

# APPLYING TO THE DISTRICT PRIORITY POOL: THE CHEAT SHEET

## STEP 1: FINDING THE JOB POSTING THROUGH **TEACHBOSTON.ORG**

Info about initiatives, processes, and opportunities in BPS

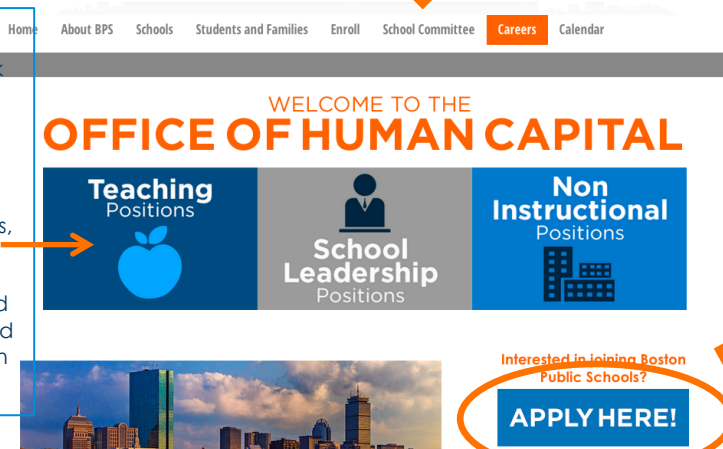
Contact info, and a link to the BPS homepage

Profiles of BPS teachers and why they love teaching in Boston



This will take you...

Info about what we look for in our teaching candidates, licensure, standards, competencies, salaries, substitute teaching, and why you should want to teach in Boston

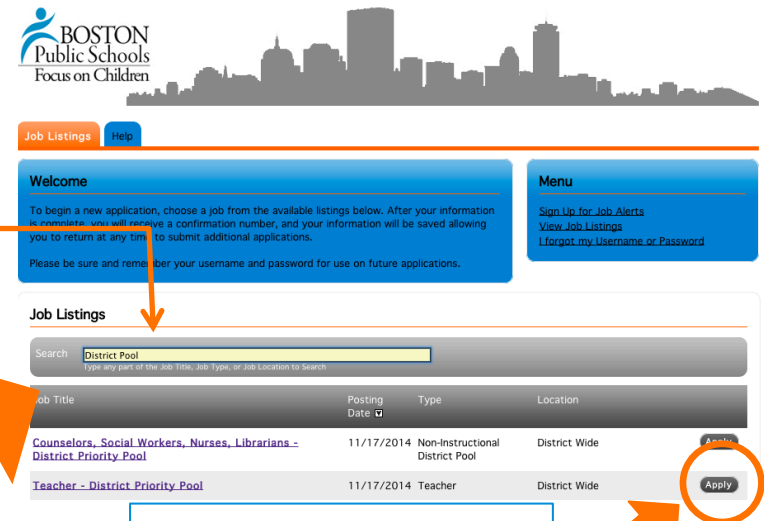


Interested in joining Boston Public Schools?

**APPLY HERE!**

Type "District Pool" into the search bar to find the **Teacher - District Priority Pool** job posting

This will take you...



Click here to begin your application!

The first step in applying to the District-Wide Priority Pool is **finding the place to apply!** Within the next few weeks, we will be launching a **re-design** of teachboston.org that will make finding the job posting a one-step process. Until then, follow these steps to apply:

1. Visit **TeachBoston.org** and click "Apply Today"
2. On the Office of Human Capital Careers Page click "Apply Here"
3. Search for "District Pool" in the job listings, and click "Apply" next to the District Priority Pool you wish to apply for

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## STEP 2: BUILDING YOUR PROFILE & APPLICATION

### REQUIRED ELEMENTS

#### CERTIFICATION(S)

- Be sure to include **every certification** that you anticipate holding by August 15<sup>th</sup> 2015 (there is an option in the application to select "Pending License")
- You can update this once your license is in hand, but it is not necessary
- You can be hired for next year without a license, but your offer is contingent on having that license in hand by August 15<sup>th</sup>

#### RESUME

- Simple and easy to read, with consistent formatting and no grammatical or spelling errors (to avoid formatting errors, you can upload your resume in .pdf form)
- **Be specific!** Don't just summarize your job title – detail gains your students made, goals you met, curricula you taught, etc.
- Highlight **all certifications** (including pending ones) at the top of the resume
- Reviewers are looking for details and evidence of success, organizational and communication skills, and relevant certifications and experience

#### COVER LETTER

- Upload a **general** cover letter for BPS, and include why you want to teach in BPS, and your philosophy of education
- Communicate your **commitment** to urban education, to Boston, and to our students
- Double check for spelling, grammar, and formatting consistency (to avoid formatting errors, you can upload your cover letter in .pdf form)

#### REFERENCES

- Names and contact information for **three references** are required – reference letters are **not required** at this stage

If you have not applied to BPS before, or haven't applied in several years, click here to create your account and apply.

