topics to avoid during the interview process This resource concludes with strategies for acclimating new teachers to the school and greater community and implementing new teacher induction programs

**Effective Teacher Hiring** Kenneth D. Peterson,2002 To get the very best teachers for your school or district you have to hire the best Unfortunately most educators have had very little if any training in how to screen potential employees and ensure that only the best available candidates are ultimately chosen Here s a guide with all of the steps and strategies you need including Six principles of good teacher hiring Basics of creating a selection committee and ensuring a broad diversity of candidates Stages of the screening process Sample recruitment flyers contracts and interview questions Legal issues related to hiring An innovative teacher selection framework provides for checks and balances at every turn and guarantees students and parents a voice in the process The framework is flexible enough to use in school systems large or small

**10 Steps for Hiring Effective Teachers** Mary C. Clement,2015-01-08 The quick read step by step guide to hiring outstanding teachers Whether you are new to teacher hiring or ready for a fresh approach this invaluable guide helps you select the best possible candidates Mary Clement a nationally awarded expert on teacher hiring presents proven strategies for identifying high performing teachers Readers will learn Ten best practices that address every stage of hiring from recruitment through interviewing to final negotiations Key techniques and sample questions for Behavior Based Interviewing the interviewing approach that predicts on the job performance Guidance on legally sensitive interview questions How to involve teacher peers in interviewing and mentoring new hires

**Effective Teacher Interviews** Jennifer L. Hindman,2014-10-07 Teacher quality is the school related factor that most affects student learning so selecting the best candidate for open teaching positions has enormous implications In Effective Teacher Interviews Jennifer L Hindman provides practical advice on how to conduct hiring interviews that reliably predict a teacher s success including guidance on applying research to the interview process developing meaningful legal interview questions assembling and training an interview team matching candidates skills to your schools needs and using the best interview strategies With these tips on refocusing the interview process you ll be better prepared to select and hire the teachers who will make a positive difference for your students and your school

**Developing the Effective Teacher** Jamie Whaley,2002 Educators love to say it takes a village to raise a child This task is accomplished through the skills talents and support of good teachers This manual is designed to help school administrators help their teachers and students reach their maximum potential It contains tools tips and guidelines that school leaders

around the nation use to measure and improve teacher performance The first of six sections deals with hiring processes and walks through all steps in which school leaders may be involved with a goal of providing means to identify the most qualified applicants The second section focuses on teacher induction providing tools for orientation guidance in establishing and using a mentoring program and classroom survival tools The next section offers examples of the various means of evaluating teacher performance plus practical assessment tools The fourth section provides materials for designing a professional development program including sample activities and a process for setting reasonable goals The fifth section focuses on legal issues and provides tools to help the school stay in compliance with the law The manual concludes with a comprehensive list of publications and websites providing a ready made directory of additional information RT Effective Teacher Hiring Kenneth D. Peterson,2002-10-15 To get the very best teachers for your school or district you have to hire the best Unfortunately most educators have had very little if any training in how to screen potential employees and ensure that only the best available candidates are ultimately chosen Here s a guide with all of the steps and strategies you need including Six principles of good teacher hiring Basics of creating a selection committee and ensuring a broad diversity of candidates Stages of the screening process Sample recruitment flyers contracts and interview questions Legal issues related to hiring An innovative teacher selection framework provides for checks and balances at every turn and guarantees students and parents a voice in the process The framework is flexible enough to use in school systems large or small Note This product listing is for the Adobe Acrobat PDF version of the book **Effective Teacher Selection** Arthur E. Wise,Linda Darling-Hammond,Barnett Berry,1987 Case studies were conducted in six school districts nationwide to examine teacher selection in terms of policy and organizational context organizational characteristics selection processes and effects Interviews were conducted in each district with directors of personnel superintendents staff involved in the selection process directors of curriculum and instruction directors of research and local teachers organization officials At representative schools principals recently hired teachers and more senior teachers were interviewed and other relevant data gathered This report details the findings for each of the districts studied and assesses aspects of each school district s procedures Conclusions and recommendations to improve teacher selection recruitment screening hiring placement induction and evaluation processes are presented These involve the enhancement of the efficacy of state and local policies for recruitment efforts tighter bonds between recruitment and hiring decisions recognition and balancing of the varying operational definitions of a good teacher recognition of the effects of the hiring process on teachers need to place teachers carefully in the appropriate setting and school need for comprehensive induction plans for new teachers and development of a special evaluation program specifically for beginning teachers CB **Retaining Effective Teachers** Mary C. Clement,2016-08-16 Retaining Effective Teachers provides all administrators with step by step strategies for hiring and keeping the best teachers Teachers who serve on search committees and as teacher leaders will value the book as a guide for inducting and mentoring

their new colleagues The author has summarized the most useful research on hiring induction mentoring and teacher support The many appendices can be used immediately to ask behavior based interview questions that determine the strongest candidates Those who lead the induction programs have ready made lessons and resources for improving orientation seminars and mentor training The research on working with millennial teachers provides insights into ways to support them as high performing teachers Excellent summaries of how to observe and supervise teachers provide school leaders with collaborative ways to support and retain their faculties This book presents a common sense approach for developing district and school retention plans that will retain the most effective teachers needed in today s and tomorrow s schools The strategies outlined in the book create help to create schools as high quality workplaces that will retain teachers

