

# Creating an Effective Virtual Hiring Experience

Pennsylvania System  
for LEA/School  
Improvement

2020



## Session Through Line

What are the best/emerging practices and guidance for LEAs to consider while navigating recruitment and hiring during the coronavirus pandemic?

- LEAs are moving from traditional, in-person recruiting and hiring to the virtual environment
- Actions and strategies need to be practical and relatively easy to implement quickly to ensure full staffing for the opening of schools for the 2020-21 school year

**Many strategies and actions covered in this session can also have a longer term impact in improving recruitment and hiring efforts as the use of virtual platforms and leveraging technology will be essential to a strategic K-12 human capital approach**

## + Session Outcomes

Listen, reflect and plan

### **In this session, participants will learn**

- How to virtually engage and candidates and maintain their interest
- How to leverage demo lessons and other performance tasks in a virtual platform
- How to track candidates through the application and hiring process

# + Let's Find Out What You're Doing



*Using the chat function, share what is going well with remote recruitment & hiring processes and what are the challenges?*

# + What We Know

- LEAs are making the shift from in-person to virtual recruitment and hiring
- We still want our schools to be fully staffed with strong, diverse teachers and leaders
- Higher retention: Starting to see fewer retirements and lower attrition
- Broader teacher candidate pool: more non-traditional candidates considering teaching
- Hiring, onboarding, and pre-service supports will be very different
- As a friendly reminder, ensure that any new interview and application questions are not in violation of any legislation or laws. Please see SHRM for more details at:

<https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/interviewandemploymentapplicationquestions.aspx>

# + Remote Recruiting & Hiring Toolkit

The screenshot shows the IU13 website interface. At the top left is the IU13 logo. To its right are navigation links for 'Students & Families', 'Educators', 'Administrators', 'Businesses & Municipalities', 'Our Community', and 'Events, Workshops & Classes'. A search bar with 'iu13' and a magnifying glass icon is on the top right. Below the navigation is a social media sharing bar. The main content area features the title 'REMOTE RECRUITING & HIRING OF EDUCATORS - TOOLKIT' and a breadcrumb trail: 'Home > PA System for LEA/School Improvement > Remote Recruiting and Hiring Toolkit'. A sidebar on the right contains a 'PA System for LEA/School Improvement' section with a link to the 'Remote Recruiting and Hiring Toolkit'. The main content is divided into three sections: 'Explore the Toolkit' with sub-sections for 'Recruiting Remotely' and 'Hiring Remotely', each with a list of resources; a central graphic titled 'TOOLKIT: Remote Recruitment & Hiring of Educators'; and 'Using this Toolkit' which explains the 'Launch', 'Develop', and 'Enhance' resource categories. At the bottom, there are three icons representing 'LAUNCH', 'DEVELOP', and 'ENHANCE'.

<https://www.iu13.org/schoolimprovement/remote-recruiting-and-hiring-toolkit/#OnlineJob>

# Virtual Candidate Engagement

# + Planning and Preparation for Virtual Engagement

## A Few Friendly Reminders



Review current policies to ensure virtual hiring can take place.



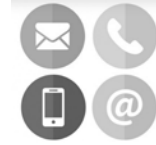
Document the virtual process and make sure key players are supported and trained.



Train teams on the different purposes for virtual activities, such as informational meetings, virtual tours, general office hours, or interviewing.



Share virtual norms ahead of time (e.g., video on, business casual attire, mute/unmute).



Establish processes for consistent staff and candidate communication.



Create a calendar for virtual events and communicate broadly.



Be proactive about issues that candidates may be facing (e.g., allowing flexibility for candidates who may have dependents at home or other personal commitments).



Send clear directions to candidates so that they know what to expect and how to use the technology.



# + Bolster Involvement and Investment of LEA Staff with Virtual Engagement of Candidates

Rally the Troops



Engage teachers and staff to build ongoing investment and support

Who Does What?



