



Hiring Resource Guide

Tools to Bring Structure and Consistency to
Your Hiring Process

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How to Use this Guide

This guide is designed to help your team systematize your existing hiring process. A structured hiring process is a critical part of consistently offering the best faculty and educational experience to your school community.

The intended users of this guide are division heads, department chairs, and directors of human resources.

Resource Guide Overview

Typical Hiring Processes at Independent Schools

No matter the industry, a talented workforce is necessary for a successful organization. This holds true for independent schools, with faculty at the core of a school's performance. Hiring is a critically important first step in developing and supporting top quality faculty. Given this importance, schools need a comprehensive, structured hiring process that will ensure they consistently attract and hire the best candidates.

Reported Hiring Norms at NAIS Schools

While many independent schools are able to attract great candidates, hiring processes across the industry leave much to be desired. According to NAIS, more than half of schools provide no training on effective interview practices to those involved in the process and almost half provide no questions to those doing interviews. Similarly, almost half of schools report a decentralized hiring system.¹



Given the increasingly competitive job market, and the many employment options talented candidates have today, independent schools can no longer afford to approach their hiring process in such a haphazard way.

Common Criteria Assessed During Hiring Process

Further, independent schools commonly use a set of criteria that does not fully measure the potential for excellent teaching. In our conversations with independent schools, administrators report they typically use criteria such as a prestigious alma mater or an advanced degree, criteria that can be collectively defined as status-based credentials. Although important, these criteria do not necessarily equate to teaching excellence. Additionally, administrators state they often hire for "fit" without articulating what that means. This subjective assessment can undermine the objectivity of the hiring process by introducing bias.



Credentials

- Alumnus of prestigious college
- Advanced degree in subject area, education



Experience

- Extensive teaching experience
- Previous college athlete
- Strong leadership experience



Best Fit

- Familiar with independent school culture
- Congenial, friendly
- Fit school personality

1) Decentralized indicates that hiring occurs through individual departments or administrative structures

Source: Torres, A. (2017). "2017 NAIS Survey on Independent School Hiring Practices," NAIS; EAB interviews and analysis.

Resource Guide Overview (cont.)

The Importance of Aligning Hiring to Principles of Teaching Excellence

Our research suggests that the criteria currently used by independent schools should serve as a starting point for how candidates are evaluated. They provide a solid foundation for a more structured, comprehensive approach to assessing candidates on criteria of excellence and growth.

Additional Hiring Criteria Reflect Teaching Principles

In addition to credentials and experience, a school's hiring process should assess candidates for qualities that reflect the school's principles of teaching excellence.¹ Specifically, we believe that growth mindset, an orientation toward collaboration, and an ability and inclination toward self-reflection are necessary qualities in highly effective teachers. These qualities suggest a teacher will continually work toward self-improvement and growth, keeping them at the leading edge of teaching.



Creating Your Principles-Aligned Hiring Process

In combination with principles of teaching excellence, the tools in this resource guide can help your hiring team create a structured, rigorous hiring system.

1) If your school does not currently have a set of principles of teaching excellence, it is important to first articulate and/or adopt such principles. For guidance as to how to do this, see our Principles of Teaching Excellence Resource Guide.

Six Ways to Innovate on Your Hiring Process

Below we've outlined six out of industry ideas for hiring process improvements that will help you attract and hire best-fit candidates. Ranging from a mobile-friendly employment page to a standardized interview process, these strategies will bring a higher level of structure to your hiring process.