**Building Your Building** Jasmine K. Kullar, Scott A. Cunningham, 2019-08-14 A growing teacher attrition rate combined with fewer teachers entering the profession has created a teacher shortage in many schools In *Building Your Building* authors Jasmine K Kullar and Scott A Cunningham detail how school administrators can overcome these challenges to ensure they proactively hire and keep great teachers Within this practical guide you will find best practices for recruiting and retaining teachers from interviewing candidates and mentoring new teachers to providing meaningful recognition and more This book will help you improve the teacher hiring process and beyond to increase teacher recruitment and retention Learn how to hire the best teachers with practical recruitment and interviewing techniques as well as included teacher screening interview questions Discover why recognition is important to retaining teachers and how to recognize teachers for their accomplishments Review the most effective ways to support new teachers Understand why and how to set up teacher mentoring programs Recognize why adult learning and continued professional development for teachers contributes to teacher success Contents Introduction Million Dollar Decisions Chapter 1 Features of Effective Teachers Chapter 2 Hiring Practices Chapter 3 Supporting New Teachers Chapter 4 Mentoring New Teachers Chapter 5 Recognizing Teachers Chapter 6 Implementing Professional Development Afterword References and Resources

*Effective Schools* Susanna Loeb, Demetra Kalogrides, Tara Béteille, 2011 The literature on effective schools emphasizes the importance of a quality teaching force in improving educational outcomes for students In this paper we use value added methods to examine the relationship between a school s effectiveness and the recruitment assignment development and retention of its teachers We ask whether effective schools systematically recruit more effective teachers whether they assign teachers to students more effectively whether they do a better job of helping their teachers improve whether they retain more effective teachers or whether they do a combination of these processes Our results reveal four key findings First we find that more effective schools are able to attract and hire more effective teachers from other schools when vacancies arise Second we find that more effective schools assign novice teachers to students in a more equitable fashion Third we find that teachers who work in schools that were more effective at raising achievement in a prior period improve more rapidly in a subsequent period than do those in less

effective schools Finally we find that more effective schools are better able to retain higher quality teachers though they are not differentially able to remove ineffective teachers The results point to the importance of personnel and perhaps school personnel practices for improving student outcomes

**Do School Districts Have the Tools They Need to Hire Effective Teachers?** Michelle Leake, University of Texas at Dallas. Graduate Program in Public Policy and Political Economy, 2013 The purpose of this study is to determine the extent to which teachers academic and professional characteristics predict their classroom effectiveness as measured by value added indicators of their students growth Teachers college transcripts service records and district records of classroom assignments are used to examine undergraduate content and pedagogy courses graduate work and professional experience the district s own value added indices are utilized as the measure of teacher effectiveness The study examines a subset of 318 teachers who were continuously employed over a four year period at one of 19 hard to staff secondary schools in one of the nation s largest school districts The study finds that local experience and college coursework in the teacher s assigned content modestly predict the teacher s classroom effectiveness which has implications for hiring practices in public schools

**Teacher Applicant Hiring and Teacher Performance** Brian A. Jacob, Jonah Elliott Rockoff, Eric S. Taylor, Benjamin Lindy, Rachel Rosen, 2016 Selecting more effective teachers among job applicants during the hiring process could be a highly cost effective means of improving educational quality but there is little research that links information gathered during the hiring process to subsequent teacher performance We study the relationship among applicant characteristics hiring outcomes and teacher performance in the Washington DC Public Schools DCPS We take advantage of detailed data on a multi stage application process which includes written assessments a personal interview and sample lessons as well as the annual evaluations of all DCPS teachers based on multiple criteria We identify a number of background characteristics e g undergraduate GPA as well as screening measures e g applicant performance on a mock teaching lesson that strongly predict teacher effectiveness Interestingly we find that these measures are only weakly if at all associated with the likelihood of being hired suggesting considerable scope for improving teacher quality through the hiring process

*Hiring Practices in High Performing Schools*, 2016 Abstract Hiring Practices in High Performing Schools Highly effective teachers have a greater impact on student achievement than any other factor controlled by school systems Unfortunately schools don t always hire the most effective teachers Results of research surrounding teacher hiring practices indicate that practices are inconsistent very little training is required or given before educational leaders are asked to hire new staff and the decisions about who to hire are often influenced by factors other than student achievement Absent from the literature is research on characteristics of hiring practices in high performing schools and the role cognitive decision making plays within that process This case study adds to the literature by investigating two major questions 1 In what ways does the design and implementation of the hiring process support or impede the ability of a school principal to hire desirable teacher candidates 2 What are the characteristics of

decision making tendencies used during the process of hiring teachers This study utilized research of behavioral decision making specifically cognitive biases and heuristics to conceptualize how decisions within hiring processes are made by educational leaders Seven elementary schools in Wisconsin were identified through the Wisconsin State Report Card This study used information and documentation gathered from hiring protocols semi structured interviews and the results from an online survey The multi case study design attempted to examine whether differences in hiring practices could explain differences in student learning outcomes While the study did not find a relationship between hiring practices and student learning in high performing versus average performing schools there were patterns across the seven schools in hiring processes and practices that suggest a need for additional professional learning and development in the area of hiring teachers Principals in the seven schools relied on cognitive biases and heuristics that in some cases strengthen and in other cases undermine the hiring of high quality teachers