Make sure staff understand their roles and responsibilities with recruitment, candidate engagement, and hiring

Communicate



Send a weekly e-newsletter to share pertinent updates, spotlight happy news, and recognize staff members

“A Player Knows A Player”



Double down on your referral strategy by sharing the top priority positions  
Offer incentives for staff referrals

Research conducted by Glassdoor reveals that current employee referrals significantly improve the chances of a successful hire; referred candidates are more likely to accept an offer than those candidates who do not experience any personal contact

# + Cultivation and Keeping Candidates: Virtual Engagement

Candidate Anxiety



Helping to manage (or at least minimize) the heightened anxiety candidates are feeling during this challenging situation can have a huge impact.

“Out of Sight, but not Out of Mind”



In lieu of in-person information sessions, virtual events can still be effective in cultivating a strong candidate pool.

Identify Target Audience



Differentiate messaging and engagement by audience: new to teaching vs. experienced; raw prospects vs pre-screened candidates; by subject; by prep program. Send invites and ask for RSVPs in order to track candidates and enable follow up.

Broaden Outreach



For more general sessions, ask current staff to share with their networks and promote via personal social media.

Engagement



Design an agenda that allows for interactivity via chat, breakout rooms, or live Q&A. Gives candidates a sense of the school culture and community via multi-media.

Follow Up



Thank them for participation; share materials; provide instructions and guidance on next steps. Send individualized emails or phone calls to high potential candidates.

# + How to Evaluate and Select Candidates Virtually

## Key Considerations to Ensure a Positive **Candidate** Experience

- Provide clear directions and guidance: Ensures consistency for the interviewers and for the candidates to best present their teaching ability.
- Depending on the length of your interview, build in breaks between the interviews.
- Offer flexibility in scheduling times for candidates. Many candidates are at home juggling other responsibilities
- Give candidates the sense of your school culture and community that they might have received in person.
  - Share photos and videos from schools or community events.
  - Schedule 1:1 interviews with teachers or students.

## Considerations to Ensure Your Interview Team is Ready

- Determine what performance tasks will be asked of the candidate (more on this coming up) along with an agreed-upon evaluation rubric with “look fors.”
- Record video interviews and activities to share with others on the interview team who can't join live interviews (make sure to inform candidates in advance).
- Be mindful that you're consistent with what you offer each candidate

# + How to Evaluate and Select Candidates Virtually

## Key **Technical** Considerations to Ensure a Positive Experience

### Candidate Perspective:

- Make sure candidates know what to expect and how to use the technology, including an opportunity to test the technology if available.

### Interview Team Perspective:

- Make sure your interviewers are comfortable with the technology and ALL are prepared to be on video (much more engaging for candidates).
  - Remind them to look at the camera, so the candidate gets the feel that they are looking at them!
  - Share FAQs and tech troubleshooting tips to support interviewers, being mindful of the candidate experience for virtual interviews.
- Remember that individual interviews often translate easily to the virtual format, but you might need to adapt group interviews or activities to a virtual environment.
- If using Zoom, leverage breakout rooms to give interviewers a chance to get to know candidates in a smaller group setting (limit breakout rooms to no more than 1-2 interviewers)

# + Examples of Virtual Job Fairs

Many LEAs are hosting their own Virtual Job Fairs and Information Sessions...

...as well as partnering with organizations who run larger events

**REMOTE RECRUITING & HIRING TOOLKIT:**  
Virtual Information Sessions

Content Level: **ENHANCE**

In lieu of in-person information sessions or job fairs, virtual events can cultivate a strong, diverse candidate pool—and help smaller or lesser-known LEAs gain the attention of more candidates. Leaders should consider how to adapt both the content and the logistics of these events to optimally fit a virtual context, while still engaging candidates. Read details on how to do this with specific steps and a timeline for planning a successful remote event.

