**When the Interview is Not Enough: A Proposal for a New Model for Teacher Hiring**

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**Purpose**

This submission is non-traditional in that it uses prior research by the authors to propose a new model for teacher hiring. The focus of this proposal is on presenting that new model and the rationale for its need.

Traditionally, once new teachers apply for a teaching position, they may be selected for an interview based on the quality of their written or electronic application documents. Interview teams establish interview questions and pose these same questions to each applicant for the position. This high-stakes interview interaction typically takes about 25 minutes. There is evidence to suggest that hiring principals may be very dissatisfied with the long term results of the selections of new teachers that are made using this process (Maynes & Hatt, 2012).

**Theoretical Framework**

The quality of classroom teachers is regarded as a key factor in the success of students (OECD, 2004, 2005; Rivkin, Hanushek, & Kain, 2005 ;Dinham, Ingvarson, & Kleinhenz, 2008). These acknowledgements highlight the crucial nature of effective hiring practices to ensure the most effective teachers are hired (Walsh & Tracy, 2004). Through hiring practices within various school boards, those charged with hiring can reasonably be assumed to be trying to ensure that they hire the most effective teachers and that interviews and adjunctive filtering strategies for hiring have some criteria that support this selection process (Young, Levin, & Wallin, 2007) and have a vested interest in selecting new teachers to leverage student success (Darling-Hammond, 2001; 2003;Harris, 2004).

However these hiring teams may lack local or jurisdictional policies to guide their selection process and may therefore be guided by personal perceptions, idiosyncratic assessments, and relatively unacknowledged value judgments (Cranston, 2012) and may have competing conceptions of teacher effectiveness (Little, Goe, & Bell, 2009) and there may be little consensus on the usefulness of a narrow definition of teacher effectiveness (Campbell, Kyriakides, Muijs, & Robinson, 2003).

Also, there is no known method of consistently predicting the effectiveness of a teacher in the classroom once they are hired (Cashin, 1994). However, there is general agreement among many researchers that a teacher’s actual classroom performance may have some predictive value relative to their future successes in the classroom (Bill and Melinda Gates Foundation, 2010; Gladwell, 2008; Goldhaber & Hansen, 2010; Jacob & Lefgren, 2006). Many jurisdictions rely solely on an interview to identify the most promising teachers, but hiring principals may not feel that these interviews provide them with enough information to select the best teachers (Maynes & Hatt, 2012). If jurisdictions fail to use a systematic, research-based approach to the hiring practices they rely heavily upon as they make such high stakes decisions (Boyd, Goldhaber, Lankford, & Wyckoff, 2007; Walsh & Tracy, 2004) they may a lack of confidence in the interview selection process among their hiring team members (Maynes & Hatt, 2012).

**Methods**

This session will use prior research by the presenters to make a case for new strategies to be used for teacher hiring. We refer to the steps of this new model for teacher hiring as the *Professional Task-Based Hiring Model*. This model is described as follows.

This is a nine-step model designed to select the most effective teachers for hiring to permanent teaching positions. When the teaching market has a teacher surplus and hiring effectively is critical, because of the complexity of removing ineffective teachers from their contract positions, this model can be used, in whole or in part, to vet prospective teachers more thoroughly than is normally allowed by a single interview, when they apply for full contract positions.

The stages of the **Professional Task-Based Hiring Model** include:

1. Application
2. Phone interview
3. Lesson observation
4. Short term context teaching apprenticeship
5. Student engagement problem solving task (during the apprenticeship)
6. Personal interview
7. Issue/crisis email writing task
8. Student achievement task
9. Final screening interview

Practical strategies for conducting each of these stages of a professional task-based hiring will be explained in the presentation.

**Results**

Two significant results may be realized from this non-traditional presentation. First, the presenters are in the process of writing a book about this hiring model. Discussions may inform some direction for this book. Second, an anticipated reaction to this model is the suggestion that school boards cannot afford such an elaborate and time-consuming alternative to the traditional 25-minute interview hiring practice. This will open a timely discussion about the system and school-based costs of support or removing a contracted, ineffective teacher from the profession.

**Educational Importance of the Study**

We believe that school systems are dissatisfied with the use of the current interview process for selecting and hiring new teachers. This conclusion is supported by our research.

This presentation will explore a new model, with a nine step process, to strengthen the hiring of new teachers and to restore the confidence of hiring principals in the system and school based approaches that they have available to them to make these high-stakes selections. Strategies for selecting any or all of the nine steps of the process will be considered in the presentation.

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