



**What College Grads Should
Know About the Teacher
Recruitment Process**



A Little About Me - Education



- **BA in History**
- **MS in Ed. Administration**
- **Ed.S. in Ed. Administration**
- **Ed.D. in Ed. Admin.**

WALDEN UNIVERSITY
A higher degree. A higher purpose.



A Little About Me – Teaching Career

Middle School
social studies

High School
History &
Geography





A Little About Me – Admin. Career

11 Total Years

High School Athletic Director

High School Assistant Principal

Middle School Principal

Assistant Superintendent - Human Resources

Superintendent of Schools

One Last thing You Should Know About Me . . .



**I'm a
Die Hard
St. Louis
Cardinals
Fan!**

Raised the Right Way!





About Sterling Public Schools



**JSCHOOL
ROCKS!**



www.sterlingschools.org

A G E N D A

- My Goals for Recruiting
- It Starts now!
- Your Cover Letter
- Your Resume
- Your Credentials
- Your Interview
- My Opinion on Follow-ups, Masters Degrees, and portfolios
- Your questions
- What really makes a difference

“Define yourself, or others will”

My Goal for Recruitment

★ Get the best teaching candidate I can ★

Action Steps:

- Get a good/great candidate, then keep working up from there (Icing on the cake!)
- This is dependant on the types of candidates

What do you use to determine a “good/great” teaching candidate?

- Charlotte Danielson’s Framework for Teaching
 - 12 years

**DOMAIN 1:
Planning and Preparation**

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Selecting Instructional Goals

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Assessing Student Learning

**DOMAIN 2:
The Classroom Environment**

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Management of Student Behavior

2e: Organizing Physical Space

**DOMAIN 3:
INSTRUCTION**

**DOMAIN 4:
PROFESSIONAL RESPONSIBILITIES**

3a: Communicating Clearly and Accurately

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Providing Feedback to Students

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4c: Communicating with Families

4d: Contributing to the School and District

4e: Growing and Developing Professionally

4f: Showing Professionalism

What is the Purpose of This?

- Knowing this information, how does that impact you and the recruitment process?
- What skills are we really looking for out of college grads?
- “You don’t have to be an expert today, as long as I know you have the desire and work ethic to be one tomorrow!”



Certified Teacher Applicants for 2008-2009

<u>Position</u>	<u># Hired</u>	<u># of Applicants</u>
Elementary	7	751
Social Studies	2	156
PE/Health	3	135
English	2	48
Music	1	39
SpED	3	28
Math	2	22
French	1	7
Science	1	5
SLP	1	4
Bilingual	1	2
Totals	24	1197



The “Big 7” Hard to fill Teacher Positions

Bilingual Education
Foreign Language
Guidance Counseling
Secondary Math
Secondary Science
Special Education
Speech-language Pathology

3 Types of Candidates

1. Those candidates I know personally
2. Those candidates who know someone I know personally
2. Those candidates I don't know personally

3 Types of Candidates

Since all of you will most likely fall into category #3, let's talk about what can impact whether or not you are considered the "best teacher candidate"

It Starts Now!

- Are you ready?
- Background checks
 - Do you know what your “check” states?
 - Judici.com
- Facebook, MySpace accounts
 - As your employer, do you want me looking at it?
- Google and You Tube
 - Are there names like yours who aren’t “teacher material?”
- Phone messages
 - As your recruiter, do you want me listening to your voice mail message?
- Email address
 - Is it a respectful address?

Your Cover Letter

- What's its purpose?
- The “Musts”
 - Begin by stating specifically the position for which you are applying
 - What are the one or two things you want me to know about you, that will catch my attention? (Bilingual, SpED, etc)
- The “Don'ts”
 - Don't send un-needed messages
 - No Piaget quotes
 - No form letters

Your Cover Letter

Cover letter examples

Your Resume – It's About 3 Things

1. The 7 essentials
2. What “extras” do you want us to know about you?
3. Formatting
 - Forget the one page only theory, especially if I do not know you. Provide pertinent and valuable information!
 - Don't tell me all the things you do as a teacher, especially if they are expected job responsibilities

Your Resume – The Essential

7

1. Your job objective
2. Your college education
3. Your certifications/endorsements
 - See certification slide
4. Work Experience
5. Professional organizations
6. Awards and/or honors
7. References

Your Resume - Certifications

- List your certifications
 - IL Type-03 (K - 9)
 - IL Type-04 (PreK - 1)
 - IL Type-09 (7 - 12)
 - IL Type-10 (K - 12)
 - IL Type-29 (Transitional Bilingual)
 - IL Type-73 (Counseling)
 - IL Type-75 (Administrative)

Your Resume - Endorsements

- Know the difference between certifications and endorsements
 - Middle School
 - Freshmen/9th grade
 - ESL
 - Subject
- Know specifically the areas in which you are Highly Qualified (www.isbe.net)

Your Resume - References

- Don't use college professors unless they have worked with you in the classroom
- Only use personal references if you have ample professional references
 - We want supervisors of your work
- We have to be able to get a hold of your references, especially in the summer
 - We need current cell phone numbers
- Tell references you are using them, and know what they are going to say about you!

