



## Department for Human Resources

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### SELECTION PROTOCOL FOR TEACHER VACANCIES

#### **Purpose**

The purpose of this selection protocol is to provide structure and assure clear communication of steps in teacher selection to all those involved in the selection process, including the administrators coordinating a selection team and each of the other participants on the team.

The final selection is based on identifying the top candidate(s) who possess the qualities that we believe exist in an exemplary teacher(s). These qualities are identified throughout the process and will result in selecting the candidate(s) who we believe can meet the standards set forth in Deerfield Public Schools District 109.

#### **1. APPROVAL FOR POSTING AND ADVERTISING A TEACHER POSITION**

**Primary Responsibility:** Superintendent and Assistant Superintendent for Human Resources (ASHR)

The initial step in selection involves an administrator submitting an electronic recommendation posting form to the Human Resources office. This form involves reviewing the job description, making recommendations for changes to the job description and indicating any unique aspects of the job that need to be listed in the posting.

All teaching positions are “posted” for ten work days to meet the requirements of the collective bargaining agreement between the DPS109 Board of Education and the Deerfield Educators Association.

#### **2. RECRUITMENT PROCESS**

**Primary Responsibility:** ASHR

Vacancies are normally listed on our home page using FRONTLINE, K12JobSpot, and EdWeek. When the budget allows and need is critical, specialized advertising and recruitment, which may include advertising in professional journals, or specialized listings related to that area of licensure will be determined. This may include postings to Indeed and Monster.

The use of Social Media is a critical part of our recruitment process. All jobs are communicated through Twitter, Facebook, and LinkedIn as often as possible.

#### **3. APPLICANT SCREENING**

**Primary Responsibility:** Principal, AP’s, and/or Supervisors

The number of candidate files to be screened for a position may range from as few as a half-dozen for some areas of licensure to more than 400 for areas such as general elementary school classroom teachers. In each case, several steps are important to identify potential hires, although with smaller pools, some steps may be consolidated.

##### ***A. Characteristics of an Exemplary Teacher***

This is the first step in identifying the existence of the characteristics that we believe are present in a quality teacher. All of these characteristics are linked to various steps in the process. It is generally understood that not all of these characteristics will be identifiable in every candidate but the greater evidence of existence should afford the candidate stronger consideration. Listed below are the eight (8) characteristics and “look fors” when examining the talent of the candidate.

- I. Candidate understands how learners grow and develop.

- a. Respects differing strengths and needs and is committed to using this information to further each learner's development.
  - b. The candidate is committed to using learners' strengths as a basis for growth.
  - c. The candidate takes responsibility for promoting growth and development.
  - d. The candidate values the input of others in supporting the development.
- II.** Candidate believes that all students can achieve at high levels.
- a. Persistent in helping each learner reach his/her full potential.
  - b. Respect for learners as individuals with varying backgrounds, skills and abilities.
  - c. Learners feel valued and they value each other.
  - d. The candidate values diverse languages and cultures. These values are integrated into instructional practice.
- III.** Candidate creates environments that support individual and collaborative learning.
- a. Recognizes the importance of peer relationships in establishing climate of learning.
  - b. Promotes collaboration independence in establishing a purposeful learning environment.
  - c. Fosters respectful communication among all members of the learning community.
  - d. The candidate is a thoughtful and responsive listener and observer.
- IV.** Candidate applies content knowledge to problem solve authentic and global issues.
- a. The candidate values knowledge outside of his/her content area and how the knowledge enhances student learning.
  - b. The candidate values flexible learning environments that encourage exploration, discovery and expression.
- V.** Candidate demonstrates usage of multiple assessments to monitor student progress.
- a. Students are engaged in the assessment process and can communicate their own progress and learning.
  - b. Learning goals are aligned with assessment and instruction.
  - c. Students are provided with timely and descriptive feedback on their progress.
  - d. Accommodations in assessments and testing conditions are made to meet the needs of students.
  - e. The ethical use of various assessments and assessment data is used to identify and promote learner growth.
- VI.** Candidate employs a variety of instructional strategies to build skills and apply knowledge in meaningful ways.
- a. Students are encouraged to use multiple forms of communication.
  - b. New and emerging forms of technology are used to support and promote student learning.
  - c. Instruction is adaptable to learner responses, ideas and needs.
- VII.** Candidate demonstrates engagement in ongoing professional development.
- a. The candidate is committed to deepening an understanding of his/her frames of reference, the potential biases in these frames.
  - b. The candidate sees his/her self as a learner. Continuously trying to build knowledge and improve practice.
  - c. The candidate understands the expectations of the profession.
- VIII.** Candidate demonstrates a commitment to leadership roles and opportunities are pursued.
- a. The candidate actively shares responsibility for shaping and supporting the mission of his/her school and District.
  - b. Collaboration is used with learners and families in setting and meeting challenging goals.
  - c. Responsibility for contributing and enhancing the profession is evident.
  - d. The candidate embraces the challenge of continuous improvement and change.

