Getting the Talent You Need

Effective Teacher Marketing and Selection | January 2011

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Introductory Activity

Think about the most effective first-year teachers with whom you have worked. What characteristics did they have in common?
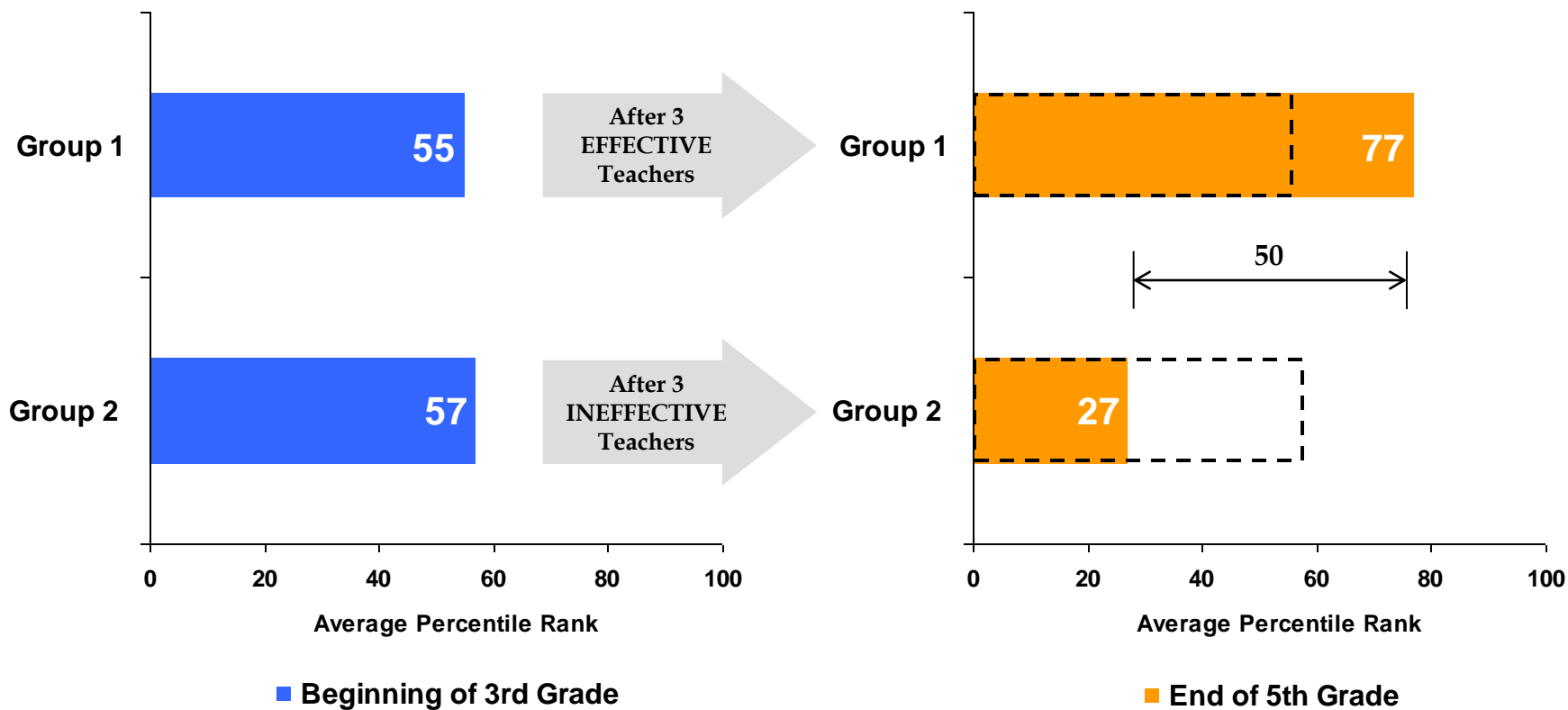
Objectives

✓ Establish the importance of selection

✓ Understand five steps to developing a school selection model

✓ Generate a plan to complete a school selection model

Research has shown that effective teachers are critically important to student learning.

Dallas students who start 3rd grade at about the same level of math achievement…

…may finish 5th grade math at dramatically different levels **depending on the quality of their teachers.**

Group 1 — 55 — After 3 EFFECTIVE Teachers — Group 1 — 77

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Group 2 — 57 — After 3 INEFFECTIVE Teachers — Group 2 — 27

Average Percentile Rank

Average Percentile Rank

■ **Beginning of 3rd Grade**

■ **End of 5th Grade**

Original analysis by the Education Trust.

Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997.

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The New Teacher Project

The New Teacher Project (TNTP) works to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.

- National nonprofit, founded by teachers in 1997

- Partners with school districts, state education agencies, and charter schools

- Targets acute human capital challenges

- Delivers a range of customized services and solutions on a fee-for-service basis

- Approx. 215 employees, most embedded in school district offices; majority are former teachers

- Past and present clients include:

  Districts: Baltimore, Chicago, Denver, Memphis, New Orleans, New York, Oakland, Philadelphia, Washington, DC

  States: Alaska, Louisiana, Texas, Virginia

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Too often, school staffing receives little attention despite the clear link between teacher effectiveness and student achievement.

- TNTP's 2003 report, *Missed Opportunities: How We Keep High-Quality Teachers Out of Urban Classrooms*, found that:

  o With aggressive recruitment, **urban districts can generate tremendous applicant interest** and build a robust pool.

  o However, late hiring timelines cause **massive applicant attrition**, as much as 60% of the pool.

  o These delays lead to the loss of **the stronger candidates**, particularly in shortage subject areas.
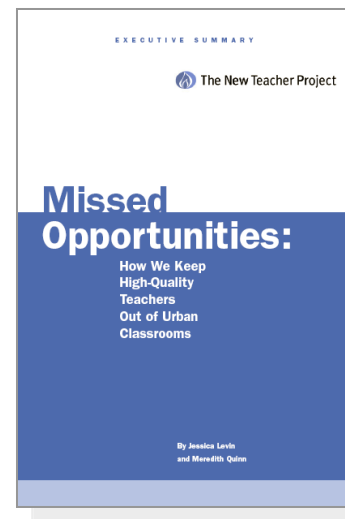
- TNTP has **found these trends to be true for many charter schools**, as well.

- **Teacher/school fit matters.** Research by TNTP found that teachers slotted into positions are less satisfied with their placements than those hired through a school interview (43% vs. 74%) and less likely to stay (22% vs. 52%).

EXECUTIVE SUMMARY

The New Teacher Project

Missed Opportunities:
How We Keep
High-Quality
Teachers
Out of Urban
Classrooms

By Jessica Levin
and Meredith Quinn

In a study of the DC Charter sector, TNTP found that schools with top talent management practices completed more of their hiring earlier.

