



The
Holdsworth
Center

VIRTUAL SELECTION GUIDANCE AND RESOURCES

Hiring remains a priority for school districts during this time where schools remain closed for weeks at a time. During this time, there are important though relatively low lift adaptations that school leaders can make to their selection processes to ensure that they're selecting and placing high-quality staff.

In moving to a virtual environment, there are adaptations that you should consider both to your interview process and your approach to virtual interviews. The good news is that technology allows you to implement many of the elements from a traditional interview in a virtual environment.

The resource below includes guidance and resources on how to navigate hiring and selection virtually. This document is intended for hiring managers in the district (Principals) as well as HR staff. Concrete guidance is provided on how to adapt your selection practices to a virtual environment.

This resource is separated into three sections:

1. [Adapting your interview process](#)
2. [Adapting your approach to a virtual interview](#)
3. [Leveraging technology](#)
4. [Additional resources and considerations](#)

ADAPTING YOUR INTERVIEW PROCESS

With some technology and a small dose of creativity, most interviewing practices can be adapted to a virtual setting. Additionally, since an in-person interview won't be possible, a campus leader may need to ask for a candidate to demonstrate skills in an alternate way. There are a few different strategies a leader might employ to get a more well-rounded picture of a candidate's skills. Here are a few samples of different ways that additional context about a candidate's skill can be gathered:

Desired Candidate Skill	Standards Expertise & Lesson Design	Rapport/ Relationship Building and Questioning	Receiving and Responding to Feedback
Ways a candidate might demonstrate the skill	<ul style="list-style-type: none"> • Lesson Plan Submission • Demonstration Lesson 	<ul style="list-style-type: none"> • Scenario Role Play • Demonstration Lesson 	<ul style="list-style-type: none"> • Demonstration Lesson • Interview

Demonstration Lessons

Demonstration lessons allow a candidate to show their teaching skills. In general, a demo lesson should:

- Ask the candidate to identify the subject, grade level, and objective to be demonstrated
- Be between 10-20 minutes in duration

There are various ways candidates can submit videos as part of an application. "Live" demo lessons via videoconference are also feasible. (See below for some tips and guidance.)

Past classroom footage

Many teachers already have pre-recorded samples of themselves teaching in a classroom. Teachers can submit these videos if they meet criteria that the district team establishes ahead of time. These videos are particularly useful if the guidance for the activity is broad. Be sure to offer guidance regarding what technical requirements exist for the video and ensure that student privacy is observed.

Recorded demonstration to family or friends

Teachers can use family or friends to play students in their lesson. We'd suggest giving guidance to the candidate about asking the audience to stay in character as they would expect a generally compliant student to behave. This demo should be about the teacher's instructional chops, not

classroom management skills. Some candidates may live alone and may need other accommodations.

Live Demo

Candidates can use video conferencing platforms to present their shortened lesson to the interviewer/s. Let candidates know the time frame they have to complete their lesson and include a short warning before time will expire. You will want to provide the candidate some context around the district/school's curriculum, students, and instructional strategies in advance to help set the stage for the demonstration and assist the candidate in preparing a knowledgeable lesson.

In most cases, the live demo would focus on the teacher's presentation of new content during a lesson, and perhaps a portion of guided practice. Asking teachers to demo how they would give instructions to a group of students can also be helpful at a variety of grade levels.

Resources

- [Additional demonstration teach guidance, form examples, etc.](#) (lengthy, comprehensive guidance on setting up a traditional demo lesson, sample communication, rubrics, and scoring templates)
- [Guidance from TNTP on demo lessons](#) (concrete, short, to-the-point tips and pointers for implementing demo lessons)

Scenarios

Candidates could be presented with classroom scenarios and asked what course of action they would take. Scenarios could be used to examine instructional moves, management techniques, etc. Current campus staff could write scenarios or the team could choose from many of the general [scenarios](#) online.

Lesson Plan Submission

Candidates could submit lesson plans ahead of time. These could be for the team's review as a general work task that is evaluated before the interview, and/or could be discussed during the interview.