***B. Style Profile Review***

***Primary Responsibility:*** Principal, AP's, SSC's, and/or Supervisors

Each applicant will earn a style profile score which is connected directly to their application. The style profile provides responses converted to a percentage to provide an understanding of the applicant's attitudes, beliefs and behaviors in relationship to common professional situations faced by teachers. This information is one source of information in the selection process. Generally, we are seeking scores that are **PROPRIETARY** and **PROPRIETARY**. The information from this tool is used in part to identify the following characteristics of the

candidate: I, II, III, & VI

### ***C. Application Review***

***Primary Responsibility:*** Principal, AP's, and/or Supervisors

Building level administrators and hiring supervisors will review applications online using the FRONTLINE - AppliTrack system during the posting period for the vacancy and may contact applicants to further discuss his or her application and qualifications.

FRONTLINE automatically sorts applications as follows:

- Internal applications automatically appear at the top of the applicant pool and are sorted by application date, starting with the most recent submission.
  - Return to the applicant pool on numerous occasions, prior to the on-site interview stage, to ensure that internal applicants are granted interviews based on the collective bargaining agreements.
    - Article 11.2 - DEA Timeline for Internal Postings - The District 109 Web Portal will be the site of all job vacancies and will remain posted for ten (10) school days prior to filling the position except when a vacancy occurs during the summer recess, in which case it shall be posted for ten (10) business days. If the Web Portal is unavailable for a period of 48 hours or more, the job vacancy list will be distributed to each building by the Department of Human Resources. During summer months any new vacancies posted also will be mailed to teachers who have expressed an interest in such position and who have furnished the central office with a supply of self-addressed stamped envelopes.
    - Article 4.6.3 - DESSA Timeline for Internal Postings - The Deerfield #109 Web Portal will be the official posting site of all job vacancies. Vacancies shall be posted on the Web Portal ten (10) calendar days prior to being filled. If the web portal is unavailable for a period of 48 hours or more, the job vacancy list will be distributed to each building by the Department of Human Resources. During summer months any new vacancies posted also will be emailed to staff who have expressed an interest in such position and who have furnished the central office with an email address.
    - ***Interviewing DESSA Employees for DEA Positions*** We are committed to supporting teacher assistants who hold appropriate teacher licensure to become teachers. This does not mean they are guaranteed a teaching position in DPS109. However, we will provide them at least one interview during the hiring season and potentially more if necessary. If requested by the teacher assistant, feedback on their interview should be extended without granting full disclosure. Feedback should be on the process, not on the details of a specific question.
- Applications submitted by external candidates appear after internal applications and are sorted by application date, starting with the most recent submission.
- All applications that were started but not submitted will appear at the end of the applicant pool.

### ***D. Verification of Teaching License.***

***Primary Responsibility:*** Principal, SSC's, and/or Supervisors

Although final verification is done in the Department for Human Resources, it is essential that you check that the license needed for the position is the license that is actually held by the candidate via ELIS. Don't waste your time reviewing anything else if the license is not what DPS109 needs. You can view an applicant's license information using their online application. This can be complicated in some cases if the candidate is coming from another state or country and indicates that license has been "applied for." In these cases, please contact ASHR or the Department for Human Resources staff for assistance. Also, please remember that any member of the interview committee has the ability check the current status of a teacher's license via the Public Search of ELIS provided by the Illinois State Board of Education at [www.isbe.net](http://www.isbe.net).