SUGGESTED TIMELINE	ACTIVITY
<b>4 Weeks in Advance</b>	Begin planning: ✓ Identify audience ✓ Identify date, time, platform
<b>3 Weeks in Advance</b>	Plan content and initial communications
<b>1 Week in Advance</b>	Finalize facilitation and attendance
<b>1-2 Days in Advance</b>	Rehearse information session
<b>Week of</b>	Hold event and follow up with candidates

**Begin Planning your Information Session (~4 weeks in advance)**

**Identify your target audience.** Determine the audience for your information session. For instance, you may want to target candidates in certain subject areas or grade levels, new or veteran teachers, or candidates who have passed your LEA's initial screening and are preparing to interview with schools. Or, it may make more sense to hold an information session open to all candidates but then split candidates into more focused virtual break out rooms. Either way, determine who your audience will be, gather an initial list of candidates to invite, and begin to think about how you will tailor your content to their interests.

**Identify the date, time and hosting platform.** Set a date and time for your event. It may be helpful to stagger times so that more candidates can join. For instance, if your last information session took place in the early evening, consider holding your next event in the late morning.

**During Covid-19: Zoom is temporarily offering free unlimited use to K-12 schools.**

Teacher Job Fairs .org  brazen 

EDUCATION WEEK

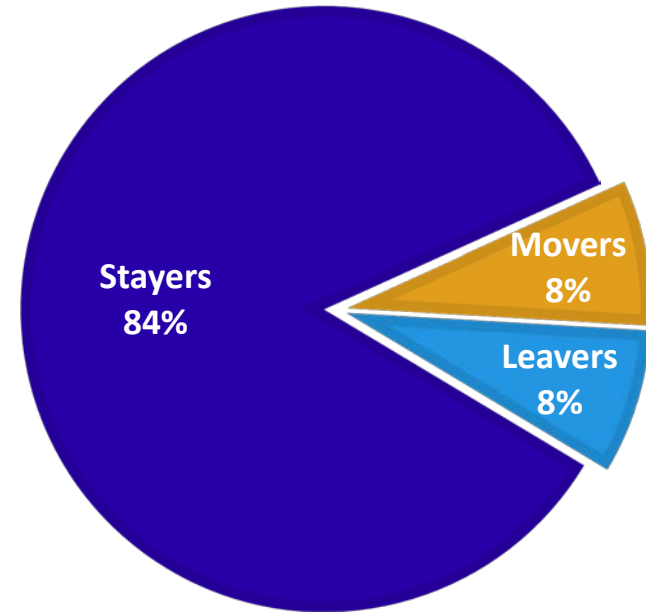
edfuel

 **DIVERSITY in Ed**  
DIVERSITY RECRUITMENT PARTNERS

See PA Virtual Information Sessions [guidance](#)

# + Virtual Engagement to Drive Retention

## Turnover: Much of it is Preventable



NCES

## What Can Be Done Virtually?

- It's a good practice to hold conversations with effective educators throughout the year to communicate you appreciate their work.
- From late winter to early spring, it's beneficial for principals to conduct conversations to determine teachers' plans for the next school year.
- Retention efforts should start as soon as a candidate is hired.
- Set up regular check-ins to share learning opportunities and to keep the teacher team connected.
- Messages and engagement should be differentiated for teacher groups (e.g., novice teachers, by subject/level, teachers of color).
- Drive recognition via social media and the LEA website highlighting positive news and stories.

The recent interruptions to the regular school year heightened the importance of connecting with effective educators to make them feel valued and supported

# Demo Lessons and Performance Tasks in a Virtual Setting



# + Demo Lesson and Performance Task Tips

- Determine the type of demo lesson and/or performance task.
- Demonstration lessons are one of the most effective ways to select for teachers.
- Sample lessons are not meant to identify perfection given their inauthentic nature but are meant to give a glimpse into what the teacher's natural style.

