

Hazelwood East Middle School



Employee Selection Process for the
2012-13 School Year

Achieving Excellence Now!

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EMS Interview Process (2012-13)

Step 1: Resume Screening (Admin)

- Criteria
 - Experience with African American children/diverse population
 - Education level
 - Technology experience
 - Veteran vs. novice teacher
 - Leadership experience
 - Data analysis experience
 - Internal candidate/Hazelwood experience (subbing/student teaching)

Step 2: Phone Screening (Coaches)

- Confirm current position or status (i.e. when graduating or moving); any certification info; preview that we expect to have teacher PD this summer
- Tell me what you know about Hazelwood School District and about East Middle School (Inquire about their knowledge of school turnaround).
- Why are you interested in working particularly in a middle school?
- The federal law “No Child Left Behind” mandates that we close the achievement gap that exists between black and white students. Why do you think the achievement gap exists?
- I’d like to learn more about how you approach your own growth and professional development. Tell me about a strong professional learning experience you’ve had and how it influenced your professional practice.
- What do you believe has the greatest impact on student behavior in school?
- Do you have any questions for me?

Step 3: Administration Interview

- All adults and children within the EMS community work and live by our EAGLE Call value system: E- expect to learn, A- ask relevant questions, G- give 100% effort, L-lead with purpose and E- exhibit a positive attitude. The following questions will provide you an opportunity to discuss your beliefs and actions in regards to our values.
 - Tell us about a time that you expected to learn and your learning led to a change in your professional practice.
 - Tell us about a time when you asked relevant questions leading to a collaborative decision.
 - Tell us about a time when you gave 100% effort and it led to a positive outcome.
 - Tell us about a time when your leading with purpose allowed another person to be successful.
 - Tell us about a time when you exhibited a positive attitude in a difficult situation.
- We surveyed our teachers to gain insight from the frontlines about working in a turnaround school. Our teachers were asked the following: from your experience working at EMS what insights and reflections do you have for schools preparing to embark on the turnaround process?

- The top answers were: hard work in and out of the building-22%, Fast paced/Rapid changes -8%, Takes a collective effort-7%, Reflective teaching practice -6%, Focus on student success/growth-5%, Innovation is a must/willingness to try new ideas-5%, Commitment to go above and beyond-5%.
- Tell us about the most challenging experience you have ever encountered and how you processed through the situation.
- What is your expectation of the role of the school administration?

Step 4: Panel Interview (8 members- Administrator, Math & Literacy coaches, Grade Level PLC member, Content Area PLC member, parent, student, NEA rep)

1. Looking at your resume, we can see your experience. Tell us about the most powerful experience you've had with a child/student.
2. At EMS, we have block classes which run 80-90 minutes. Walk us through a 80-90 minute class period from beginning to end.
3. What do you know about balanced literacy/CMP? (*CA or math candidates only) or How would you incorporate math and communication arts skills in your content? (for other content area teachers)
4. How do you determine if your lesson is successful?
5. Scenario: You have assigned a task for the whole class. You have a student that is not doing what was asked. What do you do? (Continue to prod...what if that doesn't work ...until the office is involved.)
6. Turnaround Competencies:
 - We want to understand in detail how you do your work, especially when you have felt successful or challenged. So, we are going ask a different type of interview question from the usual. We are going to ask you to describe past events in great detail-almost as if you have a video camera on your shoulder and are showing us exactly what happened. At different points, I or my teammates here will interrupt you to ask for more detail. Sorry in advance for that.
 - Ask the question.
 1. Think of a time when you participated in a group or team of people to accomplish work that was satisfying to you and tell us the story.
 2. Tell us about a time when you helped another person, someone whom others were not sure could improve, to achieve or succeed at a higher level
 - Take a minute to think of a story you have that matches the question. We want you to give us a "headline version" first. Take a minute to think, and then give me the headlines of key events or most critical parts of your story...the beginning, the middle and end. Next we'll go back and get you to walk us through it step by step.
 - OK, great, now take me back to the beginning. Walk me through step by step what you did, said and thought at the time. And how others responded.
7. Do you have any questions?