*Classroom Teacher Hiring Practices in Ohio* Francis E. Moxie (Jr.), Youngstown State University, Beeghly College of Education, 2013 The major focus in America's public schools today is that of student achievement Some of the major pressures school districts face is the mandates outlined in the NCLB legislation High stakes testing research based best practices and pedagogical principles are the main areas of focus The literature clearly shows that in order for all of these mandates and best practices to be done effectively hiring the best most qualified individuals for teaching positions available is paramount This study was designed to determine among all school districts in Ohio what are the most effective hiring practices for teacher vacancies within their schools A 38 question survey was sent to all 612 school district superintendents in Ohio The school districts were broken down geographically based on rural suburban urban and town settings A sample from each of the geographic locations was received The 38 question survey was developed to assist the researcher in determining best practice Both descriptive statistics and a Chi Square analysis were used to analyze the data Chi Square was the appropriate statistic to use for most of the survey questions since it identified a level of significance for 26 of the 38 survey questions Descriptive statistics were necessary for 12 of the survey questions in order to describe things such as district performance index racial and language minority population percentage of economically disadvantaged district type Rural Urban Suburban Town and student enrollment For the other survey questions that descriptive statistics were used the question asked things such as number of positions vacancies number of unsolicited and solicited applications were received

**How to Interview, Hire, & Retain High Quality New Teachers** John C. Daresh, Bridget Daresh, 2012-11-14 The key to student success starts in the classroom Principals face the challenge of finding and keeping highly qualified teachers who will work to ensure learning for all The authors use firsthand experiences and observations to guide readers through effective processes for recruiting interviewing hiring and supporting faculty who best fit the needs of individual schools

[Recruiting and Hiring Teachers in Six Successful, High-Poverty, Urban Schools](#) Nicole S. Simon, 2015

**Teacher's Perceptions of the Hiring Process in Texas Public Schools** Julia Casey

McCreary,2014 The United States Department of Education issued a blueprint in 2010 outlining intended changes for the Elementary and Secondary Education Act Included was a focus on selecting effective teachers per new criteria Information about teacher selection and assignment systems as related to teacher retention is beneficial to school district leadership as they prepare for the new federal expectations This study extends previous research by Liu and Johnson 2006 that examined the experiences of newly hired teachers and introduced the construct of an information rich hiring process in which a district hiring process provides both the teacher applicant and district employer with sufficient interaction and adequate information exchange to make informed decisions leading to a position fit of teacher to teaching position and campus In addition to the use of an information rich hiring process as a hypothetical construct other theories incorporated in this research include realistic job preview theory human resource management theory person job fit person organization fit and person group fit theories and two sided matching theory The problem addressed in this study The selection and assignment of teachers is often done in complex systems leading to poor matches that culminate in job dissatisfaction and teachers intentions to leave the classroom The purpose of this study was to examine how newly hired teachers perceived their hiring experience and their fit with their campus and classroom assignments in order to determine if these perceptions predicted their intentions to remain in the classroom This study used a nonexperimental approach with an ex post facto design and a quantitative methodology to examine associations between variables Participants in the study included 1 430 newly hired teachers at 92 campuses located across 13 Texas school districts who were administered an electronic survey instrument

**Things to Remember During the Teacher Hiring Season. Newsletter** ,2005 Of all the factors that schools control teacher quality is the one that most affects student achievement Darling Hammond 2000 In fact researcher Eric Hanushek 2002 found the difference in annual student achievement growth between a student taught by an effective teacher and one taught by an ineffective teacher can be as much as one grade level equivalent The results are cumulative the impact of an effective teacher on a student s achievement is still measurable two years later regardless of the effectiveness of the intervening teachers This month s newsletter offers specific suggestions for school and district leaders to consider during the teacher hiring season While such hiring drives can be difficult and time consuming improving the instructional capacity of a school may be the most important academic reform a school can undertake This document was produced by The Center for Comprehensive School Reform and Improvement administered by Learning Point Associates in partnership with the Southwest Educational Development Laboratory SEDL and WestEd under contract with the Office of Elementary and Secondary Education of the U S Department of Education

**Michigan School Moderator** ,1895 *Report* Michigan. Department of Public Instruction,1897

## **Effective Teacher Hiring** Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the energy of words has become more evident than ever. They have the capability to inspire, provoke, and ignite change. Such is the essence of the book **Effective Teacher Hiring**, a literary masterpiece that delves deep to the significance of words and their effect on our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book's key themes, examine its writing style, and analyze its overall effect on readers.

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