Innovation 1: Create a Mobile-Friendly Application Page

Appeal to the preferences of an increasingly tech-savvy population by ensuring that your employment page and job applications are optimized for mobile devices. With the prevalence of mobile devices, it is essential that prospective job applicants are able to view job postings from a mobile device. According to a 2014 Jibe study, 70 percent of job seekers would apply to a job with a smartphone if possible.¹

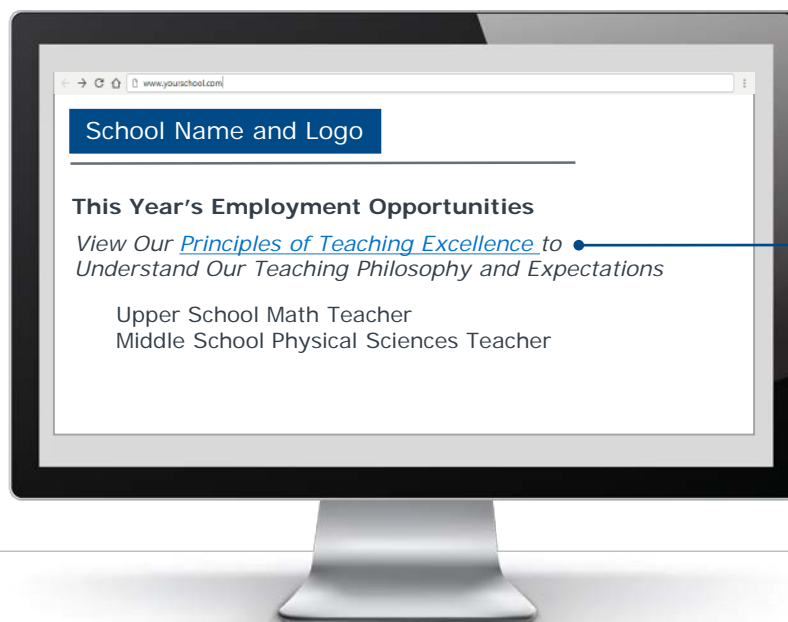
For information on how to effectively optimize your employment page for mobile devices, read EAB's "[Mobile Site Optimization](#)" study. Pages 17-20 will be particularly helpful for learning best practices in mobile design.

Innovation 2: Post Principles of Teaching Excellence on Your Hiring Page

Your school's principles of teaching excellence articulate what you expect from faculty at your school. Use this document to communicate your school's values and expectations to candidates.

One Schoolhouse, a supplementary online education organization for students and educators, uses this strategy to provide candidates with the opportunity to determine if the school's teaching philosophy aligns with their own. On the organization's employment page, applicants can view the "Pedagogy of One Schoolhouse," the organization's framework for teaching excellence. If candidates determine that their teaching philosophy does not align, they can self-select out of the hiring process.

Your school can also require candidates to view the document before applying, similar to a "Terms and Conditions" page commonly found on websites before accessing a service. Requiring candidates to review the document can ensure applicants are familiar with your teaching philosophy.



Prominent link to principles of teaching excellence at the top of an employment opportunities page allows prospective faculty members to easily locate and view principles

1) Jibe is a recruiting and candidate experience software company that administers talent acquisition surveys through external vendors to provide analysis on job seekers.

Source: (2014). "Jibe survey shows a poor application experience deters one quarter of candidates." Jibe; EAB interviews and analysis.

Six Ways to Innovate on Your Hiring Process (cont.)

Innovation 3: Attract Candidates with Non-Traditional Recruiting Media

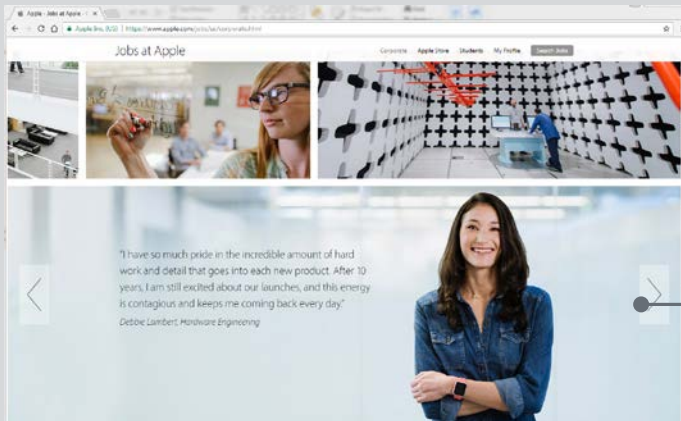
Written job descriptions allow you to communicate key information to candidates, but they don't convey your school's distinctive character and culture. To give candidates a preview of your school culture and potential colleagues, place targeted media on your employment page.