## REMOTE RECRUITING & HIRING TOOLKIT:

### Virtual Options for Demonstration Lessons and Other Performance Tasks

Content Level: **DEVELOP**

See PA Virtual Demo Lessons [guidance](#)

# + Options for Demo Lessons or Performance Tasks

Option	Description
Live Demo	10- to 15-minute lesson during a live video conference with interviewers serving as the students
Teaching Demo Upload	Submit a 10- to 15-minute pre-recorded teaching demo video; the interview team then asks candidates probing questions about the lesson and candidates reflects on their practice in the lesson
Review of Pre-Recorded Lesson	Review a sample teaching video of another teacher; candidates provide key observations, analysis and insight about the teacher's practice
Lesson Plan Review	Submit a lesson plan prior to the interview; during the interview candidates are questioned about the plan, modifications that might need to be made based on student needs, etc.
Other Options	<ul style="list-style-type: none"><li>• Role-play a teacher team meeting reviewing student assessment data or identifying supports and intervention for a particular student</li><li>• Writing sample: A 15- to 30- minute expository writing session, addressing a prompt on either a challenging school-based scenario or the candidate's belief/philosophy of education.</li><li>• Student Data Analysis: Candidates analyze and discuss the implications of sample student data</li></ul>



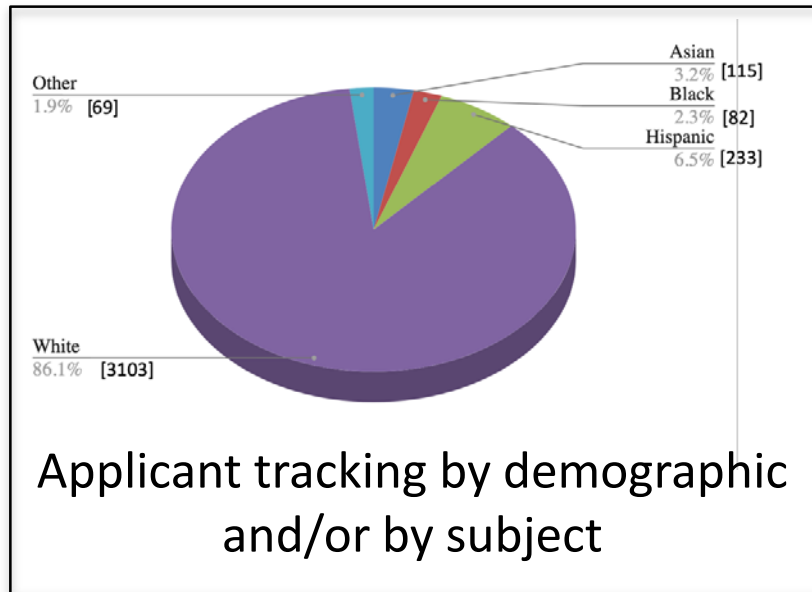
***In the chat, how has your virtual interviewing experience gone?***

***What lessons learned or tips could you share with the group?***

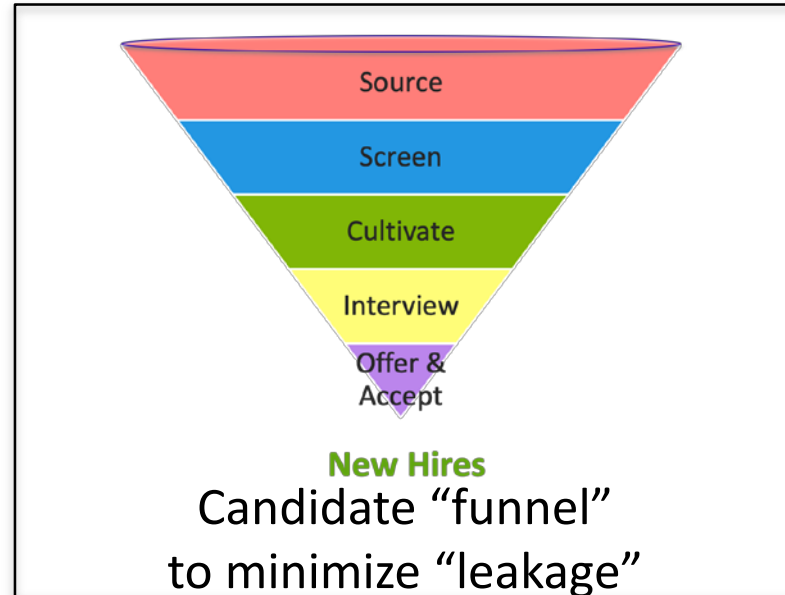
# Tracking Applicants Throughout the Process