Step 5: Demonstration Lesson (within building or in student teaching setting in a middle or high school)-admin and coach observe

- Scoring guide used to assess lesson plan, lesson execution, interactions with students and content knowledge

TOTAL SCORE: _____

Phone Screening for East Middle School

Candidate: _____ Phone #: _____

Date/Time: _____ Position: _____ Interviewer: _____

We are conducting over a dozen phone screens to help us decide which candidates to bring in for interviews. This should take about 25 minutes – I have a series of questions, and if you have 2 or 3 questions for me, there will be time for that. Let’s get started.

1. Confirm current position or status (i.e. when graduating or moving); any certification info; preview that we expect to have teacher PD this summer

Current position
Certification
Availability this summer

2. Tell me what you know about Hazelwood School District and about East Middle School. Let me tell you a little East MS; we are a turnaround school entering our 3rd year of reform (***Inquire about their knowledge of school turnaround***). In the classrooms our curriculum is focused around balanced literacy/CMP/Reading & Writing across curriculums. Being a reform school, we are focused on drastic improvements in student achievement through data analysis, professional learning and collaboration. It is expected that teachers who work at East Middle are committed to the turnaround process.

0	1	2	3	4
Did not answer the question	Poor: No knowledge of reform	Below Average: No knowledge of school turnaround but refers to reform process	Good: Knowledgeable about school turnaround, gives specific examples	Excellent: highly knowledgeable about school turnaround, positive experience working in a turnaround school

Notes:

3. Why are you interested in working particularly in a middle school?

0	1	2	3	4
Did not answer the question	Poor: Expresses interest in a job of any kind	Below Average: Describes elements of working in any school setting-not specific to middle school	Good: Describes one of the two elements (MS child or model)	Excellent: Describes specific characteristics of the middle school child and the middle school model (teaming)
Notes:				

4. The federal law “No Child Left Behind” mandates that we close the achievement gap between black and white students. Why do you think the achievement gap exists?

0	1	2	3	4
Did not answer the question	Poor: Does not acknowledge that an achievement gap exists.	Below Average: Places blame outside of the teaching and learning environment	Good: Reflection on teaching practices, but offers no solutions	Excellent: Reflection on teaching practices and possible solutions for eliminating the gap
Notes:				

5. I'd like to learn more about how you approach your own growth and professional development. Tell me about a strong professional learning experience you've had and how it influenced your professional practice.

0	1	2	3	4
Did not answer the question	Poor: Does not give an example of PD, but talks about change in practice	Below Average: Describes general PD, missing impact on practice	Good: Describes specific example of PD experience and explains implementation of new strategy/ technique.	Excellent: Describes specific example of PD experience and impact on belief system of candidate which changed practice.
Notes:				

6. What do you believe has the greatest impact on student behavior in school?

0	1	2	3	4
Did not answer the question	Poor: Does not believe student behavior can be impacted by outside influence	Below Average: Places blame outside of the teaching and learning environment	Good: Reflection on teaching practices, includes strategies for classroom management	Excellent: Reflection on teaching practices and adult behavior/ belief systems
Notes:				

7. That concludes my questions for you. Do you have any questions for me?

Questions asked	Answer given

There are three more steps in our selection process. The administrative team will be evaluating the phone screenings and narrowing the candidate pool for interviews within the next week. You will be notified within the next week as to your movement in the selection process. Thank you for your time and your interest in becoming part of the EMS team.

TOTAL SCORE (Transfer to Page 5)= _____

Highly Recommended for interview = 20-16

Possible interview= 15-11

Not Recommended for interview= 10 and below

TOTAL SCORE: _____

Administrative Interview for East Middle School

*Give candidate a copy of the EAGLE call and data on the Turnaround Survey prior to interview.

