



The Most Important Thing We Do

Sharing our story- moving from a *process* to a *system*

Process - a continuous action, operation, or series of changes taking place in a definite manner

System - a set of principles or procedures according to which something is done; an organized scheme or method

Opening Circle

Train Wreck

Agenda

1. Opening Circle: Train Wreck
2. Norms
3. Learning Target & Agenda
4. Sharing our Process
 - a. 7 Steps
5. Making it Yours
 - a. Implementation Guide
6. Closing Circle: Share a Take-Away

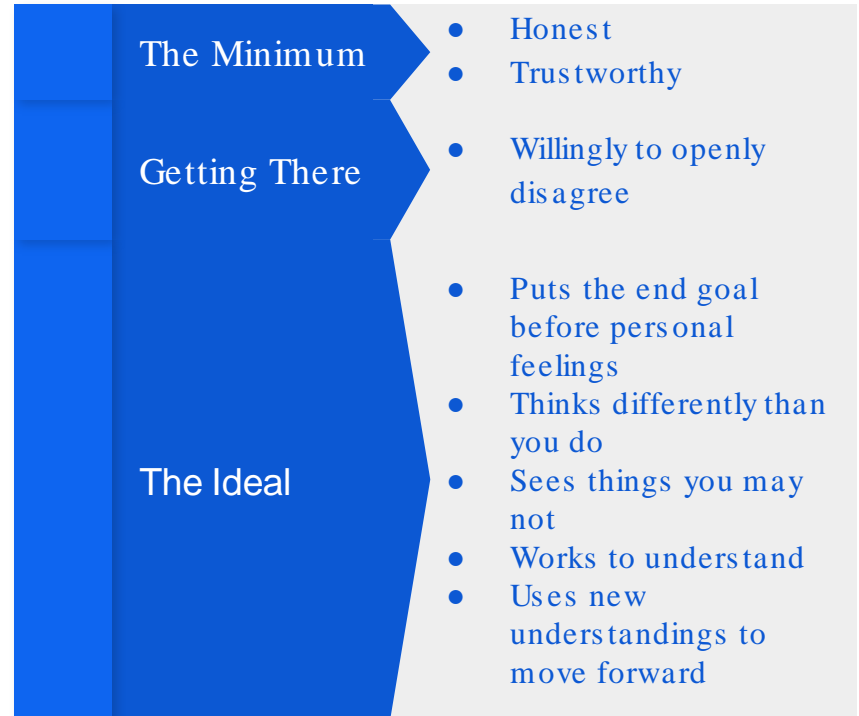
Learning Target

By the end of the session, participants will recognize what makes their school unique and how to improve their hiring process to find the ideal candidates for their school.

Find Your Person!

“ The individuals in great dyads will be very different from each other and very much alike. These simultaneous extremes generate the deep rapport and energizing friction that define a creative pair.”

— Joshua Wolf Shenk, *Powers of Two: Finding the Essence of Innovation in Creative Pairs*



Purpose: to be able to thoroughly process all the information and make a confident decision

Student Video



David, 8th Grade Student
Student Interview Team Member, 2019

Job Posting Elements

**What makes the
ideal *Finneytown*
teacher?**

Consider:

- What makes an ideal teacher for your school?
- What are you striving to become as a school community?

Purpose: attract applicants that could be good *Finneytown* teachers / counselors / secretaries / staff members

Building the Committee

***The entire process
needs to be
collaborative.***

1. People on committee
 - a. Administrator(s)
 - b. Department Head
 - i. Department Heads preferred committee members
2. What makes an effective interviewing committee?
 - a. Diversity in roles, race, gender and years of experience
 - b. Consistent attendance

Purpose: engage the people impacted & improve “life after the hire”- help create a sense of investment from staff to support the new hire

Collaborative Vetting

Resumes and applications can quickly overwhelm and discourage.

- Partner up
- One team starts from the top; the other works from the bottom up
- Work together in the same space
- “Look-fors” are things that make a person stand out (these **are not** “must haves”)

Purpose: to speed it up & ensure all applicants are considered



Dave Backer, High School Math Teacher
Hiring Committee Member, Spring & Summer of 2019

Phone Interviews

***Eliminate
“the weird”***

- Principal and “Your Person”
- Ten minutes
- Speaker phone
- Decide during the conversation whether or not to invite for an in-person interview
- Schedule in-person interview at the end of the phone interview

Purpose: quick data point; quick filter; err on the side of “bring them in”; allows us to explain the in-person interview process

Implementation Guide

Using the first two pages, take a few moments to brainstorm ways you can implement some of these strategies in your school.