► Profile Current Teachers on Your Page

Create a video or include short blurbs profiling current faculty members and why they enjoy working at your school. This gives candidates a more personalized understanding of the school's culture. Include faculty members that span age, grade-level, and content area to appeal to the most candidates. Place the video or blurbs on your employment opportunities page where candidates can easily access them.

Case in Point: Apple

Apple, a multinational company that designs, manufactures, and sells innovative technology products, includes photos and short quotes from select employees on its employment page to help attract candidates. This feature allows candidates to learn more about their potential colleagues, and imagine themselves at the organization.



On its "Jobs at Apple" page, Apple features images and quotes from employees that prospective applicants can click through to learn more

► Link to Your School's YouTube Channel or Embed a Video on Your Employment Page

If your school maintains a YouTube channel with videos demonstrating the student and faculty experience, link to this channel on your employment page. A vibrant YouTube channel can give candidates an in-depth view into life at your school. Or, create or select a video from your YouTube channel about your school and embed it into your employment page for candidates to learn more about your community.

Innovation 4: Create Inclusive Job Postings

Job postings often serve as a candidate's first point of exposure to your school and can leave a lasting impression. Ensure the language included in job postings represents your school's mission as an inclusive campus and actively communicate your school's commitment to a diverse faculty and student body.

For more information on creating inclusive job postings, read EAB's "[Instilling Equity and Inclusion in Departmental Practices](#)." Learn about inclusive job ad composition on pages 23-26.

Sources: Male, Bianca (2010). "10 Creative Recruiting Strategies to Hire Great People." Business Insider; "Jobs at Apple." Apple; EAB interviews and analysis.

Six Ways to Innovate on Your Hiring Process (cont.)

Innovation 5: Require Applicants to Complete a Short Reflective Assessment

Because many top quality candidates have similar-looking resumes, often with comparably impressive accomplishments, it can be helpful to include an additional, tailored assessment early in your hiring process. This allows you to focus your recruitment efforts on the best fit candidates. **One Schoolhouse** requires all applicants to complete a short reflective assessment as part of their online job application. Questions include “why do you want to teach with One Schoolhouse?” and “have you ever designed or taught a course using a personalized pedagogy?” This supplementary information allows the hiring team to assess a candidate’s fit for a position beyond credentials. Possible questions for candidates include:

- ▶ Describe how you became passionate about education? What fuels this passion?
- ▶ Within our teaching philosophy, what do you connect with the most?
- ▶ How do you define “growth mindset”? How do you work to develop this mindset in yourself?
- ▶ What does being a community-oriented faculty member mean to you?

Design an online reflective assessment that asks one or two open-ended questions. Limit applicant answers to 250 words or less to minimize time needed to review responses. Use tools such as Google Forms or Survey Monkey to create the assessment and link to the application.

Innovation 6: Introduce a Standardized Interviewing Process

To ensure candidates are objectively and uniformly assessed based on your principles of teaching excellence and hiring criteria, develop a standardized interview process to be used with all candidates. Such a process minimizes the risk that interviewers select candidates based on personal opinion. Examples of practices to standardize your interview process include:



Adopt a protocol that interviewers not exchange feedback about a candidate until all interviews are completed. Even if well-intentioned, one interviewer’s assessment of a candidate can introduce bias into the interview process.



Implement a structured interview format for all candidates. Provide interviewers with questions and a rubric to evaluate candidate responses. These tools allow interviewers to develop assessments about a candidate and record their observations in a uniform manner. Further, standardized interviews reduce bias in a candidate’s final evaluation.