Candidate: _____ Phone #: _____

Date/Time: _____ Position: _____ Interviewer: _____

Introductions of all administrators

We have given you an opportunity to look over some information and data that describes East Middle School. We will ask a series of questions in reference to these two documents, and then provide you an opportunity to ask any questions that you may have.

All adults and children within the EMS community work and live by our EAGLE Call value system: E- expect to learn, A- ask relevant questions, G- give 100% effort, L-lead with purpose and E- exhibit a positive attitude. The following prompts will provide you an opportunity to discuss your beliefs and actions in regard to our values.

1. Tell us about a time that you expected to learn and your learning led to a change in your professional practice.

0	1	2	3	4
Did not answer the question	Poor: Does not give an example of PD, but talks about change in practice	Below Average: Describes general PD, missing impact on practice	Good: Describes specific example of PD experience and explains implementation of new strategy/ technique.	Excellent: Describes specific example of PD experience and impact on belief system of candidate which changed practice.
Notes:				

2. Tell us about a time when you asked relevant questions leading to a collaborative decision.

0	1	2	3	4
Did not answer the question	Poor: Describes asking questions without a purpose	Below Average: Describes working with a group of people, does not include information about the result	Good: Describes specific example of working with a group of people and the result- little information on personal involvement	Excellent: Describes specific example of working with a group of people, providing input through questioning and explains the result
Notes:				

3. Tell us about a time when you gave 100% effort and it led to a positive outcome.

0	1	2	3	4
Did not answer the question	Poor: Describes general effort needed to achieve a task, no personal connection	Below Average: Describes specific example of personal effort given, but does not include outcome or includes negative outcome	Good: Describes specific example of personal effort given, explains a positive outcome	Excellent: Describes specific example of personal effort given, above and beyond what was expected, explains the positive outcomes, both intended and unintended
Notes:				

4. Tell us about a time when you led with purpose allowing another person to be successful.

0	1	2	3	4
Did not answer the question	Poor: Describes general knowledge of leadership	Below Average: Describes leadership example, but does not link to successful outcome	Good: Describes specific leadership example, and links to program/organization success	Excellent: Describes specific leadership example, and the direct link to another person's success
Notes:				

5. Tell us about a time when you exhibited a positive attitude in a difficult situation.

0	1	2	3	4
Did not answer the question	Poor: Describes general example of exhibiting a positive attitude	Below Average: Describes specific personal example of a difficult situation, but does not describe a positive response to the situation	Good: Describes specific personal example of a difficult situation and describes actions taken to maintain positive attitude	Excellent: Describes specific personal example of a difficult situation and describes actions taken to influence others to remain positive
Notes:				

6. Which of the five values are most aligned to your personal belief system? Explain why.

0	1	2	3	4
Did not answer the question	Poor: Explains that all values are important and cannot be ranked.	Below Average: Identifies more than one value and gives general examples of how they apply.	Good: Identifies one of the five values, describes how it is aligned to belief system.	Excellent: Identifies one of the five values, describes how it is aligned to belief system with a specific example related to children.
Notes:				

We surveyed our teachers to gain insight from the frontlines about working in a turnaround school. Our teachers were asked the following: from your experience working at EMS what insights and reflections do you have for schools preparing to embark on the turnaround process?

The top answers were: hard work in and out of the building-22%, Fast paced/Rapid changes -8%, Takes a collective effort-7%, Reflective teaching practice -6%, Focus on student success/growth-5%, Innovation is a must/willingness to try new ideas-5%, Commitment to go above and beyond-5%.