## Teachers Who Say They Were Hired Before July 1
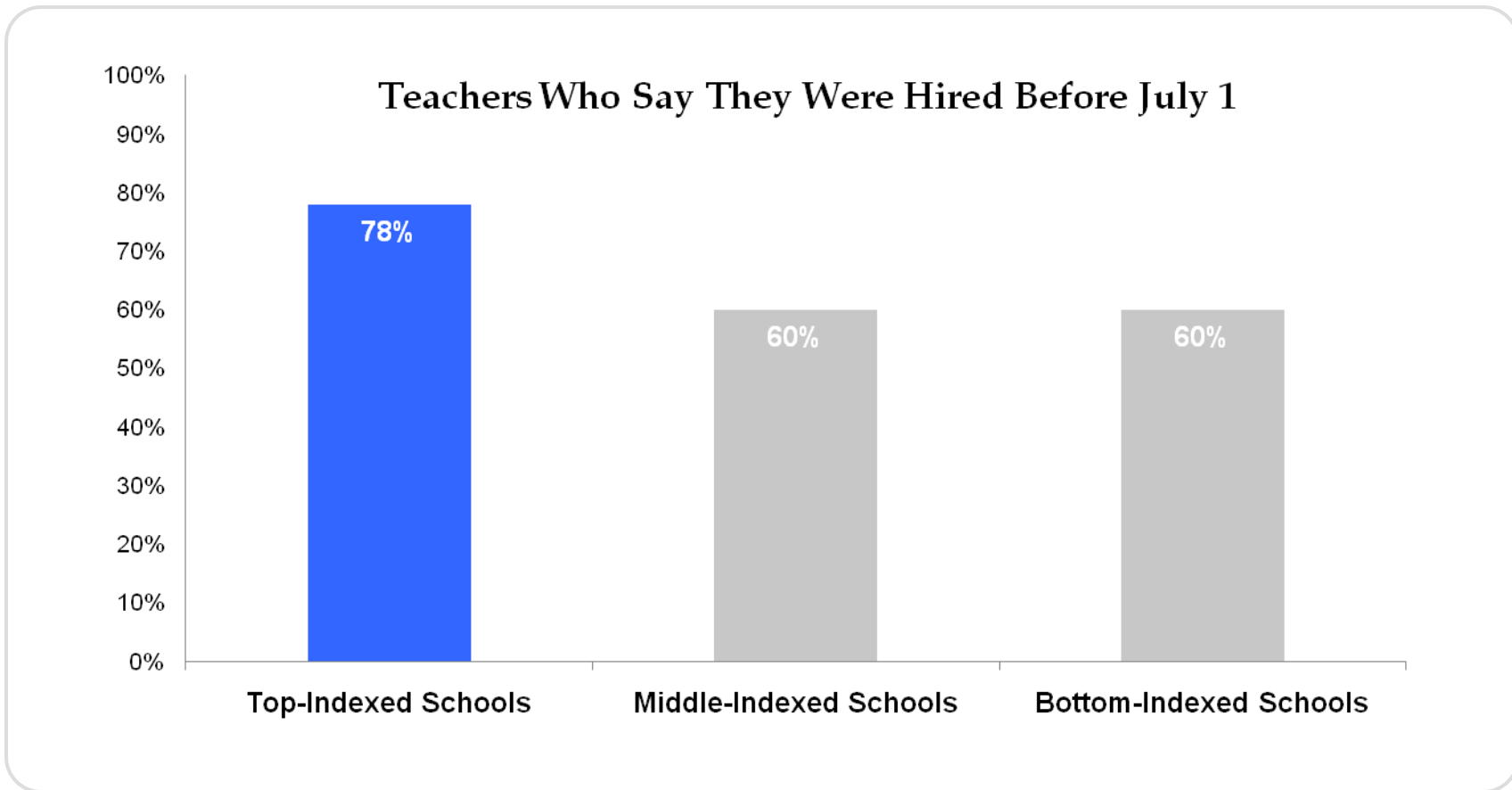
Teachers at top-indexed schools **were 25% more likely** to say they accepted their job offer because it was **the first one they received**— underscoring the importance of moving quickly to secure top talent.

This increases their chances of hiring highly effective teachers, who tend to apply to schools earlier in the hiring season.
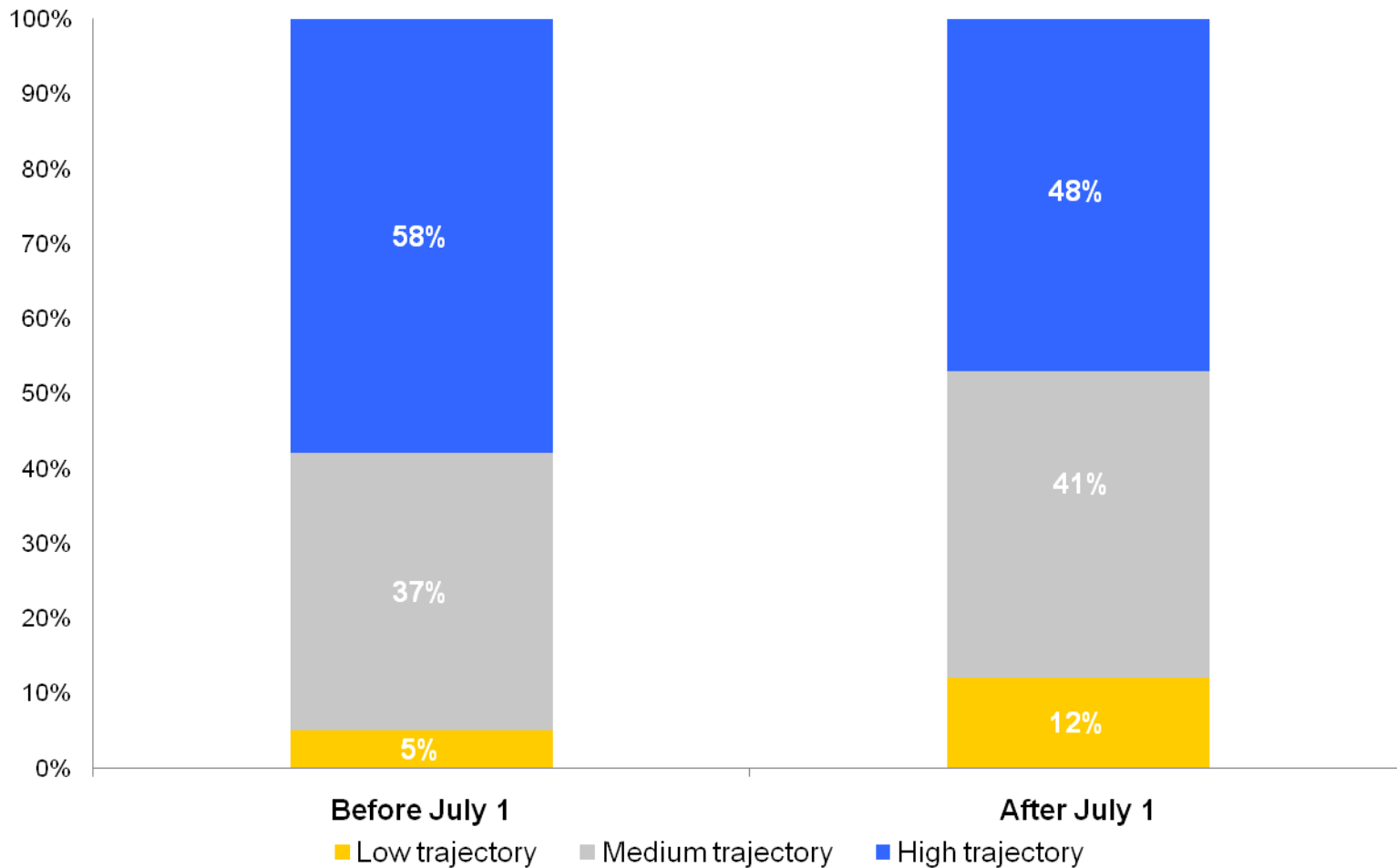