Introduce a systematic comparison process for candidate interviews. Require interviewers to submit candidate assessments before a meeting occurs to discuss the candidate’s performance.



Focus the discussion about a candidate on empirical observations from interviews and teaching demonstrations. Avoid discussing personal opinions to minimize the amount of bias in the hiring process.

Behavioral Interview Question Bank

Behavioral interviews are an important component of a hiring process and provide a chance to assess critical candidate qualities, such as: a commitment to teaching and learning, the ability to reflect on teaching, and a willingness to participate as a community member outside the classroom. Conduct behavioral interviews in a consistent manner to ensure that all faculty meet the same criteria and share the school’s teaching philosophy. This tool outlines questions and responses to look for during a behavioral interview. The specific attributes you choose to assess will depend on your school’s context.

Instructions

The bank of behavioral interview questions below is organized into seven categories, all of equal importance. To create your school’s unique question set, select four to five questions to be used in each interview. This tool also includes space to add categories and questions to measure candidates’ alignment with school-specific principles of teaching excellence.

Also included are “Ideal Response Elements” to be used as guidance for interviewers. Before using the question bank, hiring staff should meet and brainstorm any “Red Flags” that might discount a candidate from further consideration. Write these down in the “Red Flags” column.

1 Growth Mindset

The belief that an individual’s abilities can be developed through dedication and hard work.

Question/Prompt	Ideal Response Elements	Red Flags
<i>The mission of our school focuses on [insert mission specific value here]. How might you adapt your teaching to support our mission?</i>	<ul style="list-style-type: none"> Articulates ideas, strategies for adapting his/her practice to fit your school’s mission 	
<i>Talk about a time recently when you were inspired to try something new.</i>	<ul style="list-style-type: none"> Exhibits excitement about trying something new Shows openness to the possibility of failure in trying something new, but interest in improving Response does not have to be related to teaching, but about a risk and/or new action 	
<i>What is your biggest opportunity for improvement? How have you/are you working to make progress in that opportunity area?</i>	<ul style="list-style-type: none"> Provides response regarding his/her opportunity area Shows clear steps to how s/he diagnosed opportunity area and took steps to improve 	

Behavioral Interview Question Bank (cont.)

2 Willingness to Collaborate

The desire to advance one's practice and the work of the school through collaboration and team work.

Question/Prompt	Ideal Response Elements	Red Flags
<p><i>Discuss a time that you worked with a team.</i></p> <ul style="list-style-type: none"> <i>What went well, and what did not go well?</i> <i>What would you have done to change the experience?</i> 	<ul style="list-style-type: none"> Articulates experience working in teams that indicates ability to do so in the future Able to identify positive elements of teamwork and how to replicate in the future Offers suggestions for how to improve teamwork process 	
<p><i>Discuss a time when you overcame a difficult collaborative situation.</i></p>	<ul style="list-style-type: none"> Articulates how s/he overcame situation with clear steps, how s/he would prevent this in the future Demonstrates communication and problem-solving skills with others Discusses a situation with a colleague and includes recognition of areas of improvement from her/himself 	

3 Alignment of Their Values to the School

The belief in common values related to education, school culture, and community.

Question/Prompt	Ideal Response Elements	Red Flags
<p><i>What are the three things that are most important to you in a job?</i></p>	<ul style="list-style-type: none"> Lists items that are relevant to work at a school (e.g., inspiring colleagues; mission-driven workplace; impactful daily work) Demonstrates clarity in his/her own values within the workplace 	
<p><i>What elements of our principles of teaching excellence speak to you most?</i></p>	<ul style="list-style-type: none"> Shows familiarity with principles Can point to elements of school principles that speak to his/her professional and personal priorities Provides evidence of how those elements play a role in his/her work 	
<p><i>What attracted you to this position and our school?</i></p>	<ul style="list-style-type: none"> Concretely answers how your school and the position specifically matches his/her interests, values, and aspirations Understands school's values, mission and how your school is different from others 	

Sources: Lydia Abbot (2016). "The Most Popular Interview Questions to Reveal Key Soft Skills." LinkedIn. Mark Murphy (2016). "The Best Interview Question to Test if Job Candidates Are Good at Teamwork." Forbes; EAB interviews and analysis.