7. Tell us about the most challenging experience you have ever encountered and how you processed through the situation.

0	1	2	3	4
Did not answer the question	Poor: Does not mention any of the elements	Below Average: Mentions two of the seven elements	Good: Mentions four of the seven elements	Excellent: Mentions elements listed in the top answers from survey (hard work/resilience, flexibility, collaboration, reflection, data/results driven, innovation, commitment)
Notes:				

8. What is your expectation of the role of the school administration?

0	1	2	3	4
Did not answer the question	Poor: Answer does not include any expectations of the administration	Below Average: Answer includes addressing student behaviors and school management	Good: Answer includes various elements of support OR leadership	Excellent: Answer includes various elements of support and leadership (Provide clear vision, mission of the school; facilitate collaborative environment; give feedback on instructional and professional practice)
Notes:				

9. That concludes my questions for you. Do you have any questions for me?

Questions asked	Answer given

There are two more steps in our selection process; a panel interview and demonstration lesson. We will narrow the candidate pool for the panel interviews within the next week. You will be notified within the next week as to your movement in the selection process. Thank you for your time and your interest in becoming part of the EMS team.

TOTAL SCORE (Transfer to Page 8)= _____

Highly Recommended for interview = 32-25

Possible interview= 24-18

Not Recommended for interview= 17 and below

TOTAL SCORE: _____

Panel Interview (Round 2) for East Middle School

*Give candidate a copy of the Turnaround Competency scenarios prior to interview.

Candidate: _____ Phone #: _____

Date/Time: _____ Position: _____ Interviewer: _____

Introductions of panel participants.

We have given you an opportunity to reflect on some personal experiences that will give us a better understanding of your qualifications for a teaching position at East Middle School . We will ask a series of questions in reference to your knowledge and experiences, and then provide you an opportunity to ask any questions that you may have.

1. Looking at your resume, we can see your experience. Tell us about the most powerful experience you've had with a child/student.

0	1	2	3	4
Did not answer the question	Poor: Describes a powerful experience, but it is not related to students/children.	Below Average: Describes a general sense of positive rapport with students/children.	Good: Describes positive rapport with student in general, articulates a sense of accomplishment from helping a student succeed without specific examples	Excellent: Describes specific experience with details and indicates how actions had a direct, positive impact on the child's life. Articulates a sense of accomplishment from helping a student/child succeed with specific examples.
Notes:				

2. At EMS, we have block classes which run 80-90 minutes. Walk us through a 80-90 minute class period from beginning to end.

0	1	2	3	4
Did not answer the question	Poor: Displays no clear understanding of pacing for an effective lesson.	Below Average: Describes general pacing of a lesson, missing components listed in a good answer.	Good: Describes at least the following components to the lesson: DO NOW (intro, starter, etc.), instructional strategies, various activity transitions and closure.	Excellent: Describes complete breakdown of the class period, including DO NOW (intro, starter, etc.), instructional strategies, <i>differentiation</i> , various activity transitions, closure, <i>reflection/formative assessment</i>
Notes:				

3. What do you know about balanced literacy/CMP? (*CA or math candidates only) or How would you incorporate math and communication arts skills in your content? (for other content area teachers)

0	1	2	3	4
Did not answer the question	Poor: Displays limited knowledge of CMP/Balanced Literacy or how to incorporate math/CA in other content areas	Below Average: Displays limited knowledge of the program/integration of ca or math, but discusses aspects of how they would teach using elements of the program	Good: Describes the specific instructional program/incorporation of math and CA in detail with specific examples.	Excellent: Describes the specific instructional program/incorporation of math and CA in detail with specific examples and talks about the benefits of the program/integration in student learning.
Notes:				

4. How do you determine if your lesson is successful?

0	1	2	3	4
Did not answer the question	Poor: Discusses grades of students	Below Average: Discusses students' engagement and assessment, but does not mention learning objective.	Good: Discusses students' engagement and assessment data in meeting a learning objective.	Excellent: Discusses their self reflection of instructional practice based on students' engagement, feedback and assessment data in meeting a planned learning objective. Includes information about how they would revise lesson if needed.
Notes:				

5. Scenario: You have assigned a task for the whole class. You have a student that is not doing what was asked. What do you do? (Continue to prod...what if that doesn't work ...until the office is involved.)