# + Track and Monitor Your Progress!

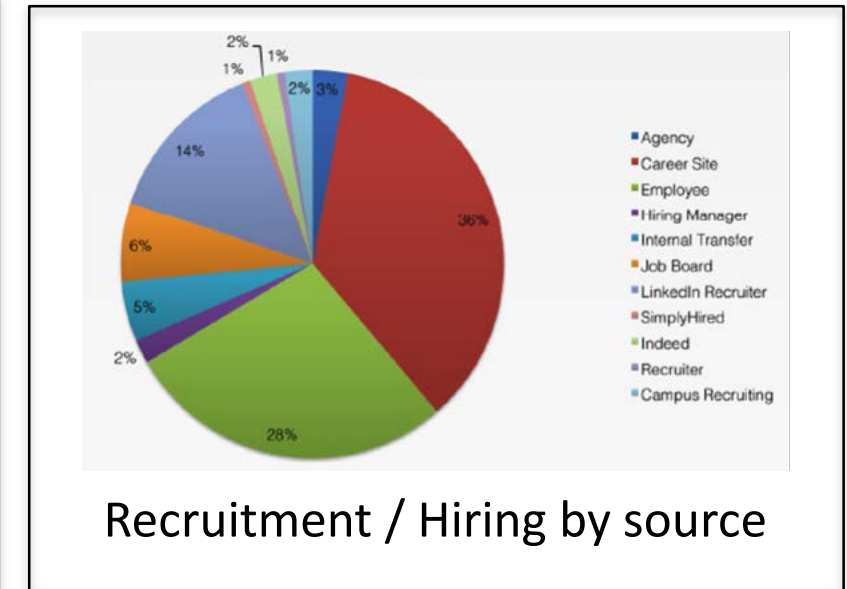
## Recruitment and Candidate Pipeline Monitoring



- Which job openings haven't attracted many candidates?



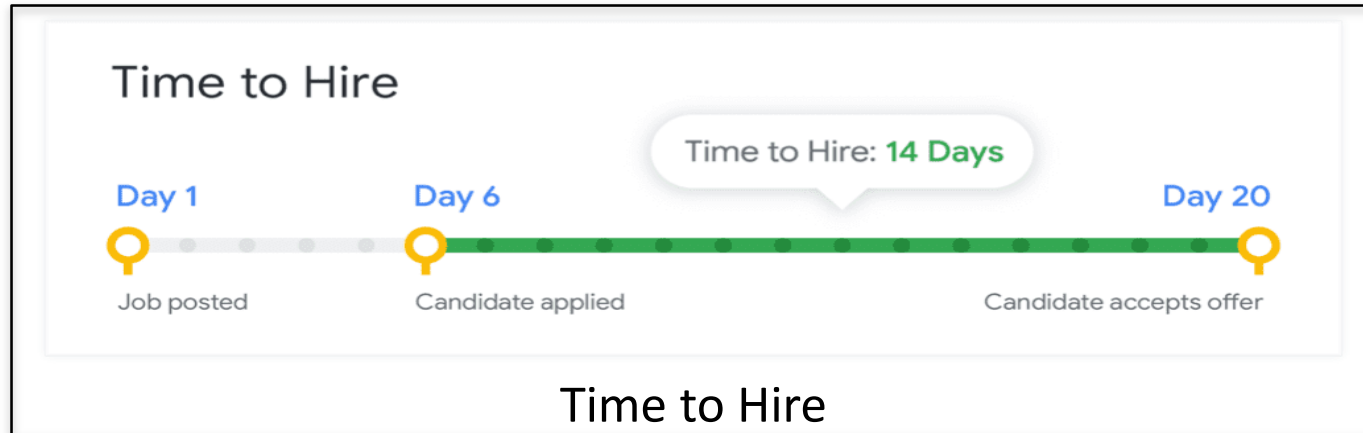
- Where are we losing candidates?
- Which candidates are stuck at what stage of the application process?