Behavioral Interview Question Bank (cont.)

4 Inclusive Spirit

The belief in the benefits of an inclusive, diverse community and use of actions, language that support this.

Question/Prompt	Ideal Response Elements	Red Flags
<i>How has your background and experience prepared you to be effective in an environment that values diversity and is committed to inclusion?</i>	<ul style="list-style-type: none"> Shows commitment to inclusion and diversity Assesses personal background, experience and his/her ability to function in an inclusive, diverse environment 	
<i>How do you make your classroom an inclusive environment to students of all backgrounds?</i>	<ul style="list-style-type: none"> Demonstrates previous successful experiences creating an inclusive classroom environment Uses inclusive language 	

5 Commitment to Teaching and Learning

The dedication to student learning and success through high quality teaching.

Question/Prompt	Ideal Response Elements	Red Flags
<i>What inspired you to become a teacher? What keeps you connected to this inspiration?</i>	<ul style="list-style-type: none"> Shows passion for the teaching profession and chosen content area Able to articulate why he/she chose this career path and demonstrates commitment 	
<i>Within teaching and learning, what are you most passionate about?</i>	<ul style="list-style-type: none"> Shows interest in teaching and learning that is not connected to passion for his/her content area 	

6 Community Mindedness

The desire and willingness to be involved in the larger school community beyond classroom duties.

Question/Prompt	Ideal Response Elements	Red Flags
<i>Being a teacher at our school requires involvement in extracurricular activities and student life. What interests you outside of the classroom?</i>	<ul style="list-style-type: none"> Has clear interest in being involved in specific extracurricular activities that occur at your school Demonstrates thought behind, experience in mentioned activities 	
<i>Describe a situation where you went out of your way to help a colleague.</i>	<ul style="list-style-type: none"> Clearly describes a time in which s/he helped a colleague Discusses scenario and seems unconcerned with recognition received for his/her actions 	

Sources: Jacqui Barrett-Poindexter (2017). "11 Must-Ask Behavioral Interview Questions." "Sample Interview Questions – Diversity and Equity." Northern Illinois University, Affirmative Action and Equity Compliance; EAB interviews and analysis.

Behavioral Interview Question Bank (cont.)

7 Self-Reflection

The ability to critically consider one's own practice to drive improvement, refinement of skills.

Question/Prompt	Ideal Response Elements	Red Flags
<i>Discuss a time you reflected on your classroom practice. How did that reflection affect your practice?</i>	<ul style="list-style-type: none"> Indicates s/he reflects on practice frequently Easily articulates a meaningful reflective experience and can concretely discuss how it affected his/her practice 	
<i>Describe a time when you received feedback from a department chair or division head. How did you incorporate that feedback into your work?</i>	<ul style="list-style-type: none"> Discusses feedback received in a positive, constructive manner and acknowledges value of the feedback Able to clearly articulate how s/he changed their practice in the future 	

8

Question/Prompt	Ideal Response Elements	Red Flags

Sources: Murphy, Mike (2016). "2 Interview Questions to Test if Job Candidates Have Emotional Intelligence." Forbes; EAB interviews and analysis.

Teaching Demonstration Rubric Builder

Teaching demonstrations allow your school to assess a candidate's classroom skills and determine if his/her teaching approach aligns with your principles of teaching excellence. To systematically assess a candidate's teaching demonstration, evaluators should use a standardized rubric. A rubric ensures assessments are objective, uniform, and aligned to your school's principles of teaching excellence.