### ***E. Resume Review***

***Primary Responsibility:*** Principal, AP's, and/or Supervisors

Applications contain a professional resume that contains valuable information in evaluating a candidate. The information on a resume can provide information that can help you identify the following characteristics: VII, VIII

**F. Essay Answer Analysis**

**Primary Responsibility:** Principal, AP's, and/or Supervisors

Each application contains six (6) open ended questions which will contain valuable information regarding several characteristics of an exemplary teacher. These questions should be reviewed and used to identify the following characteristics of the candidate: I-VII

**G. "Candidate Submitted" Letters of Recommendation Review**

**Primary Responsibility:** Principal, AP's, SSC's, and/or Supervisors

Letters of recommendation are important components of an application. Reading letters of recommendation can provide valuable information regarding the following characteristics: I, II, III, VIII

**HOW MANY?**

*8-12 Candidates make it to the "position folder" in Applitrack based on the application reviews, resume reviews, certification reviews, letter of rec reviews, and profile builder scores*

**4. INTERVIEW PROCESS**

**A. HUMANeX Structured Interview Maximum of 8 Candidates**

**Primary Responsibility:** Principal, AP's, and/or Supervisors

A structured interview will be administered by the building level administrators if not already completed as part of monthly inter-rater reliability checks completed by all DPS109 administrators.

Prior to interviewing the candidate with the HUMANeX interview, please make these points clear:

- Although a score is assigned, the structured interview should not be viewed solely as a "score." It is a profile which permits us to learn more about our candidate's strengths as a candidate.
- This profile is used in conjunction with the information we receive from the candidate's past professional experiences, academic background, personal interviews, and any other activities in which the candidate will participate; and
- We use this profile in selection and in understanding a candidate's strengths as part of the professional development of the candidate during his or her probationary period.
- When the structured interview is completed, please enter the score and applicable profile data into the FRONTLINE notes specific to the candidate.
  - When you complete the structured interview, you will add the raw score (not the average) into the notes filed that is titled Form A. You would also create another note that says "**DF** completed a structured interview on **10/2/13** and scored a **PROPRIETARY**. Candidate is **predictive** of success." However, you would obviously change the initials, the date, and determine whether or not the candidate is predictive of success based on the criteria below.
    - **PROPRIETARY**
    - **PROPRIETARY**
    - **PROPRIETARY**

The following characteristics can be identified through the HUMANeX Interview process: I, II, III, IV, V, & VI

**HOW MANY**

*5-8 Candidates make it to the structured interview phase, which may or may not be fully completed at this point depending on how much front loading has been completed.*

**B. Reference Checks**

**Primary Responsibility:** Principal, AP's, SSC's, and/or Supervisors

Reference checks are a critical part of the hiring process and should be completed **PRIOR** to bringing a candidate on-site to interview. It is important that reference checks are thorough and done with a very specific purpose in mind. Candidates should be informed that you will be conducting reference checks so they can inform the necessary

people.

There are two types of reference checks that can be used to gather important information about the candidates:

- **FRONTLINE Reference Checks:** FRONTLINE AppliTrack has an on-line form that can be sent to the candidate's references once they have met the criteria for selection. Up to two of these references can be used in the selection process.
- **Telephone Reference Checks:** These references should be completed by the administrator/administrative team making the final recommendation. Every attempt needs to be made to use references who are at least two layers, but preferably three layers removed from the candidate. (A direct supervisor does fit into this category and is an important reference) A minimum of two telephone references must be completed. The ASHR has the DPS109 reference check form.

The references will allow you to identify the following characteristics in a candidate: II, III, V, & VIII

#### **HOW MANY?**

*3-5 Candidates are **notified** that we will be conducting reference checks. They are removed from the process if background checks are not acceptable and/or they are uncomfortable with a reference check. All candidates may move forward at this point or we can remove candidates based on the quality of the reference checks.*

### **C. On-Site "Fit" Interview Process**

**Primary Responsibility:** Principal/Supervisor w/ Support from the Department for Human Resources

The on-site interview stage is an opportunity for a larger number of people to meet the candidate. This specifically includes bringing in future colleagues to interview the candidate. So to the extent possible, we should only be bringing candidates to the on-site interview that based on application screenings, profile builder scores, HUMANeX scores, and reference checks, are identified as having a significant level of talent and are truly viable DPS109 educators.