Face-to-Face Interviews: The Mentor Group Activity

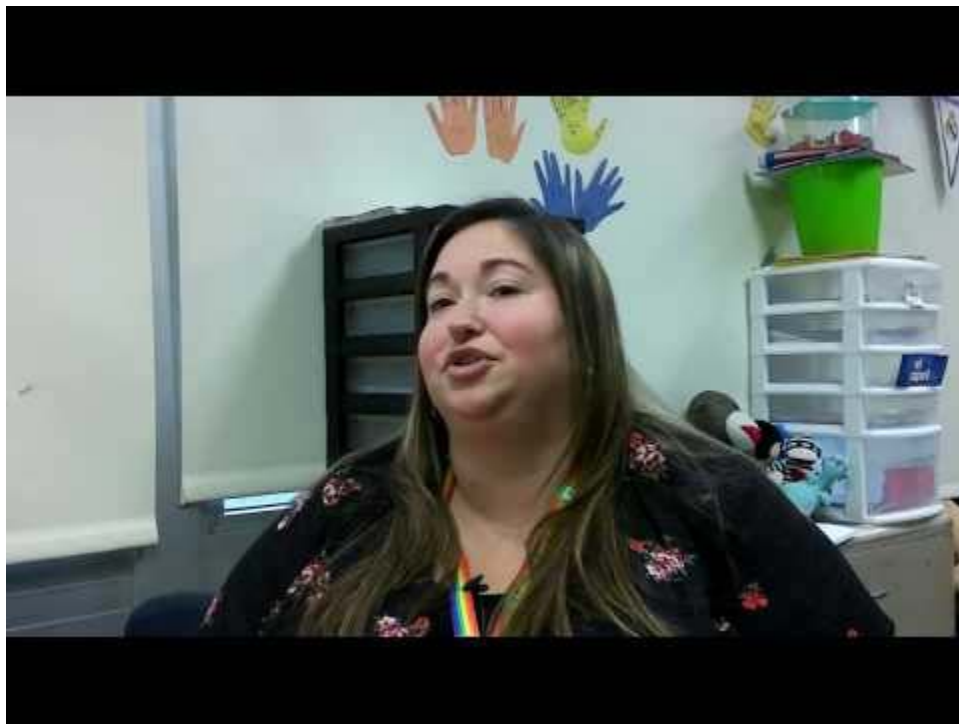
Connection before Content

- 8 - 12 students; pay attention to the age-group, gender, race, SES, and range of learners
- Team-building activity, not a content lesson
- 15 - 20 minutes
- Adults as observers, sitting around the perimeter

Purpose: to see how the candidate interacts with our students



David, 8th Grade Student
Student Interview Team Member, 2019



Liz Proctor, High School Spanish Teacher
Hired Summer of 2019

Face-to-Face Interviews: The Tour / Student Feedback

90% of “hires” are based on skill set while 90% of “fires” are based on personality.

- 2 - 3 students take the candidate on a 5 minute tour of your building/campus
- Have the students drop the candidate off in the new location for the adult Q & A portion
- While tour is taking place, get feedback from remaining students by asking open-ended questions

Purpose: to hear what the students thought of the candidate



David, 8th Grade Student
Student Interview Team Member, 2019

Face-to-Face Interviews: Q & A with Adults

It's not about liking their answers, it's about liking them as people.

- Behavior-based questions rather than hypothetical questions
- Prevent the opportunity for people to “sell us” on who they *want* to be in order to show us who they *really are*
- Pre-determine who will ask each question

Purpose: to create a dialogue/conversation with the candidate; an authentic “back-and-forth”



Grace Rambo, Middle School Math Teacher
Hired Summer of 2019

Reference Checks

Another Perspective

- Principal and “Your Person”
- Call at least two references - one a former supervisor
- Speaker phone
- Ask questions about behaviors, personality, relationship-building skills
- End with “If you could hire this person (again), would you?”

Purpose: to learn about how the candidate behaved and performed as an employee and co-worker

Implementation Guide

Using the last two pages, take a few moments to brainstorm ways you can implement some of these strategies in your school.

Closing Circle

Share One Take-Away