Instructions

To help your team create a standardized demonstration rubric, we have compiled a list of teaching elements to look for in candidate demonstrations. Choose which elements your team should look for in a demonstration. You can also add custom elements that are important to your school. Insert the elements into the "Teaching Elements" column in the template. Then describe evidence of how candidates can exhibit these elements at different levels of performance: "Beginner," "Developing," "Proficient," and "Excellent."

Teaching Elements

The following teaching elements can be observed during a short classroom demonstration (between 30 minutes to one hour). A basic definition of excellent performance for each element is provided.

1 Demonstrates Knowledge of Content

Candidate exhibits strong knowledge of the content and uses appropriate content-related pedagogy.

2 Sets Instructional Objectives

Candidate articulates outcomes, objectives for the lesson that are valuable, suitable for the class, and are age and level appropriate.

3 Creates a Respectful Environment

Candidate interacts in an appropriate, respectful, and encouraging manner and ensures similar behavior between students.

4 Communicates with Students

Candidate clearly articulates expectations, directions, explanations of content to students.

5 Structures of Lesson

Candidate sequences lesson appropriately to introduce students to content, facilitate learning, and gauge student understanding.

6 Manages Student Behavior

Candidate sets behavior expectations at each stage of the lesson, monitors behavior, and appropriately responds to misbehavior.

7 Engages Learners

Candidate organizes lesson and assigns activities, assignments that keep students engaged throughout its duration.

8 Gauges Learning Through Assessment

Candidate conducts informal assessments to determine student understanding of content and provides appropriate feedback.

9 Creates a Collaborative Environment

Candidate incorporates pair, team-oriented activities or encourages students to seek out peers as resources.

10 Uses Questioning, Discussion Techniques

Candidate poses questions and engages students in discussion to facilitate learning and increase student participation.

Teaching Demonstration Rubric Builder (cont.)

Teaching Demonstration Rubric Template Instructions

Use the template on the following page to build your school’s teaching demonstration rubric. Choose four to five teaching elements from the list on the previous page, add your own elements, and use your school’s principles of teaching excellence to establish “Beginner,” “Developing,” “Proficient,” and “Excellent” performance for each selected element.

To use this rubric, evaluators should take notes detailing candidate performance in the “Evidence of Candidate Performance” section under each teaching element. Using this evidence, they should “check” the performance level the candidate demonstrates, as shown in the example below.

Teaching Demonstration Rubric Example

Teaching Element	Beginner	Developing	Proficient	Excellent
Example: Managing Student Behavior: Setting Expectations	<i>Candidate does not or only slightly indicates some sense of student behavior expectations</i>	<i>Candidate indicates some sense of student behavior expectations, communicates these at various points throughout the lesson, but not before each activity or in a clear and consistent manner</i>	<i>Candidate clearly indicates student behavior expectations at the beginning and throughout the lesson before each activity; candidate checks for understanding, but cannot always concretely reframe expectations if needed</i>	<i>Candidate sets student expectations for each phase of the lesson in an easy-to-understand manner; Candidate checks for expectation understanding and is able to reframe expectations if needed</i>

Evidence of Candidate Performance:

- Candidate set expectations at the beginning of the lesson. Expectations were to listen to 10 minutes of content quietly, and then more directions would be given to break into groups.
- Candidate set expectations for following activity. Candidate checked for understanding, and found students did not understand. However, candidate struggled to reframe expectations and ensure student understanding a second time.

Teaching Demonstration Rubric

Teaching Element	Beginner	Developing	Proficient	Excellent
Evidence of Candidate Performance:				
Evidence of Candidate Performance:				
Evidence of Candidate Performance:				
Evidence of Candidate Performance:				
Evidence of Candidate Performance:				



Washington DC | Richmond | Birmingham | Minneapolis

P 202-747-1000 | **F** 202-747-1010 | eab.com