The team interview can be a very effective way of verifying the strengths of the candidate. Following are some important suggestions:

- The make-up of the interview will be determined by the administrator(s) responsible for making the final recommendation to the ASHR.
- All members of the interview team should review a copy of the "DPS109 Staff Selection Process – Interview Input Information" so they understand their role in the hiring process.
- This interview is about "fit." Although there is no guarantee, questions should focus on determining if the candidates are a fit for the school and/or position.
- The interview team members should have a current copy of the job description for the vacant position so that they have a uniform understanding of the characteristics in a candidate that we are trying to identify.
- Questions should be developed in advance of the interview. It is permissible to solicit the interview team for questions but ensure that each member of the team understands that the questions should measure fit with the position and not the ability to perform the job.
- The value of the interview will be maximized by having each member of the interview team complete a confidential candidate input sheet which enables them to identify strengths of the candidate, limitations of the candidate, and other questions that they feel should be further probed.

**It is critical that the Interview Input Team understands that they are not "selecting" a candidate. They are giving important feedback about the likeliness of the candidate to be a "fit" in the school(s) in which the vacancy exists.**

On-site interviews will allow you to identify the following characteristics: I, II, III, IV, V, & VI

#### **HOW MANY?**

*3-5 Candidates are brought in for "fit" interviews with staff.  
Admin will certainly lead and can sit in on these interviews but are typically not active in the questioning.*

**D. Model Teaching (When Appropriate) **TO BE IMPLEMENTED****

**Primary Responsibility:** Principal/Supervisor

Based on the information that you have thus far, generally you are able to identify the candidate who you believe is most likely the finalist. At this point, when time and resources permit, one of the most effective discriminators of outstanding teaching is, not surprisingly, an opportunity for model teaching. Research shows a short lesson (e.g. 30 minutes) can be very effective in giving the educator an opportunity to demonstrate relationship-building qualities, lesson design, innovation and skills in using technology. In addition, giving the candidate an opportunity to critique his or her own lesson also gives you an idea of the teacher's ability to be reflective about his or her own teaching.

The following characteristics can be identified through this process: I, III, IV, V, & VI

**E. District to District Communication (When Necessary)**

**Primary Responsibility:** ASHR

For candidate selection done during the school year, or for next year which is done after June 15, this step is critical to avoid creating professional relationship problems with candidate's current school district.

Work directly with the Assistant Superintendent for Human Resources to determine what level of communication needs to occur with the District in which the applicant is currently employed.

**5. RECOMMENDATION FOR HIRE**

**A. Recommendation to the Assistant Superintendent of Human Resources**

**Primary Responsibility:** Principal/Supervisor

The administrator who is leading the selection team will submit a "Recommendation for Hire" email. The following information needs to be provided to the ASHR:

- College /University Attended
- Current Teacher License Number or Not Currently Licensed
- Position Title
- FTE
- Date(s) of contract
- Names of Interview Committee

**B. Determination of Step/Lane**

**Primary Responsibility:** ASHR

Our current practice is to **PROPRIETARY**.

Overall, our objective is to:

- Be competitive with the market. (We continue to review our starting salaries for competitiveness with the market.)
- Provide some differentiation based on the experience that staff brings into the district and to permit us to hire some teachers who have experience in other schools.

All graduate work must be verified by an official transcript. The teacher candidates are informed in their initial letter from me with their application materials that they will need to present official transcripts available at the time of hiring. Human Resources will confirm this with the letter sent to them before their individual appointment.

**C. Assistant Superintendent Interview**

**Primary Responsibility:** ASHR

The ASHR will review the application file to confirm that the process had integrity; and to identify the strengths of the candidate based on the HUMANeX profile, reference checks, verify licensure, and review of the file. The ASHR will then schedule and proctor an additional HUMANeX Structured Interview (B22) to determine if

the candidate is a match with the recommendation of the principal. If everything is in line, the ASHR will authorize that fingerprints and background checks be processed. At this time the ASHR will extend an oral offer to the candidate. If the candidate accepts the position, then at this point their employment is contingent on the results of the background check. If there are discrepancies on a background check, the ASHR will contact the candidate to discuss the discrepancies before an official offer for employment is extended. If the background check clears with no discrepancies, the Administrative Assistant will contact the candidate to schedule an intake interview to address the following needs.