0	1	2	3	4
Did not answer the question	Poor: Discusses grades of students	Below Average: Discusses students' engagement and assessment, but does not mention learning objective.	Good: Discusses students' engagement and assessment data in meeting a learning objective.	Excellent: Discusses their self reflection of instructional practice based on students' engagement, feedback and assessment data in meeting a planned learning objective. Includes information about how they would revise lesson if needed.
Notes:				

(Turnaround Competencies) We want to understand in detail how you do your work, especially when you have felt successful or challenged. So, we are going to ask a different type of interview question from the usual. We are going to ask you to describe past events in great detail-almost as if you have a video camera on your shoulder and are showing us exactly what happened. At different points, I or my teammates here will interrupt you to ask for more detail. Sorry in advance for that.

6. Think of a time when you participated in a group or team of people to accomplish work that was satisfying to you and tell us the story.
 - *Take a minute to think of a story you have that matches the question. We want you to give us a "headline version" first. Take a minute to think, and then give me the headlines of key events or most critical parts of your story...the beginning, the middle and end. Next we'll go back and get you to walk us through it step by step. (Pause to allow the candidate to process and give headline version).*
 - *OK, great, now take me back to the beginning. Walk me through step by step what you did, said and thought at the time. And how others responded.*

Scoring Guide

Public Impact. (2008). *School turnaround teachers: selection toolkit*. Chapel Hill, NC: Public Impact for The Chicago Public Education Fund. (p.13).

7. Tell us about a time when you helped another person, someone whom others were not sure could improve, to achieve or succeed at a higher level
 - *Take a minute to think of a story you have that matches the question. We want you to give us a "headline version" first. Take a minute to think, and then give me the headlines of key events or most critical parts of your story...the beginning, the middle and end. Next we'll go back and get you to walk us through it step by step. (Pause to allow the candidate to process and give headline version).*
 - *OK, great, now take me back to the beginning. Walk me through step by step what you did, said and thought at the time. And how others responded.*

Scoring Guide

Public Impact. (2008). *School turnaround teachers: selection toolkit*. Chapel Hill, NC: Public Impact for The Chicago Public Education Fund. (p.18).

8. That concludes our questions for you. Do you have any questions for us?

Questions asked	Answer given

There is one more step in our selection process; a demonstration lesson. You will be notified within the next week as to your movement in the selection process. Thank you for your time and your interest in becoming part of the EMS team.

TOTAL SCORE (Transfer to Page 12)= _____

Highly Recommended for progression = 32-26

Possible progression= 25-20

Not Recommended for progression= 19 and below

TOTAL SCORE: _____

Demonstration Lesson for East Middle School

Candidate: _____ Position: _____

Date/Time/Location: _____ Observer: _____

Candidate will be notified in advance of a time and date to provide a 30 minute demonstration lesson. Candidate will be informed that they need to be prepared to present a lesson to a group of students in the specific content area. Candidate should be informed that the lesson will be stopped at 30 minutes.

1. Lesson plan

0	1	2	3	4
Did not have a lesson plan	Poor: Displays no clear understanding of lesson design.	Below Average: General understanding of a lesson, missing critical components listed in a good answer.	Good: Displays at least the following components to the lesson: DO NOW (intro, starter, etc.), instructional strategies, various activity transitions and closure	Excellent: Lesson has strong alignment to GLE. Lesson contains complete breakdown of the class period, including DO NOW (intro, starter, etc.), instructional strategies, <i>differentiation</i> , various activity transitions, closure, <i>reflection/formative assessment</i>
Notes:				

2. Lesson Execution

0	1	2	3	4
Inappropriate execution of lesson	Poor: Inappropriate pacing throughout lesson, does not execute planned lesson, missing an assessment or check for understanding.	Below Average: Inappropriate pacing at times, executes only some of components outlined in lesson plan, no opportunity for student interaction, check for understanding/assessment of objective	Good: Pacing is appropriate, executes most components outlined on lesson plan, provides opportunities for student interaction, check for understanding/assessment of objective	Excellent: Pacing is appropriate, material is relevant to student's lives, executes all components outlined on lesson plan, provides opportunities for student interaction, check for understanding/assessment of objective
Notes:				

