

BOARD PROCEDURE

Descriptive Code: GBC

RECRUITMENT AND SELECTION OF PROFESSIONAL PERSONNEL

Date: January 13, 2003

RECRUITMENT PROCEDURES

Since research indicates that chances to hire the best applicants increase when a system seeks a large number of applicants, the goal of recruitment is to solicit as many applications as possible at every opportunity throughout the year. To accomplish this goal, the following recruitment activities will be conducted on a regular basis.

To Recruit Teachers:

1. Solicit referrals from community members and other sources who know of new educators moving to the area, to include realtors, educational institutions, business/industry chief executive officers and human resource officers, parent groups, clergy, elected officials, school/business partnership contacts, chamber of commerce representatives.
2. Advertise positions in the local newspapers and in system and school newsletters on an annual basis in March or April.
3. Post available positions on the Human Resources web page and on the Georgia Department of Education [teachgeorgia](http://teachgeorgia.com) web page.
4. Send announcements of available certified positions to all appropriate colleges and universities in Georgia.
5. Recruit during college career days at Georgia colleges and universities and selected out-of-state colleges and universities.
6. Mail recruitment materials to all colleges with schools of education in Georgia and traditional minority schools in the southeast.
7. Sponsor career day programs to encourage capable high school students to consider education as a career.
8. Assist more capable high school graduates to secure teacher education scholarships.

SELECTION PROCEDURES

As teaching is a complex process, educators need a multifaceted combination of cognitive, academic and personal skills. Thus, in the process of screening and

interviewing applicants, the administrator must consider a variety of criteria in order to increase the chances of selecting a quality person.

To screen applicants for positions:

1. The administrator will preview all applications on file in the personnel office in the area of certification in which the vacancy exists.
2. The administrator will initially screen the applicants on ability and achievement measures, such as college coursework, student internship/student teaching performance, job ratings and references, and eligibility for in-field certification.
3. The administrator will select the top candidates to interview with no less than three qualified applicants in the interview pool whenever possible.

The employment interview serves two purposes: to help select the best qualified applicant and to help sell the school system and the school program to prospective teachers.

It is in the best interest of the school system to conduct interviews of a thorough, searching, open and frank manner. The goal of the interview is to assess personal attributes of the qualified applicants identified through the screening process. In order to assure non-biased assessments, it is a sound idea to involve others in the interview process to increase the reliability and validity of the interview ratings. Assistant administrators, master teachers, department heads or other qualified personnel may assist in rating applicants.

The interview should:

1. be structured to gather specific information on qualifications deemed essential in the teaching process.
2. be documented on the Interview Rating Form for Teachers – Attachment 1, or on the Administrator Interview Rating Form – Attachment 2.
3. be used to rate subjective personal attributes such as commitment, integrity, empathy, and enthusiasm.
4. consist of open-ended questions and situational problem scenarios to gather information on thought processes, elements of subject matter knowledge, problem solving skills, social competence, professional attitude, etc.

Special Education Teacher Hiring Procedures

1. Posting Vacancies

School-based Special Education vacancies will be posted under the school on the system website vacancy list. School-based vacancies will be reported to Human Resources by the school principal after conferring and/or confirming with the Director of Special Services that a vacancy exists.

System-wide Special Education vacancies will be posted under Special Services on the system website vacancy list. System-wide positions or positions for which a location has not been determined will be reported to Human Resources by the Director of Special Services. Once the newly hired candidate is assigned a home school, the Director of Special Services will notify the school's principal and the Human Resources Department.

2. Recruiting, Screening and Referring

Special Services will be responsible for recruiting, screening, and referring special education teachers to the school principals. Special Services will monitor progress toward filling all special education positions by periodically following up with school principals. School principals will also initiate regular contacts with Special Services regarding possible candidates for existing Special Education vacancies in their schools.

3. Interviewing and Recommending for Employment

School principals will be responsible for interviewing school-based special education teachers and discussing the selected candidates with the Director of Special Services to make certain the best, most highly qualified candidate has been selected. The school principal is responsible for making the recommendation for employment to the Director of Special Services who will then make the mutually agreed upon recommendation to Human Resources.