Your Resume

Resume examples

Your Credentials

- Only send your credential file if the employer asks for it.
 - Otherwise it can be information-overload
- If sending your credential file electronically, please make sure your PDFs are high quality

Your Interview

Two components at SPS:

1. Performance-based interviews
2. Question & answer portion with staff

My only two tips:

- Be honest
- Support your views and answers with evidence

Follow-up

- What's the purpose?
 - Please don't create more work for my office
- Be very careful how you follow-up
 - Typical phone call on a cell phone

Should I Get a Masters Degree?

Your Pros

- It's great if someone else is funding it
- It can make you much more marketable (SpED, ESL, Math, etc.)

Your Cons

- \$4300 annual difference in our salary schedule
- You also lose a year of credible service toward TRS (retirement)
- It's much more difficult w/ a full-time job

Portfolios

- There's mixed feelings about portfolios in the HR world
- **My opinion:**
 - Don't force it, but if asked, it can be a great opportunity for you to show evidence of student work
 - Don't ask to leave it with the school district. If they want it, they'll ask you for it

FAQ

- What's an Initial Teaching Certificate?
 - The State requires you to teach for 4 years on an Initial Teaching Certificate
 - ISBE Form 73-97
 - The 10 ways a teacher can move from Initial to a Standard Teaching Certificate
 - This is why a Mentor Program is important
- What questions do you have?



**Thanks for your
attention**



The Old - What's Shaped Student Learning

- 1. NCLB (2001)**
- 2. Standards-Based Education (1990s)**
- 3. A Nation At Risk (1983)**
- 4. The Coleman Report (1966)**



What was the Coleman Report?

James Coleman stated, “that though public schools are a great force today in our nation, there are other forces for which have a far greater influence on the ability of a child to learn.”

He goes on to mention factors such as poverty, nutrition, ethnicity, mobility, and family structure are the most important factors on a child’s ability to learn!



What about you?

As future educators, do you agree with James Coleman?

So, which one of these do you believe is the greatest factor that impacts a child's ability to learn? Or, is there another factor not mentioned?



Make No Mistake About It . . .

It is you!



You Are the Key Factor

**The 90/90/90
research backs this
theory**



You Are the Key Factor

**Here's what some
educational experts say
about YOU being the
key factor in a child's
learning . . .**



HARVARD GRADUATE SCHOOL OF EDUCATION
Programs in Professional Education



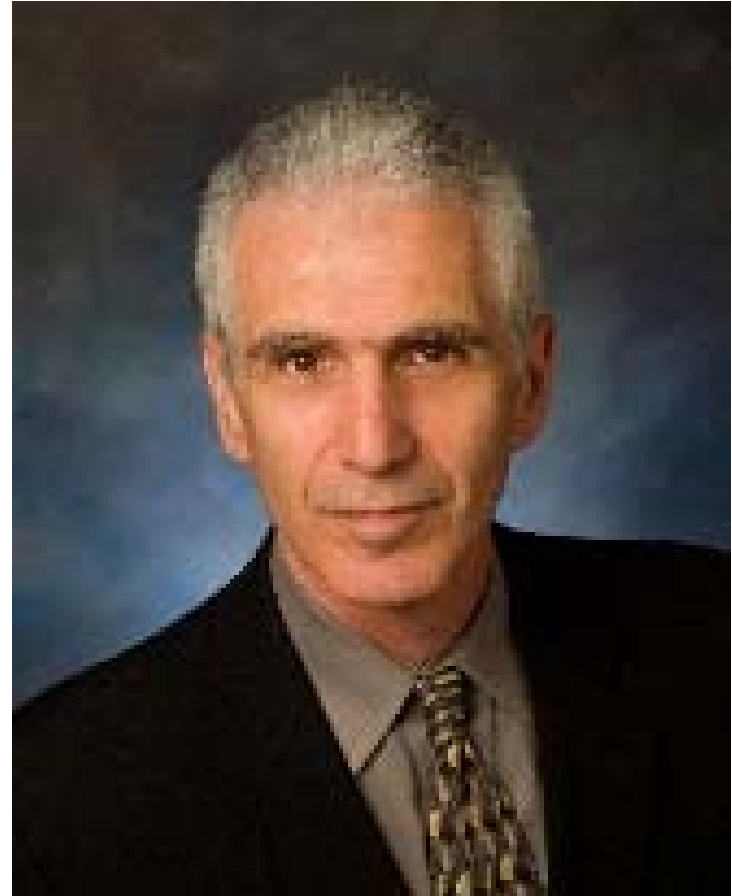
Robert Peterkin

Harvard HISL Chairperson

“Making good teaching happen for every child, every day, in every classroom, is the single most important means by which schools can deliver on their promise to enable all children to learn and achieve at high levels.”