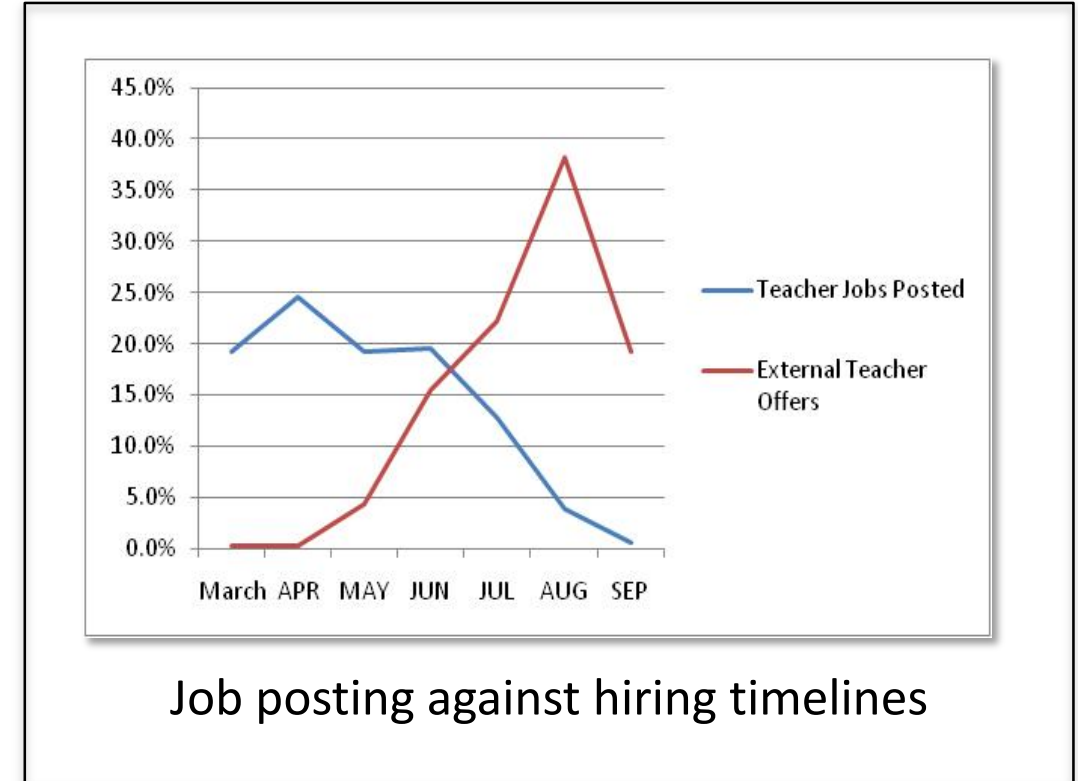
- From where are we attracting candidates?

# + Track and Monitor Your Progress!

## Hiring Activity: How Fast and When?



- How long does it take to fill a vacancy?



- Are we hiring when our application pools are more robust?

Actively tracking your recruitment and hiring progress will help to identify baseline performance in order to measure improvement and identify target goals

## + Tracking Candidates Through the Process

- Develop a “homemade” tracking system that captures key activity by stage: Prospect, Application Completed, Interviewed, Offered, Hired
- *OR* consider using commercial applicant tracking systems that capture activity by stage and provides communication support
- Minimum Benefit: helps to identify hiring timelines to gauge your LEA’s ability to compete for talent, as top candidates will accept offers early
- Advanced Benefit: helps to focus limited resources and efforts to the areas that yield the highest benefit

REMOTE RECRUITING & HIRING TOOLKIT:

### Online Job Application Tracking

Content Level: **DEVELOP** & **ENHANCE**

See PA Application Tracking [guidance](#)

+ What questions or suggestions do you have?

*Using the chat function, please share any questions or suggestions.*







All resources and toolkits are available along with a recording of this webinar:

<https://www.iu13.org/schoolimprovement/remote-recruiting-and-hiring-toolkit/>

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