**HIRING PROCESS: RUBRIC**

Hiring rubrics, which detail key elements of each staff position and include a scale of points based on experience, are useful tools to use in a hiring process. This tool includes rubrics for CCTA positions of teacher (instructor), principal, academic counselor, social worker and community liaison.

**HIRING PROCESS: RUBRIC**

FOR INSTRUCTORS

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Certifications: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Degree: ☐ Doctorate ☐ Masters ☐ Bachelors

Adapted from New Visions for Public Schools, New York City

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Background** | **Exceptional (3 Points)** | **Average (2 Points)** | **Below Average (1 point)** | **Observations/Evidence** | **Points** |
| Population, Teaching Experience | More than 2 years experience working with over-age and under credited youth | 2 years experience working with over-age and under credited youth | Very little teaching experience with over-age and under credited youth |  |  |
| Curriculum | Extensive background in developing student-centered curricula based on analyses of student work | Some background in developing student-centered curricula based on analyses of student work | Little background in developing student-centered curricula based on analyses of student work |  |  |
| Literacy | Extensive ability to integrate literacy strategies into instructional practices | Some ability to integrate literacy strategies into instructional practices | Little ability to integrate literacy strategies into instructional practices |  |  |
| Knowledge and Understanding of State Standards and Assessments | Extensive knowledge of state standards and exams and test preparation instruction | Some knowledge of state standards and exams and test preparation instruction | Little knowledge of state standards and exams and test preparation instruction |  |  |
| Building a College-Going Culture | Extensive knowledge of strategies that prepare youth academically for college and that imbue youth with the belief that college is for them | Some knowledge of strategies that prepare youth academically for college and that imbue youth with the belief that college is for them | Little knowledge of strategies that prepare youth academically for college and that imbue youth with the belief that college is for them |  |  |
| Working as a Team to Retain Students | Extensive experience working as a team to retain students | Some experience working as a team to retain students | Little experience working as a team to retain students |  |  |
| **Total Score** |  |  |  |  |  |

**HIRING PROCESS: RUBRIC**

FOR PRINCIPAL

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Certifications: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Degree: ☐ Doctorate ☐ Masters ☐ Bachelors

Adapted from New Visions for Public Schools, New York City

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Background** | **Exceptional (3 Points)** | **Average (2 Points)** | **Below Average (1 point)** | **Observations/Evidence** | **Points** |
| Population | More than 2 years experience in settings serving over-age and under credited youth | 2 years experience in settings serving over-age and under credited youth | Very little experience in settings serving over-age and under credited youth |  |  |
| Instructional Leadership | Extensive background providing instructional leadership to high school teachers | Some background providing instructional leadership to high school teachers | Little background providing instructional leadership to high school teachers |  |  |
| School Systems | Extensive background in developing and implementing school systems | Some background in developing and implementing school systems | Little background in developing and implementing school systems |  |  |
| School Leadership | Extensive ability to represent school to community and community organizations | Some ability to represent school to community and community organizations | Little ability to represent school to community and community organizations |  |  |
| State and Local School Policies | Extensive knowledge of and experience implementing state and local school policies | Some knowledge of and experience implementing state and local school policies | Little knowledge of and experience implementing state and local school policies |  |  |
| Supervision, Management, and Accountability | Extensive experience supervising staff and managing programs with high accountability | Some experience supervising staff and managing programs with high accountability | Little experience supervising staff and managing programs with high accountability |  |  |
| Building a College-Going Culture | Extensive knowledge of strategies that prepare youth academically for college and that imbue youth with the belief that college is for them | Some knowledge of strategies that prepare youth academically for college and that imbue youth with the belief that college is for them | Little knowledge of strategies that prepare youth academically for college and that imbue youth with the belief that college is for them |  |  |
| Working as a Team to Retain Students | Extensive experience working as a team to retain students | Some experience working as a team to retain students | Little experience working as a team to retain students |  |  |
| **Total Score** |  |  |  |  |  |

**HIRING PROCESS: RUBRIC**

FOR SOCIAL WORKER and COMMUNITY LIAISON

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Certifications: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Degree: ☐ Doctorate ☐ Masters ☐ Bachelors

Adapted from New Visions for Public Schools, New York City

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Background** | **Exceptional (3 Points)** | **Average (2 Points)** | **Below Average (1 point)** | **Observations/Evidence** | **Points** |
| Population | More than 2 years experience serving over-age and under credited youth | 2 years experience serving over-age and under credited youth | Very little experience serving over-age and under credited youth |  |  |
| Working as a Team to Retain Students | Extensive experience working as a team to retain students | Some experience working as a team to retain students | Little experience working as a team to retain students |  |  |
| Knowledge of Community and Community Services | Extensive background in local community and knowledge of community services | Some background in local community and knowledge of community services | Little background in local community and knowledge of community services |  |  |
| Counseling | Extensive experience counseling high risk high school students | Some experience counseling high risk high school students | Little experience counseling high risk high school students |  |  |
| State and Local School Policies | Extensive knowledge of state and local school policies that pertain to high school students | Some knowledge of state and local school policies that pertain to high school students | Little knowledge of state and local school policies that pertain to high school students |  |  |
| Building a College-Going Culture | Extensive knowledge of strategies that prepare youth academically for college and that imbue youth with the belief that college is for them | Some knowledge of strategies that prepare youth academically for college and that imbue youth with the belief that college is for them | Little knowledge of strategies that prepare youth academically for college and that imbue youth with the belief that college is for them |  |  |
| **Total Score** |  |  |  |  |  |

**HIRING PROCESS: RUBRIC**

FOR ACADEMIC COUNSELOR

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Certifications: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Degree: ☐ Doctorate ☐ Masters ☐ Bachelors

Adapted from New Visions for Public Schools, New York City

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Background** | **Exceptional (3 Points)** | **Average (2 Points)** | **Below Average (1 point)** | **Observations/Evidence** | **Points** |
| Population | More than 2 years experience serving over-age and under credited youth | 2 years experience serving over-age and under credited youth | Very little experience serving over-age and under credited youth |  |  |
| Enrollment and Tracking Credits | Extensive experience enrolling students and tracking credits | Some experience enrolling students and tracking credits | Little experience enrolling students and tracking credits |  |  |
| Working as a Team to Retain Students | Extensive experience working as a team to retain students | Some experience working as a team to retain students | Little experience working as a team to retain students |  |  |
| State and Local School Policies | Extensive knowledge of state and local school policies that pertain to high school students | Some knowledge of state and local school policies that pertain to high school students | Little knowledge of state and local school policies that pertain to high school students |  |  |
| Knowledge of Community and community services | Extensive background in local community and knowledge of community services | Some background in local community and knowledge of community services | Little background in local community and knowledge of community services |  |  |
| Counseling | Extensive experience counseling high risk high school students | Some experience counseling high risk high school students | Little experience counseling high risk high school students |  |  |
| Building a College-Going Culture | Extensive knowledge of strategies that prepare youth academically for college and that imbue youth with the belief that college is for them | Some knowledge of strategies that prepare youth academically for college and that imbue youth with the belief that college is for them | Little knowledge of strategies that prepare youth academically for college and that imbue youth with the belief that college is for them |  |  |
| **Total Score** |  |  |  |  |  |