Recruitment & Selection: Assessing Your Existing Talent

October 2014

Overview

This talent assessment is designed to help you determine what your talent needs are at the classroom level, who among your staff may be desirable candidates to fill your available roles, what their skills are and how they are aligned with your talent needs, what external recruitment may be necessary, and what gaps may need to be addressed through professional development. It will not only help you as you build your internal selection strategy, but will also help you determine what, if any external recruitment may be necessary, and what to consider as you are assembling a professional development plan.

Rethinking Talent Assessment for Blended Learning

The following steps should be considered to complete your assessment:

1. Establish teacher roles in each classroom. To do so, consider asking:
    - What responsibilities must be fulfilled in the classroom based on:
        o   Number of students in class;
        o   Grade/mastery level(s);
        o   Expected course content for each student;
        o   Physical structure/layout of classroom; and
        o   Tools to be used (technology, equipment, books, manipulatives, supplies, etc.) to facilitate instruction and learning
    - Will those responsibilities be assigned to an individual or a team?
    - How many people will the team comprise?
    - If it is team, then will it be co-managed or led by one person?
    - What will their respective roles be, and how are they expected to complement one another?

2. Identify the skills and mindsets needed to fill each of those roles. To do so, consider asking:
    - What skills are needed to successfully manage the classroom responsibilities identified in step 2?
    - What is the baseline level of competency in each skill required to be considered for selection to the role? What is the desired level of competency in each skill for the position?
    - What basic personality traits/mindsets must all candidates possess to be considered for selection?

3. Determine how many blended learning classroom instructional positions need to be filled. To do so, consider asking:
    - How many schools will participate in your blended learning program in the coming school year?
    - What grade/mastery levels and courses will use blended learning?
    - How many students in each school at each grade level will participate in your program?
    - What will classroom and, if relevant, technology lab sizes be?
    - How many instructors will be placed in each classroom?

4. Establish a talent budget for your blended learning program. To do so, consider the following:
    - Begin by crafting an ideal budget based on the positions identified and anticipated teacher quality and experience needs
    - Determine the actual available capital to fill these positions
    - If there is a mismatch between actual and desired funding, then conduct a budget review to determine whether money can and should be reallocated
    - Revise budget accordingly following review

5. Identify interested internal candidates for the positions to be filled. To do so, consider the following:
    - Assemble a draft job description and list of selling points/marketing messages for the job description

- Determine the budget for promoting the new positions[1]
- Determine the promotion methods to be used:
  - Website
  - Social media
  - Signs/flyers in schools
  - Meetings with principals to promote word-of-mouth
  - School visits to engage in direct dialogue with faculty
- Develop all online and offline collateral materials for promotion
- Assemble talking points from marketing messages
- Develop a rollout plan for position promotion
- Launch and execute the promotion

6. Develop a skills scorecard to assess interested internal candidates. Assign a minimum acceptable score for each category and overall. Weigh the scorecard according to baseline skills and mindsets needed. The following page features a sample scorecard for an imaginary teacher. It provides a hypothetical picture of how you might define scores, establish minimum scores, and weigh scores according to the relative importance of each indicator.[2]

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[1] Assumes that it will be coordinated with a separate communications plan with all relevant stakeholders, including faculty, for the blending learning program as a whole. That communications plan should address expected outcomes, model, process, scope and sequence of rollout, and plans for scaling.
[2] See attached scorecard template to help you create your own.

TALENT SCORECARD*

Skills	MINIMUM SCORE	CANDIDATE RAW SCORE	SCORE WEIGHT	CANDIDATE WEIGHTED SCORE
Planning				
Prepares classroom objectives appropriate to standards taught and student mastery	3	5	0.9	4.5
Plans lessons for each individual, maximizing available time for learning	3	4	1.1	4.4
Uses student performance data to identify standards and lessons taught	3	4	1.25	5
Groups students according to mastery level and learning preferences	3	5	0.9	4.5
Classroom Management				
Manage multiple learning environments simultaneously	3	3	1.25	3.75
Students transition seamlessly from one activity to the next	3	4	0.8	3.2
Students in every learning environment comprehend the day's learning objective and tasks to be completed	3	4	1.25	5
Students have access to the tools they need to complete daily objectives	3	5	0.9	4.5
Students have the knowledge and skills to be self-sufficient	3	4	1.1	4.4
Teacher demonstrates that s/he understands when it is appropriate to intervene	3	4	1	4
Gathering, Analysis & Effective Use of Data				
Successfully identifies and understands available data	3	4	1	4
Identifies appropriate methods of interpreting and using data	3	4	1.25	5
Identifies gaps in data	3	3	0.9	2.7
Develops other methods of assessment to fill gaps	3	3	0.9	2.7
Integrates data from other assessment results with existing data	3	3	0.85	2.55
Works with colleagues to identify other useful data points and uses	3	5	1.1	5.5
Collaboration				
Share practices that have improved student performance	3	5	1.1	5.5
Lead and participate in team problem solving	3	5	1.1	5.5
Model strong practices for other teachers	3	5	1	5
Provide feedback to other teachers	3	5	0.95	4.75
Content Expertise				
Develop lesson plans and playlists for students with varying interests and skill levels;	3	4	1.1	4.4
Teach different skills and content to students within the same classroom;	3	3	1.1	3.3
Ask or respond to questions from students about a variety of topics within the same class; and	3	4	1.2	4.8
Grade student work along a broad spectrum of topics and learning levels.	3	4	1	4
		Minimum Subtotal:		75
		Subtotal:		102.95
		Perfect Score:		125

TNTP reimagine teaching

Mindsets	MINIMUM SCORE	CANDIDATE RAW SCORE	SCORE WEIGHT	CANDIDATE WEIGHTED SCORE
Risk Taking				
Develop new approaches to structuring an instructional model or implementing parts of the model	3	4	1	4
Tests new curriculum content or delivery approaches	3	5	1.25	6.25
Identifies and tests new approaches to solving classroom management problems	3	4	1.25	5
Tests new approaches to scheduling student learning progression	3	4	1.1	4.4
Tests approaches to mastery-based progression	3	5	0.9	4.5
Growth mindset for self, students, school and broader instructional model				
Demonstrates a willingness to fail and learn from outcomes	3	5	1.25	6.25
Seeks counsel from leaders and colleagues	3	5	1	5
Consistently demonstrates a desire to improve teaching practices	3	4	1.25	5
			Minimum Subtotal:	**27**
			Subtotal:	**40.4**
			Perfect Score:	**45**

	Minimum Total:	**102**
	Total:	**143.35**
	Perfect Score:	**170**

*Candidates scored on a scale of 1 to 5, where 1 is Ineffective, 2 is Minimally Effective, 3 is Developing, 4 is Effective, and 5 is Exemplary

7. Assign scores to each candidate based on:
   - Up to three or four years of his/her most recent evaluation results
   - Updated resume and notes from most recent candidate selection process
   - Interviews with principals and coaches to fill in the gaps between skills and mindsets needed and what is recorded in evaluations, resumes and selection notes

8. Conduct an analysis of scorecard results:
   - Separate candidates who do and do not meet minimum criteria and determine whether you have an adequate candidate pool to staff your blended learning classrooms between internal candidates identified and anticipated available openings to consider external candidates. Use the results to begin building an external recruitment plan.
   - Determine where scores are consistently weakest and determine where weak scores are aligned with highest priority skills to identify top professional development priorities for the coming year.