Principal Ratings of Teachers by Application Date

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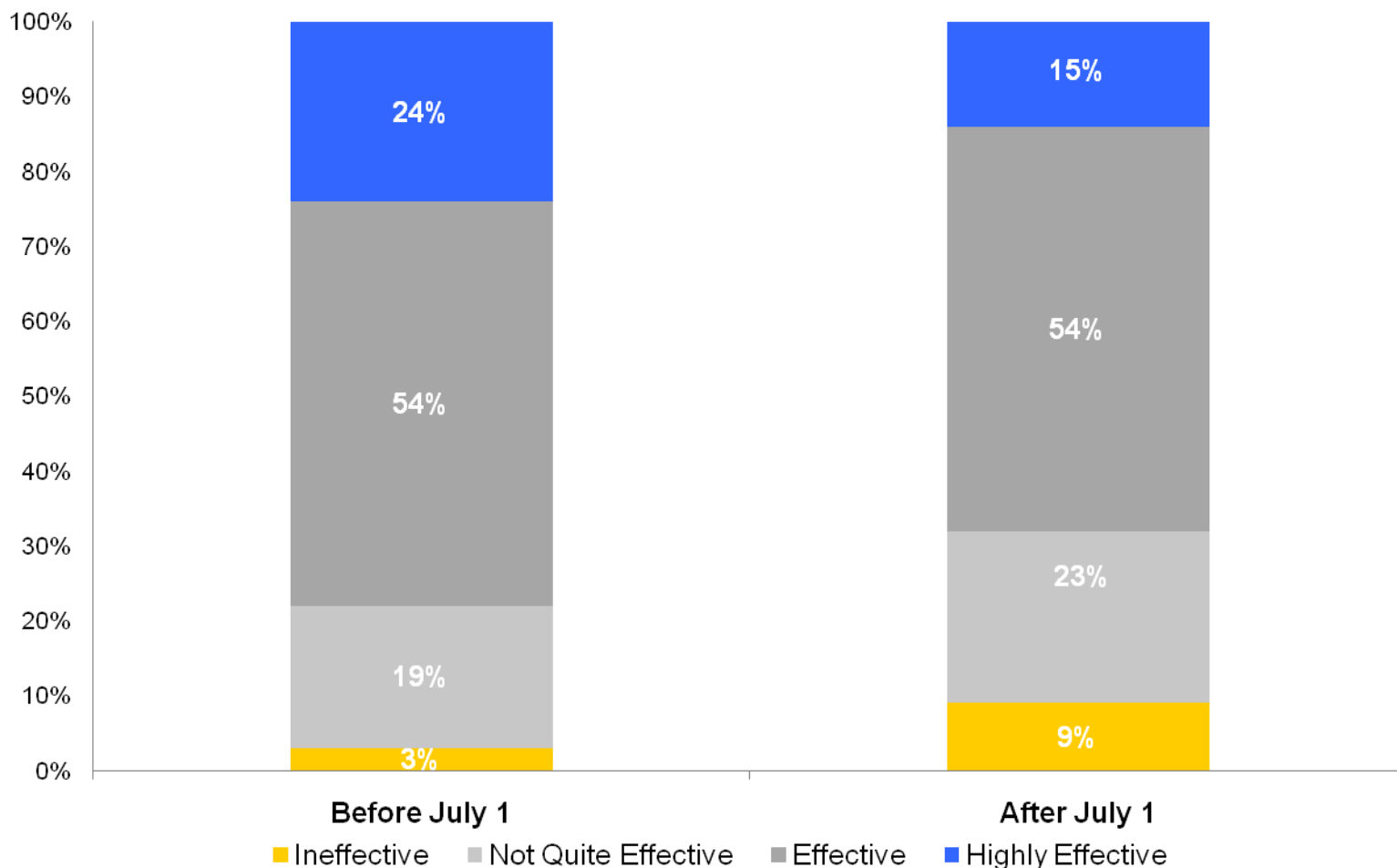
Teachers who are more responsive to feedback also apply earlier.