If you applied to BPS in this hiring system last year, log in here to update your profile and submit your application.

**Note:** This hiring system was new in SY13-14. If you have an account on a previous BPS hiring system, you must create a new one here.

## ADDITIONAL INFORMATION & TIPS

#### CANDIDATES WE ARE LOOKING FOR

- Those with a strong **commitment** to public urban education and who drive **student achievement**
- Those who reflect the racial, cultural, ethnic, and linguistic **diversity** of our students
- Those with experience in urban schools, hold multiple certifications to be able to serve all of our students, and especially those certifications in our **high-need areas** (English as a Second Language, Mathematics, Science, and Special Education)

#### HOW TO PREPARE

- **Research, research, research!** Spend some time on our **Interactive Rubric** to learn how BPS defines excellent teaching, familiarize yourself with the **Acceleration Agenda** to think about how your philosophy of education aligns with the goals that BPS has set, visit school websites to learn about different types of schools and **school communities** across the district, etc.

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## STEP 3: RESUME & COVER LETTER SCREENING & PHONE INTERVIEW

## EDUCATOR COMPETENCIES

WHAT WE LOOK FOR & SAMPLE QUESTIONS FOR PREPARATION

### RESUME & COVER LETTER SCREENING

#### WHO

- All candidates who complete an application in the District Priority pool

#### WHAT WE'RE LOOKING FOR

- Simple and easy to read documents, with consistent formatting and **no grammatical or spelling errors** (to avoid formatting errors, you can upload your resume in .pdf form)
- Be specific!** Screeners are looking for evidence of success and experience in each of our **six educator competencies**
- Compelling** case for your candidacy

### PHONE INTERVIEWS

#### WHO

- Candidates from the District Priority Pool whose resume screeners recommend for this next step

#### WHAT WE'RE LOOKING FOR

- Clear and compelling** communication skills
- Ability to **connect your experiences** to examples of success in our six educator competencies
- Personal and professional **reflection and self-awareness**
- Commitment** to, and **passion** for, urban education and BPS

### QUESTIONS?

CONTACT THE RECRUITMENT TEAM  
[RECRUITMENT@BOSTONPUBLICSCHOOLS.ORG](mailto:RECRUITMENT@BOSTONPUBLICSCHOOLS.ORG)

### ACCOUNTABILITY FOR STUDENT ACHIEVEMENT

- Example indicators:
  - Sets ambitious learning goals for all students, creates cognitively demanding tasks, takes ownership of making necessary adjustments to instruction to reach goals
- Sample interview questions:
  - How will you measure your own success as a teacher?
  - Tell me about a specific lesson you felt was really successful. How do you know it was successful?

### COMMUNICATING CONTENT KNOWLEDGE

- Example indicators:
  - Demonstrates mastery of and enthusiasm for content area and the pedagogy it requires, can convey content in creative and engaging ways that align to standards
- Sample interview questions:
  - What do you consider standard ways of conveying your content?
  - What concepts do you find are easily confused by students? How do you teach them?

### EQUITABLE & DIVERSE INSTRUCTION

- Example indicators:
  - Scaffolds and differentiates instruction in order for all students to do complex thinking and rigorous work, uses instructional practices that are likely to challenge and engage all students
- Sample interview questions:
  - What does differentiation mean to you? How does it factor into your lesson planning?
  - How would you describe your classroom management style?

### CULTURAL PROFICIENCY

- Example indicators:
  - Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected
- Sample interview questions:
  - What do you know about the background and interests of your previous students? How did you make use of that information?
  - What is your approach to cultural diversity in your classroom?

### PARENT/FAMILY ENGAGEMENT

- Example indicators:
  - Engages with families and builds collaborative, respectful relationships with them in service of student learning
- Sample interview questions:
  - How have you made connections with the communities in which you have worked?
  - What happens if you consistently reach out to a parent without a response?

### PROFESSIONAL REFLECTION & COLLABORATION

- Example indicators:
  - Regularly reflects on practice, seeks and responds to feedback, demonstrates self-awareness
- Sample interview questions:
  - What was the most powerful feedback you have received?
  - What would you do if you realized you were not being effective?