- Ensure all components of the hiring packet are complete.
- Provide an orientation, which will include matters of state and federal legal compliance, and review key District policies.
- Review the contract and the terms/conditions of employment (e.g. a regular contract or a long-term sub contract).
- Review appropriate step and lane on the salary schedule.
- Resolve any other questions that need to be completed prior to employment

## **6. COMMUNICATION WITH CANDIDATES NOT SELECTED**

**Primary Responsibility:** ASHR

Through the FRONTLINE system, the ASHR will draft e-mails should be delivered to all external candidates not selected. Internal candidates will be contacted through face-to-face communication or via a phone call or by the administrator leading the interview process.

## **7. FORMAL RECOMMENDATION TO THE BOE FOR EMPLOYMENT**

**Primary Responsibility:** ASHR

The ASHR's recommendation for employment formally goes to the School Board and the School Board for action, and is backed by those involved in the process as well as the overall integrity of the process.

## **8. FOLLOW-UP SUPPORT BY THE PRINCIPAL OR SUPERVISOR**

**Primary Responsibility:** Principal or Supervisor

We believe it is very important for you to contact the new hire once board approval has been occurred in an effort to formally welcome the teacher and to determine whether other immediate support is needed. Having follow-up calls or personal notes from team members, department chairs, or other staff is an important message of support to the candidate.

## **9. REGARDING INTERNAL APPLICANTS**

Internal applicants already work for DPS109. They have passed our screening criteria, they have an acceptable profile builder score, they have passed reference checks, and thus, they are removed from various facets of the hiring protocols.

### ***Be advised:***

1. "Check, check, double check" whether or not internal applicants have applied all the way up to the day you conduct Fit Interviews.
2. Internal applicants will not have an external application on file with FRONTLINE. Their internal application serves only to inform the person doing the screening that they want to be considered for the position. There are no references letters, no essay questions, and no profile builder that will be reviewed on an internal application.
3. If the internal applicant does not have a structured interview on file, then ensure that a structured interview is provided and recorded. We will record internal structured interview scores via a shared GoogleDoc.
4. We will not conduct reference checks on internal candidates. We, DPS109, are their most applicable references. Contact the building in which they work to speak with building administration about their performance. You may also need to speak with directors and coordinators at the district level if there is not enough information to be gathered from the building.
5. The DESSA internal applicant is not guaranteed an interview for the position. However, we must be cognizant of the impact that will be felt when we do not interview DESSA internal applicants.
6. The DEA internal applicant is required to be interviewed for any position that they are qualified to hold. The Department of HR can help you determine if an interview is required.





Candidate Name:  Potential Position:	Style profile	Application	Resume	Application Questions	Letters Of Recommendation	HUMANeX Interview	Reference Checks	Site Interview	Model Teaching	ASHR Interview
<p>I. Candidate understands how learners grow and develop</p> <ul style="list-style-type: none"> <li>a. Respects differing strengths and needs and is committed to using this information to further each learner’s development.</li> <li>b. The candidate is committed to using learners’ strengths as a basis for growth.</li> <li>c. The candidate takes responsibility for promoting growth and development.</li> <li>d. The candidate values the input of others in supporting the development.</li> </ul>										
<p>II. Candidate believes that all students can achieve at high levels.</p> <ul style="list-style-type: none"> <li>a. Persistent in helping each learner reach his/her full potential.</li> <li>b. Respect for learners as individuals with varying backgrounds, skills and abilities.</li> <li>c. Learners feel valued and they value each other.</li> <li>d. The candidate values diverse languages and cultures. These values are integrated into instructional practice.</li> </ul>										
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<p>IV. Candidate applies content knowledge to problem solve authentic and global issues.</p> <ul style="list-style-type: none"> <li>a. The candidate values knowledge outside of his/her content area and how the knowledge enhances student learning.</li> <li>b. The candidate values flexible learning environments that encourage exploration, discovery and expression.</li> </ul>										
<p>V. Candidate demonstrates usage of multiple assessments to monitor student progress.</p> <ul style="list-style-type: none"> <li>a. Students are engaged in the assessment process and can communicate their own progress and learning.</li> <li>b. Learning goals are aligned with assessment and instruction.</li> <li>c. Students are provided with timely and descriptive feedback on their progress.</li> <li>d. Accommodations in assessments and testing conditions are made to meet the needs of students.</li> <li>e. The ethical use of various assessments and assessment data is used to identify and promote learner growth.</li> </ul>										
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