Principal Ratings of Teacher Trajectory by Application Date
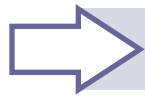
Before July 1:
- High trajectory: 58%
- Medium trajectory: 37%
- Low trajectory: 5%

After July 1:
- High trajectory: 48%
- Medium trajectory: 41%
- Low trajectory: 12%

Legend: ■ Low trajectory ■ Medium trajectory ■ High trajectory

Agenda

Step 1: Choose 3-5 Selection Competencies

Step 2: Choose selection activities

Step 3: Align Competencies and Selection Activities

Step 4: Develop Indicators

Step 5: Create a candidate timeline with owners

Like any assessment, selection should start with the end in mind

School Selection Model
What are you looking for? → Identified criteria are called "**Competencies**".   *Example of one competency: Effective Instruction*
How are you going to see it? → **Selection Activities** offer different opportunities to gain insight into specific competencies.   *Possible activity to gauge Effective Instruction: Application Essay*   *Prompt: Describe what your students are doing from the moment they enter your class through the first 12 minutes of instruction.*
What does it look like? → Competencies that can be demonstrated through a selection activity have specific "**indicators**" of what a strong candidate looks like   *Examples indicators of Instructional Practice through application essays:*   •*Classroom procedures maximize instructional time.*   • *Students are self-directed when they enter the classroom.*
How will you evaluate it? → Candidates are **rated** in a way that allows you to tier your candidate pool and take appropriate action.   *Example of a four-point rating scale: (1) exemplary, (2) somewhat strong, (3) somewhat weak and (4) weak or ineligible.*

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Exploring Competencies

Activity

Turn to the person next to you and spend 3 minutes discussing the following examples of competencies:

- Belief that all students can learn
- Critical thinking
- Maximize instructional time

? **Consider**:

- What are the differences between these example competencies?
- How would you describe or categorize each?
- How easy or difficult would it be to assess each competency? Why?
- How could you see evidence of each?

Types of Competencies

Type	Definition	Example	Notes
Direct Application	A skill that is directly applicable to the job.	Type 60 words-per-minute.	(+) Most reliable (-) Hard to assess in writing (-) Hard to assess through interviews
Transferrable Skill	A skill that can be transferred from another field or experience	Organized	(-) Least valid (-) Hard to assess in writing (+) Easier to assess through questioning
Self-Management	An attitude, belief or mindset.	Outgoing person	(+) Most stable over time (-) Hard to assess directly (-) Least reliable

? Let's categorize the competencies you generated as a part of your activation activity.

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Step 1: Select a set of 3-5 competencies you're seeking in a teacher

Competency Label	#	Profile: What are you looking for?
* Motivates Students		*Believes teachers is responsible for motivating students* *Believes teacher is responsible for classroom culture* *Seeks to understand individual students' motivators*
* Effective Instruction		*Maximizes instructional time* *Seeks to understand individual students' motivators*
** Content Knowledge		*Demonstrates mastery of subject matter* *Finds multiple ways to correct student misunderstanding of content*
* Responsive to Feedback		*Responds positively to critical feedback* *Implements feedback on classroom practice*
* Mission Alignment/Fit		
Peer Collaboration		
Family Engagement		
Monitors student learning		

* Recommended for all levels ** Recommended for secondary grade levels

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Step 2: Select the Activities that will be part of your model.