The Director of Special Services will be responsible for interviewing and making recommendations to Human Resources for employment for all positions posted under the Special Services Department on the web vacancy list, and making certain the school principal affected is notified that the vacancy has been filled.

4. Critical Needs Priority

Due to the critical shortage of teachers in special education, all involved parties will share responsibility for making the recruitment, screening, interviewing and processing of new special education teachers a top priority.

A concerted effort needs to be made to collaborate and expedite the recommendation of special education teachers to meet our goal of hiring the best and most highly qualified candidates as possible.

ADOPTED: 8/7/00

REVISED: 1/13/03

Columbia County Board of Education

**Columbia County School System
Interview Rating Form**

TEACHERS

Name of Applicant _____ Date of Interview _____

Position Applied For _____ School Year _____

Interviewer _____

Qualifications	Comments	Points				
		Exemplary 5	4	3	Unacceptable 2	1
1. Certification						
2. Educational Training						
3. Teaching Experience						
4. Employment Preference(s)						
5. Philosophy of Education/Teaching						
6. Classroom Management/Organization/Discipline						
7. Teaching Methods/Innovations						
8. Knowledge of Content Area						
9. Use of Technology						
10. Parental Communication/Conferences Responsibilities						
11. Enthusiasm For Teaching						
12. Special Qualifications Requirements/Skills						

**Columbia County School System
Interview Rating Form
PRINCIPALS**

Candidate: _____

Rater: _____

Date: _____

	Unsatisfactory	Below Average	Average	Above Average	Superior					
	1	2	3	4	5	6	7	8	9	10
1. Professionalism										
Image	1	2	3	4	5	6	7	8	9	10
Professional growth	1	2	3	4	5	6	7	8	9	10
Open-minded	1	2	3	4	5	6	7	8	9	10
2. Demeanor										
Interpersonal skills	1	2	3	4	5	6	7	8	9	10
Confident	1	2	3	4	5	6	7	8	9	10
Eye contact	1	2	3	4	5	6	7	8	9	10
Convincing	1	2	3	4	5	6	7	8	9	10
Assertive	1	2	3	4	5	6	7	8	9	10
Enthusiastic	1	2	3	4	5	6	7	8	9	10
Poise (under stress)	1	2	3	4	5	6	7	8	9	10
3. Verbal Communication										
Clear articulation of thoughts	1	2	3	4	5	6	7	8	9	10
Correct speech	1	2	3	4	5	6	7	8	9	10
Tone/Volume	1	2	3	4	5	6	7	8	9	10
4. Knowledge of job										
Middle school program	1	2	3	4	5	6	7	8	9	10
Discipline	1	2	3	4	5	6	7	8	9	10
Curriculum	1	2	3	4	5	6	7	8	9	10
Policy/Procedure	1	2	3	4	5	6	7	8	9	10
Budget	1	2	3	4	5	6	7	8	9	10
Evaluation Process	1	2	3	4	5	6	7	8	9	10
School Improvement Process	1	2	3	4	5	6	7	8	9	10
Conflict Resolution	1	2	3	4	5	6	7	8	9	10
5. Instruction										
Effective strategies	1	2	3	4	5	6	7	8	9	10
Learner centered	1	2	3	4	5	6	7	8	9	10
Meaningful use of technology	1	2	3	4	5	6	7	8	9	10
6. Leadership										
Reflective	1	2	3	4	5	6	7	8	9	10
Personal values	1	2	3	4	5	6	7	8	9	10
Bears responsibility	1	2	3	4	5	6	7	8	9	10
Forward thinking	1	2	3	4	5	6	7	8	9	10
Respects diversity of thought & opinion	1	2	3	4	5	6	7	8	9	10
Empowers others	1	2	3	4	5	6	7	8	9	10
Supports/manages the system's purpose/vision	1	2	3	4	5	6	7	8	9	10
Learner	1	2	3	4	5	6	7	8	9	10
Sense of direction	1	2	3	4	5	6	7	8	9	10
Objective	1	2	3	4	5	6	7	8	9	10
Visionary	1	2	3	4	5	6	7	8	9	10
Decision-making	1	2	3	4	5	6	7	8	9	10

TOTAL POINTS _____

