

Guilford County Schools

Haberman Interview Process

The Purpose and Role of the Haberman Process in Screening and Selecting
Star Teachers and Star Principals

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Haberman Screening and Interview

The Guilford County School System has been a leader in using national models for interviewing. Most major models include both on-line screeners and a follow-up face to face structured interview.

The purpose of selecting a model to be used as a district-wide interview tool is to provide a systematic solution that is research-based, aligned to core values and best practices, and statistically reliable and valid. Since principals hire up to 600 new teachers each year for the Guilford County Schools, it is important to have an interviewing tool that best identifies the qualities and attributes needed to teach in an urban setting.

GCS teachers are hired from many in-state, out-of-state, and international sources. These teachers are carefully recruited, screened and selected using a multi-tiered approach that addresses federal and state requirements, aligns to district priorities and values, and includes key stakeholders.

Recruitment strategies include visits to in-state and out-of-state college and university campuses that yield the greatest production of teachers, particularly in hard to staff areas. Additionally, GCS conducts recruitment/hiring fairs, hosts student teachers, and advertises through on-line search companies. GCS provides differentiated salary schedules for hard-to-staff licensure areas and for teachers in hard-to-staff schools. Each year, approximately 10,500 teachers apply to teach with the Guilford County Schools.

District personnel are involved in screening and selection strategies which include licensing/transcript analysis, criminal records checks, reference checks, on-line screening and interviews. Interviews are conducted with district teams of at least 2-3 principals. Further follow-up interviews are conducted on-site by principals and teacher teams.

History of Formal Structured Interviewing Systems in GCS

In 2002, the Guilford County Schools (GCS) implemented a district-wide interview using the Ventures for Excellence Instrument. That instrument assisted the district in screening for teachers who had unique dispositions to teach. Specifically the Ventures process screened candidates for their ability to express their unconditional positive regard for people, their ability to define the importance of building positive relationships, their articulation of teaching/learning strategies to meet student needs, and their ability to make content meaningful to learners. The process was used from 2002-January of 2005. At that time, GCS transitioned from Ventures for Excellence to the Haberman Star Teacher and Principal process. Currently the Haberman process is in its second full year of implementation.

What is the Research Base for Haberman?

The Haberman Star Teacher and Star Principal screening tools were developed by Dr. Martin Haberman, a researcher currently based at the University of Wisconsin-Madison. Dr. Haberman spent four decades examining research regarding teacher and principal successes and failures, specifically in urban settings. He conducted exit interviews with teachers and principals who were leaving the profession. His research examined the gaps in traditional teacher preparation programs. Further his research revealed the qualities and characteristics teachers and administrators need to address children coming from diverse backgrounds, particularly those from urban poverty.

From this research, he developed key dispositions that teachers and principals in urban settings need to be successful. Those dispositions include the following:

- Focus on a passion for teaching and leading especially in schools where there are populations of at-risk students
- Focus on supporting a positive learning environment through creative problem solving and persistence that will find the optimal solution to tackle challenges that children encounter
- Focus on working collaboratively to create a strong, positive school culture that supports teaching and learning for children and adults
- Focus on parents and community as critical partners in the education process

Benchmarking Against Others: What Are Other Schools Systems Using

School systems across the country use a variety of instruments to select teachers and administrators. Currently there are only three major organizations that have a validated instrument for teacher and administrator selection. Those three organizations include Ventures for Excellence, Haberman Star Teacher and Administrator, and Gallup TeacherInsight (sic). In contacting other school systems, both in-state and out-of-state, the following information was obtained:

Ventures for Excellence	Haberman	Gallup TeacherInsight	Other (custom screener)
Glendale, AZ	Dallas, TX	Richmond Public, VA	Durham
Lake County Schools, FL	Charlotte, NC	Loudoun County, VA	Forsyth
Bremen School District, IN	Tampa, FL	Gwinnett County, GA	Miami, FL
Oakland Schools, MI	Edison Schools (NY and Chicago)	New York City Schools, NY	Atlanta Public
Buffalo, MN	Denver, CO	Denver Public, CO	Norfolk, VA
Branson, MO	Philadelphia, PA	Metro Nashville Public, TN	
Worthington, OH	San Diego, CA	Austin Independent, TX	
Pasadena, TX	Kansas City, KS	Collier County, FL	
Wheatland, CA	St. Louis, MO	Lee County, FL	
East Prairie, IL	Pomona, CA	Volusia County, FL	
Rochester Hills, MI	Atlanta Area, GA	Cobb County, GA	
Columbia Heights, MN	Savannah, GA	Collier County, FL	
Newark, OH	Long Beach, CA	St. Lucie County, FL	

What are the GCS Numbers Suggesting

Of the 10,500 GCS teacher applicants annually, 54% meet initial screening standards (i.e. licensing requirements, screening requirements). Of those, approximately 20% are selected from the interview as prospective teacher candidates for GCS schools. Names of candidates who have met requirements are available for principal review. This process assists principals in their final selection process by providing a pool of eligible candidates that have been interviewed and identified by fellow GCS principals.

Principals who identify candidates outside of this process (those who may apply directly to schools versus matriculating through the application process) send those individuals to Human Resources for screening and, in some cases, special consideration.

What is the Benefit of a District Interview

Structured interviews that are aligned to the organization's core values provide a common language for all district personnel. The Haberman Star Teacher/Principal dispositions are aligned to GCS core values and beliefs.

To support the common language and strengthen implementation, interviews are conducted in teams of two or three persons. These teams enable greater inter-rater reliability, greater opportunity to probe and examine candidate strengths and improvement needs, thus supporting more accurate interview results.

A key consideration in gaining all stakeholder buy-in and participation is the time away from the job. As a result of principal feedback, the interview process has been limited to only ½ day each month.