

# Selecting Highly Qualified Staff

Hazelwood East Middle School

November 19, 2012

# Year 1

- Interviewed every staff member working at EMS.
- All staff had to interview for their position.
- 54 teachers including all special school district staff.
- Interviewed with AP and new principal
- Star teacher interview questions and Public Impact Questions.

# Questions

- Data Teaming- HSD
- Persistence - STAR
- At Risk Youth - STAR
- Initiative and Persistence- PI
- General Theory of Practice PI
- Knowledge of school – HSD

# Writing Questions

- Belief in learning potential - PI
- Teamwork - PI
- Self confidence - PI

# Rubric for each question

Below Basic 1	Basic 2	Proficient 3	Advanced 4
No real understanding of the process or roles. Minimal or no contributions or suggestions.	Understands basic process. Has a role in the process. Contributions are insignificant or provided minimal or no suggestions.	Process changes instruction in the classroom. Knows their role. Has made contributions. Has provided suggestions to make process better.	Process changes instruction in the classroom. Knows and can explain their role. Has made substantial contributions. Has provided multiple suggestions to make process better.

# Answer Tallies

	Name	Position	DT Process	Persistence	Generalizations	At Risk	Init. & Pers.	Belief Learn	Team Work	Self Confidence	Resume	Attend	Stud perf		
	Perfect			4	3	6	6	6	6		6	3	3		43+
1		Counselor		4	2	5	6	4	4	4		3	3		35+
2		CA 7		4	3	5	5.5	4	4	5		3	1		34.5+
3		Counselor		4	3	5	5	5	4	4		2	2		34+
4		Counselor		4	3	5	5	4	4	5		3	1		34+
5		SCI 7		4	3	5	5	5	4	5		3	0		34+
6		Band		3	3	4	4	6	4	4		3	2		33+
7		Librarian		4	3	4	5	4	3	4		3	3		33+
8		FACS		4	3	5	5	3	3	4		3	3		33+
9		CA 8		4	2.5	4.5	6	4	4	5		3	0		33+
10		Orchestra		4	2.5	4.5	4	3	4	5		4	2		33+
11		Math 7		3	3	4	5	4	4	4		3	3		33+
12		Choir		2	3	4	6	4	4	4		3	3		33+
13		CA 7		4	3	4	5	4	4		4	3	2		33+

# New Staff

		retained	new
30	30 core teachers	9	21
13	13 elective teachers	8	5
3	3 counselors	3	
6	6 Special educators	3	3
1	1 Speech Pathologist	1	
1	1 Psychologist		1
54	total	24	30

# Year 2

- Needed to fill 10 positions
- Used a clearer rubric to score interviewees
- Moved from Likert scale to more details

Extensive examples                      Some leadership skills                      No examples  
5-----4-----3-----2-----1