Potential selection activities include:

* Resume Review
* Application Essay(s)
  Phone Interview
* Personal Interview
  Writing Sample
 * Teaching Sample / Demo Lesson
  Classroom Observation
  Group Discussion
  Open House
  Student Data Review

* Recommended activities.

?

Have you ever seen any of these activities as part of a selection process? How was it implemented? What did you learn from it?

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Step 3: Align Selection Activities Competencies

Competencies	Resume	Essay	Phone	Teaching Sample	Interview
Motivates Students		X	X	X	X
Effective Instruction		X		X	
Content Knowledge	X		X	X	
Responsive to Feedback					X
Mission Alignent/Fit		X			

X = where you can get quality evidence

Values that drive alignment:

Accuracy – find evidence at each step that is appropriate for the medium.
ex: essays on classroom management may assess writing skill rather than actual classroom culture

Efficiency – seek evidence in ways that are efficient for screeners and for candidates
ex: a portfolio of student work may have value in some cases, but takes many hours for both candidates and screeners.
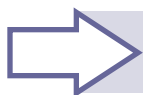
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Step 4: Develop Indicators that show what each competency should look like within a particular selection activity.

Well-designed questions and prompts should be:

- Reliable and consistent

- Efficient

- Low-inference

- Non-leading

What is the difference between these two indicators?

"Lesson plan reflects differentiation"

"Lesson plan contains modification for at least one student or subgroup"

What is the difference between these two question prompts?

"What percent of the responsibility for student motivation rests with the teacher? Why?"

" Describe a group of disengaged students you have taught. Why do you think they were not engaged in your class?"

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Step 5: Create a timeline with specific owners for each step.

Activity	How Long	What Day	Who?
Candidate referred		1	School Website/School Search
Referral reviewed	10 min	2	AP
Resume review	15 min	2	AP
Candidate contacted for phone interview		2	Admin Asst.
Phone interview conducted	30 min	4	AP
Phone interview evaluated	20 min	4	AP
Candidate contacted for school site interview or is rejected		4	Admin Asst.
Candidate completes writing sample	25 min	7	
Writing sample evaluated	10 min	7	Inst. Facilitator
Candidate takes school tour	30 min	7	Inst. Facilitator
School-site interview is conducted	45 min	7	Principal, Dept. Chair, Inst. Facilitator
Interview is evaluated	20 min	7	Principal, Dept. Chair, Inst. Facilitator
Candidate is rejected or offered position		8	Principal

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Closing Activity:

Reflect on what you need to do in order to complete all steps of your school selection model.

Step	Status	Next Step
Step 1: 3-5 competencies		
Step 2: Selection activities		
Step 3: Align Competencies and Selection Activities		
Step 4: Develop Indicators		
Step 5: Create a candidate timeline		

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Appendix: Methodology and Data Sources

Sources of Data for TNTP's Analysis

▶ **Performance data** about individual teachers collected through individual interviews with school leaders. TNTP used this data to rate each teacher's effectiveness and rate of improvement (trajectory).

- **719 teachers** were rated based on data and interviews (72% coverage).

▶ **Teacher surveys** administered in May 2010 focusing on teachers' attitudes and experiences related to talent management practices at their school

- **621 teachers** responded (62% response rate).

Note: All findings from the teacher survey are significant at least to the 5% level (p<0.05).

▶ **Leadership surveys** administered in June 2010 detailing the systems and practices related to talent management in each LEA.

- **48 school leaders** responded (85% response rate).

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Appendix: TNTP has created a Talent Management Index to connect teacher perceptions and experiences to student outcomes.

From the more than 700 data points analyzed through the study, TNTP identified the three variables most strongly correlated to student performance on the DC CAS exams. proficiency at the school level. Each is based on teachers' perception of attitudes and behaviors at their school.

Over the next three years, these findings will guide TNTP coaches as they support principals and school leadership teams in developing systems for effective observation, feedback and evaluation.

Instructional Culture Index

A statistical composite of teacher agreement with three leading indicators of strong talent management.

1 Teachers at my school share a **common vision** of what effective teaching looks like.

2 At my school, the **expectations** for effective teaching are clearly defined.

3 My **school is committed** to improving my instructional practice.

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