Marzano
& Associates

The most critical factor for student learning is to ensure that effective teaching is occurring in every classroom



Dr. Robert Marzano

From his book, “Getting Serious About School Reform: The Three Critical Commitments”



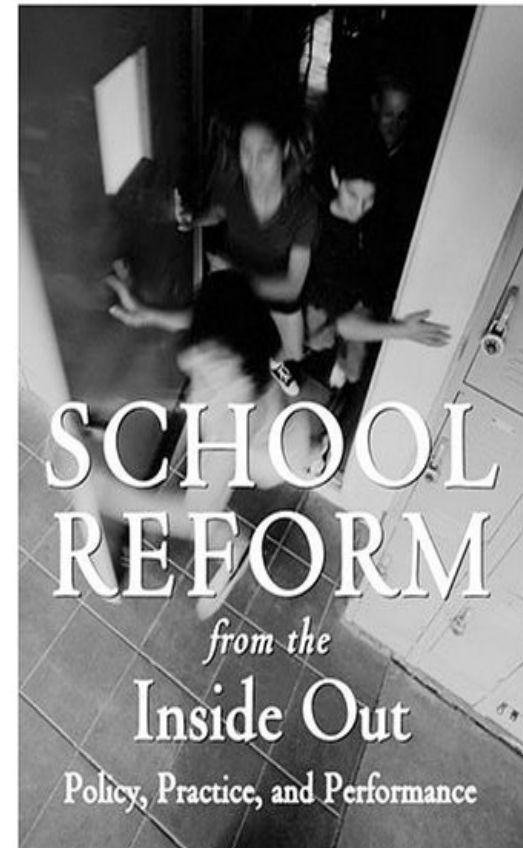
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Programs in Professional Education



**“Teachers are
the most
influential
variable to
student
achievement!”**

Richard Elmore
Professor of Educational Leadership; Director,
Consortium for Policy Research in Education,
Harvard Graduate School of Education

RICHARD F. ELMORE





Mary Russo, Principal
Richard J. Murphy Elementary

**Boston
Public
Schools**



“There is no secret. The only way to improve student achievement is the hard-work of improving teaching strategies.”

- **Education Director of the Gates Foundation, Ms. Vicki Phillips speaking at the Education Commission of the States (ECS) Annual Meeting on July 2, 2008**
- ***The Gates Foundation's Five Goals:***
 1. **Stop the transmission of HIV/AIDS**
 2. **Eradicate malaria and polio**
 3. **Improve nutrition and sanitation in the developing world**
 4. **Create opportunities for the world's poorest to lift themselves out of poverty**
 5. **And, in the U.S., dramatically increase college readiness and college completion rates**

- **To prepare students for college, we have to focus on the work that teachers and students do together and the quality of the student-teacher interaction.**
- **What happens inside the classroom has the greatest impact on learning.**
- **“You know, teachers matter. They matter the most!”**

- **“The importance of effective teaching is so powerful that researchers studying high schools in North Carolina found that having a class with a strong teacher had an impact 14 times greater than having a class with five fewer students.”**
- **"Unless we have great teachers in the classroom, the rest of it is just window dressing."**



You Are the Key Factor

Though not scientifically proven, many educators believe there is nearly a 100% direct connectivity between the quality of instruction and student learning



So, what's the “new” part?

- **First of all, we need to believe that!**
- **When we do, it changes everything!**



So, what's the “new” part?

- **Secondly, since we believe it is true, our focus needs to be on supporting and developing teaching practices?**



**Dr. Yvette Jackson
Chief Executive Officer,
National Urban Alliance**

“As educators we must realize that before our kids will change, we must change. We must change by getting better at what we do, which is teaching kids how to learn.”



Please Understand . . .

- **Don't take this as I'm saying you are not great teachers, because you are!**
- **I'm asking, how much better can you be?**
 - **No excuses attitude**
 - **Olympic Athletes**



RADCLIFFE INSTITUTE FOR ADVANCED STUDY
HARVARD UNIVERSITY



Dr. John Diamond
Harvard University
Sociology Department

“A common teacher statement is, I’m doing the best that I can, with the knowledge that I have.”



Key Point

- **When you are a better teacher, your kids are better learners!**

Outstanding
methods of
instruction

=

Outstanding
student
achievement



“New” part #3

- 1. Believe that you are the biggest factor in a child’s learning!**
- 2. Understand our need to continually improve our skills**
- 3. Understand our “new” students of today are very different from us**
 - As learners and what motivates them**



Generation Y and Z Research

- 1. They are not just technology users, their life is lived thru technology**
 - How much is technology a part of your every day class?
- 2. They believe they are the generation of entitlement**
 - Remember this when establishing your classroom environment
- 3. They are social multi-taskers, who demand to be engaged**
 - How engaging is your class?



Key Question . . .

- **If we truly have our students interest at heart, are we willing to change for them?**
- **Maybe a better question is . . .
Do our students come daily to learn in our schools, or do we come daily to teach in theirs?**



Student Technology Video

“A Vision of K-12 Students Today”

- This video was created by students for today’s teachers



Have a great year!!!