# Sample CA Question rubric

Candidates Name _____				Date _____
Question / Response		3 - Strong	2 - Acceptable	1 - Weak
Instructional Strategies	Tell us about yourself and your background experiences in education.			
	Who or what is the biggest determining factor of whether a child is academically successful in your classroom? Why?	Recognizes that the teacher and how/what he/she teaches is the biggest determining factor for a child's success at school; also recognizes that other factors have some influence, but the greatest influence is the teacher	Acknowledges that what a teacher does has some bearing on a child's success, but also feels that other factors contribute to whether a child is successful in the classroom (homelife, motivation, cognitive ability)	Puts all of the reasons on everyone else or outside factors beyond child's control
	When planning for instructional activities, what are the key components to your lesson design? How do you ensure that you are differentiating for all of your students?	Addresses <u>5 or more</u> components: Objectives, GLE standards, instructional delivery model, instructional strategies, time structure, assessment, reflections	Addresses <u>3-4</u> components: Objectives, GLE standards, instructional delivery model, instructional strategies, time structure, assessment, reflections	Displays no clear understanding of lesson design
	You will have a classroom of students with varying degrees of reading proficiency. In your 80 minute communication arts block, describe for us what you will do to meet the needs of your students who are reading below and above grade level.	Goes through complete 80 minute cycle citing variations based on reading level: guided reading groups, flexible grouping based on skill levels, makes changes more regularly when needed, meets w/low group daily, high group given assignments to build upon strengths w/ high accountability through writing activities/journaling	Gives 80 minute breakdown with activities, but focuses a great deal of attention on reaching the low level readers and fails to show how to enhance reading for those above grade level	Gives a very general overview of teaching reading to all students as a whole group with no strategies for differentiation
	Describe for us what writer's workshop looks like in your classroom.	Gives a clear breakdown of the process and includes <u>5-6 strategies</u> : whole group mini lesson based on needs of majority, understands each student on different place w/ writing story/essay, editing/peer & teacher, focuses on 1 trait at a time, publishing, small guided writing group based on skills needing more reinforcement	Gives a clear breakdown of the process and includes <u>3 strategies</u> : whole group mini lesson based on needs of majority, understands each student on different place w/ writing story/paper, editing/peer & teacher, focuses on 1 trait at a time, publishing, small guided writing group based on skills needing more reinforcement	Is not familiar with the process of writer's workshop or explains teaching writing in a very vague manner; no differentiation for varying levels of writing proficiency
	1. What types of data do you collect and analyze to plan for the success of your students as a group and individually? 2. After analyzing data on student progress and you noticed lack of improvement on achievement what steps would you take next to achieve different results in the future?	Collects & analyzes <u>4-5 types</u> : ongoing/formative assessments, makes observations throughout, summative/final assessments, rubrics/scoring guides, student feedback; uses all information gathered to change future instruction and/or go back and reteach; realizes changing the instruction makes the difference	Collects & analyzes <u>2-3 types</u> : ongoing/formative assessments, makes observations throughout, summative/final assessments, rubrics/scoring guides, student feedback; sometimes feels that reteaching is necessary, but feels it's more important to keep up with the pace instead of students mastering material presented	Simply grades papers; doesn't analyze student data; may wait for the data to be presented to him/her; feels that student achievement is based on student assessments and not ongoing feedback; makes no changes to instruction in the future
	If you were given the opportunity to dictate the type of professional development that you would personally like to receive based on an area you felt you needed to professionally grow in, what would you select? How would improving in that area help improve student performance?	Is able to give a clear example of relevant professional development and makes a clear connection to how growth in that PD area will directly help improve student achievement in the classroom	Gives a clear example of professional development and why they chose that area of PD, but fails to illustrate the connection between that and improving student achievement	Doesn't feel growth is needed or gives a vague topic for professional development; says getting MA will help student achievement; doesn't make a clear connection between self growth and improved student performance

# Year 3

- 13 positions to fill
- Created a handbook for the process
- Required each returning staff to sign a commitment letter

# Staff commitment

- **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)

# 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
- Knowledge of EMS and Turnaround
- Interest in a middle school
- Achievement Gap
- Professional learning experience
- Impact on student behavior

# Rubric for each question

•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 3<sup>rd</sup> 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:				

# Step 3: Administration Interview

- Value System
  - 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.
  - 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**
- most powerful experience you've had with a child/student.
- Block Instruction
- Instructional Practices
- Lesson Assessment
- Classroom Management
- Turnaround Competencies:
  - Teamwork
  - Success of others



## 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

# Score of each step

- **TOTAL SCORE (Transfer to Page 5)= \_\_\_\_\_**
- *Highly Recommended for interview = 20-16*
- *Possible interview= 15-11*
- *Not Recommended for interview= 10 and below*

# Not a perfect system yet

- Continue to refine the process
- Start Early
- Multiple Perspectives
- Shared Responsibility
- Trust your gut (and everyone else's)
- Find out about the person before their knowledge

# Questions

Gary Jansen

Hazelwood East Middle School

[gjansen@hazelwoodschools.org](mailto:gjansen@hazelwoodschools.org)