Context Building

Since candidates won't be able to visit the campus and get a feel for the people and place, it will be extra meaningful to give them a window into the school. Thinking through how the campus lives out district values, what makes the community that surrounds it special, and the talents and personalities of the staff ahead of time will help interviewers paint an appealing picture that will make a later offer stand out. Campus leaders may wish to have a candidate view a video, research the school's website or check out social media accounts. This can also be a helpful strategy to measure candidate fit with some questions targeted to see how the individual will mesh with the school's context and values.

ADAPTING YOUR APPROACH TO A VIRTUAL INTERVIEW

After you've decided how you want to adapt your interview process, you should also consider adapting how you approach the interview. While there will be many similarities, some key differences are worth calling out.

Dress - Professional dress is an understood expectation for in-person interviews, but this is not always evident for video interviews. Make that expectation transparent to your candidates. Language like, "You should treat this like an in-person interview, including the way that you dress, etc." can be sufficient. Be sure you're modeling this in your dress as well!

Virtual "Awkwardness" - Inevitably, it's a bit awkward having any conversation, let alone a high-stakes conversation like an interview, virtually. Set the tone of the interview by acknowledging at the beginning that there may be some awkwardness and attempt to put the candidate at ease.

Check technology - Do a quick technology check and run-through with the hiring team before the interview. Be sure to provide the candidate with any necessary, detailed technology requirements.

Utilize the technology - Don't hesitate to use the "mute" button when you're not talking. Other tech features may come in handy as well such as the chat feature and breakout rooms for group interviews. Zoom has a "waiting room" feature where candidates can wait for upcoming interviews.

Be as personable and professional as you would in a traditional interview!

LEVERAGE TECHNOLOGY

There are a number of video interviewing platforms (e.g., HireVue, VidCruiter, Spark Hire, etc.) as well as videoconferencing platforms (e.g., Zoom, Webex) that can be used in a virtual interview platform. Here are some considerations for capabilities in each:

Asynchronous Tools

Video interviewing platforms are built to support asynchronous interviewing – that is, a candidate records a response on their own time and a hiring team reviews it later. A variety of free tools can be used to create asynchronous videos as well, like YouTube or Vimeo.

Of note, these tools do take substantial time to purchase, set up, and integrate with your existing applicant tracking system – anywhere from a few weeks to a few months. Consider these tools as a long-term investment. In the short-term, you may want to look at videoconferencing tools like Zoom, Google Hangout, or Go2Meeting (to list just a few examples).

Common video interview tools include [HireVue](#), [VidCruiter](#), and [Spark Hire](#). Typically, these can be directly integrated into an applicant tracking system and included as part of the interview process. These systems have a variety of capabilities, including:

- Submit recorded responses to interview questions
- Submit responses to an activity or essay question
- Rating/scoring capabilities
- Integration with some applicant tracking systems
- Synchronous, real-time interviewing (instead of a conferencing tool like Zoom)

Synchronous Tools

Video conferencing platforms (e.g., Zoom) are built for synchronous conversations – interviewer and candidate talk to each other in real time – but video interviewing platforms (like VidCruiter, for example) include a capability for synchronous, real-time video interviewing as well.

Additional Tools

Video interview and video conference platforms have a number of different tools

- **Breakout rooms** - Breakout rooms in Zoom can split a group into smaller ones for interviewing.
- **Whiteboard** - Zoom also has a tool to pull up “whiteboard” on the computer screen real-time in a conversation, but the capability of this is limited.

ADDITIONAL RESOURCES AND CONSIDERATIONS

- [TNTP has created a guide for school leaders](#) with tips and insight on how to approach hiring virtually (concrete guidance with tips, including some of the ideas in this resource guide)
- Prepare! [This article](#) has several great ideas on how to conduct a seamless virtual video interview. Here is [another article](#) with helpful ideas on conducting virtual interviews.
- [TNTP has a wealth of resources](#) for school leaders about hiring and interviewing broadly. This guidance is generalized and not focused on virtual hiring/interviewing.
- [50 Productivity Hacks Essential for Hiring](#) - Includes guidance specifically on how to make selection and hiring process both efficient and effective.