



Selection & Hiring

+ Tools You Can Use

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Q. Getting the Best Fit

R. Building DEI into Your Hiring Process

S. *Making the Cut* research paper

+ “Best Fit” Lite

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Who is successful at your school?

What knowledge, skills and dispositions do they need to be successful?

+ “Best Fit” Lite

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Who is successful at your school?

What knowledge, skills and dispositions do they need to be successful?

An Equity Caution . . .

During your screening, interviewing, & hiring process do you select for these attributes?

Seminole's Example

Choose up to three of the nine attributes to focus on, given your school-wide talent needs:

Withitness	Student-focused	Growth Mindset
Flexible	Building Positive Relationships	Positive Communicator
Ethical	Culturally Relevant	Passionate

“WHO”

- ✓ Be very clear about what the expectations are for the position! What goes on the scorecard?
- ✓ Past or present – but not future
- ✓ Facts, not opinions
- ✓ Depth, not breadth [Don't skim; probe]

Three basic types of questions

Evidence review

Demonstration/Performance task

Questions/Prompt

Three basic types of questions

Evidence review [Growth Mindset - Rows 2, 6, 9,]

Ask them to bring a lesson plan to share with you. Ask them to show you modifications or differentiation strategies for students who may struggle. If there are none, ask them to generate one for a specific student such as a student reading below grade level. (“I noticed that there is a quite a bit of reading in this science lesson. How would students who struggle with reading be able to learn these concepts?”)

Scorecard #1: Evidence Review

DOESN'T MEET	MEETS	EXCEEDS
<p>No growth mindset No strategies</p>	<p>Growth mindset Some strategies</p>	<p>Explicit advocacy for all students Strong strategies</p>
<p>Strategies are not present in their lesson plan. Strategies, if present, are weak and unlikely to ensure that students learn the content. They express doubt that all students can succeed in the classroom.</p>	<p>Strategies may or may not be present in their lesson plan. They identify work-able strategies when prompted. They acknowledge differences among students and the need for differentiation.</p>	<p>Strategies are already present in their lesson plan. Strategies are likely to work. They articulate the types of students who are likely to struggle in their classroom.</p>

Three basic types of questions

Demonstration [Growth Mindset – Row 5,15]

“Imagine we’re at a team meeting, reviewing assessment data. We’re going to do a role-play. I’ll play one of the other teachers on the team. Respond to my comments as I make them.”

- Why would we expect those kids to do well when their parents don’t expect them to take school seriously or do their homework?
- We’re putting too much effort into remediating & babying kids. What about the kids who could go faster but we hold them back?

Scorecard #2: Demonstration

DOESN'T MEET	MEETS	EXCEEDS
No growth mindset No courage	Growth mindset Willingness to engage	Explicit advocacy for all students Courageous and effective intervention
"I know what you mean" "I wonder about those kids too" Silence or anxious body language	"Regardless of what happens at home we need to be sure our students succeed." "We want all students to do well. What are we already doing that works for a variety of kids?"	"No. That's not right. It's our responsibility to be sure all our kids learn and succeed." "Let's not complain about the students. Let's come up with a plan to be sure everyone is learning what they need to learn."

Three basic types of questions

Question [Growth Mindset – Rows 2, 9]

- How do students “own their learning” in your classroom. [Probe for specificity.]
- Think of a time when students were making mistakes as you were checking for understanding. How did you use those mistakes to re-teach the concept? [Probe for differentiation or shifts in instructional strategy.]

Scorecard #3: Question

DOESN'T MEET	MEETS	EXCEEDS
<p>No growth mindset Limited understanding of the elements of growth mindset</p>	<p>Growth mindset Can articulate the elements of growth mindset & effective strategies</p>	<p>Driven to ensure growth mindset Articulates effective strategies</p>
<p>"I put the learning goal on the board" "If students need extra help they can stay after school"</p> <p>Note that poor answers are about students, not teaching.</p>	<p>"All of my students know their reading goal." "When I conference with kids I'm clear about what they need to focus on to improve." "When students showed their work on the whiteboards I could see that they were confused about which operation they should use."</p>	<p>"Because I have a wide range of students, we conference every week to be sure that every student knows where they've made progress and what they need to work on next." "When I see a variety of approaches to the problem, I stop and ask students to explain their thinking to the class so students understand that there's more than one way to get to the right answer."</p>