3. Interactions with students

0	1	2	3	4
Has inappropriate interaction with students.	Poor: Does not use any reinforcement, has negative interaction with students	Below Average: Uses positive and negative reinforcement; inappropriately addresses student behaviors.	Good: Displays a welcoming, positive presence; uses positive reinforcement; uses proximity; appropriately addresses student behaviors	Excellent: Displays a welcoming, positive presence; communicates clear protocol, uses positive reinforcement, uses students names, uses proximity, appropriately addresses student behaviors
Notes:				

4. Content Knowledge

0	1	2	3	4
Teaching the wrong content	Poor: Displays no content knowledge; answers students' questions incorrectly; content is inappropriate for grade level.	Below Average: Displays limited content knowledge; does not answer students' ; content is inappropriate for grade level.	Good: Displays an appropriate level of content knowledge, seeks other resources to answer students' questions, content is appropriate for grade level	Excellent: Displays a high level of content knowledge, answers students' questions appropriately, content is appropriate for grade level, all activities are clearly aligned to GLEs
Notes:				

This is the final step of the selection process. You will be notified within the next week as to your movement in the selection process. Thank you for your time and your interest in becoming part of the EMS team.

TOTAL SCORE (Transfer to Page 16)= _____

Highly Recommended for employment= 16-13

Possible employment= 14-10

Not Recommended for employment= 9 and below



EAST MIDDLE SCHOOL
HAZELWOOD SCHOOL DISTRICT

East Middle School is getting ready to embark on the third year of turnaround reform. It is without question that the success of our reform is dependent on the hard work and dedication of all stakeholders. To ensure transparency and commitment, we are asking all staff to complete a letter of intent to fulfill the obligations required of all EMS staff.

Your name	
<p>Do you plan to return to East Middle in 2012-13?</p> <p>If yes, please let us know why you are returning! If no, we would appreciate knowing your plans (graduate school, another teaching job, unsure).</p>	<p><i>Circle one:</i> YES NO</p> <p><i>Reason:</i></p>
<p>If you are planning to return to East Middle in 2012-13, please continue with the following questions:</p>	
<p>Are you interested in serving on the hiring committee for 2012-13 vacancies?</p> <p>(This is a non-stipended teacher leadership opportunity April-July)</p>	<p><i>Circle one:</i> yes no</p>
<p>Would you be interested in any of the following summer 2012 projects? Please mark all that you are interested in.</p>	<p><i>Circle all that apply:</i></p> <p>Curriculum and assessment work: Content _____</p> <p>Planning back to school PD week in August 2012</p> <p>Supporting new staff on-boarding</p> <p>Planning back-to-school retreat/barbeque in August</p> <p>OTHER IDEAS I HAVE:</p>

We appreciate and recognize the great commitment of East Middle School teachers to the success of the students whom we serve. To ensure that all teachers are aware of the responsibilities and heavy lifting that it requires to work in a turnaround school, below are a list of commitments that must be understood when accepting a teaching position at East Middle School that may reach beyond that of a contracted employee in the Hazelwood School District in schools that are not receiving a SIG grant for reform.

As a returning teacher to EMS, I am committed to...

- Promoting an environment of professional learning by collaborating with others including an instructional coach, actively participating in the PLC process and sharing my instructional practice
- Exhibiting a relentless focus within and outside of the contractual work day on providing an effective instructional program to meet the needs of all EMS students
- Implementing innovative ideas, while demonstrating flexibility to make necessary modifications to meet the precise needs of individual students
- Upholding the EAGLE call value system in all interactions and behaviors to promote a positive student-centered climate
- Advocating student success and growth through positive relationships with all stakeholders
- Act with an understanding of typical development characteristics of middle school aged children
- Maintain contact with parents on a weekly basis (make at least 5 contacts per week)

Commitments with Stipend:

- Attend weekly after-school PD (one day every week)
- Return to EMS a week prior to the HSD contract for additional summer PD
- Get actively involved in other opportunities that may arise based on the needs of the school