

**Webster Central School District
BOARD OF EDUCATION WORKSHOP**

**Thursday, November 16, 2017
6:00 PM**

**District Office
Conference Room B**

AGENDA

<u>Estimated Start Time</u>	<u>Order of Business</u>	
6:00 PM	An Executive Session may be called for the purpose of discussing specific personnel.	Information
6:30 PM	Hiring and Tenure Process Enclosure (D. Swinson)	Information
8:00 PM	Adjourn	Action

Webster Central School District

Hiring and Tenure Process





Learning Targets

As a Board of Education member of the Webster Central School District, I can:

- articulate the hiring process within the Webster Central School District for teachers and administrators.
- articulate the tenure process within the Webster Central School District for teachers and administrators.
- support and recognize the core values present in our hiring and tenure processes.

Pre Hiring Stage

Step 1: Determine Staffing Needs

Step 2: Request to Human Resources to Procure Position

Step 3: Staffing Approval by District Office

Step 4: Advertisement of the Position by Human Resources

Step 5: Application Process By Candidates

Step 6: Online Application Screening by Human Resources

Hiring Stage

Step 7: Set-up Interview Series

Step 8: Screening Interview

Step 9: Building Interview

Step 10: Teaching Demonstration Lesson

Step 11: Recommendation of Top 2-3 Final Candidates

Step 12: Reference and Social Media Checks

Step 13: Final Candidates Review

Step 14: Superintendent Makes Final Selection and Offers Job

Onboarding

(Post Hiring Stage)

Step 15: Candidate Onboarding by HR upon signing Job Offer

Step 16: Unsuccessful Candidates Receive Phone Call & Letter

Administrative Hires

- **Similar process as teacher hiring**
- **Posting for 30 days as opposed to 10 days for teaching staff**
- **Site visit replaces teaching demonstration**
- **Addition of a District Interview with Principal and Senior Leadership positions**
BOE is represented on District Interviews for Principals and Senior Leadership positions

Tenure Process

As of July 1, 2015, all teachers, teaching assistants, and administrators are on a four year probation period. Teachers can be reduced by one year (three year period), if they have been previously tenured.

- **Summer Orientation** - Up to five days of an introduction to the WCSD.
- **Mentoring** - assigned a mentor for the first year of employment for a teacher or administrator
- **Observation process** - Per the WTA contract, three observations per year (two formal, one informal, unannounced). Total of eight formals and four informals over the four year probationary period.
- **Professional Development** - Ongoing and targeted based upon observations and professional discussions. 100 hours of professional development are required every 5 years for administrators, teachers, and level III teaching assistants.

Tenure Process/APPR

Under Education Law §3012-d, each teacher must receive an Annual Professional Performance Review (APPR) rating of “highly effective,” “effective,” “developing,” or “ineffective“ (HEDI). The rating will be determined as follows:

- **50 percent Student Performance Category** that is based on the use of a state-provided growth score, if available; otherwise requires the use of a student learning objective (SLO).
- **50 percent Teacher Observation Category** that is based on multiple measures of effective teaching practice aligned with New York State teaching standards. Webster used the Danielson Framework for Teaching, 2013.

STUDENT PERFORMANCE	OBSERVATIONS				
	SCORES	Highly Effective	Effective	Developing	Ineffective
H	Highly Effective	Highly Effective	Effective	Developing	Ineffective
E	Highly Effective	Effective	Developing	Ineffective	Ineffective
D	Effective	Developing	Ineffective	Ineffective	Ineffective
I	Developing	Developing	Ineffective	Ineffective	Ineffective

Danielson Framework for Teacher

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

- Content and the structure of the discipline
- Prerequisite relationships
- Content-related pedagogy

1b Demonstrating Knowledge of Students

- Child and adolescent development
- Learning process
- Special needs
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage

1c Setting Instructional Outcomes

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources

- For classroom use
- To extend content knowledge and pedagogy
- Resources for students

1e Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f Designing Student Assessments

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Goal 1 -- Academic Program and Student Achievement:

- Focus on the whole child while implementing district and state standards.
- Pursue academic excellence within a culture of inquiry and explore innovative uses of technology in a learner-centered classroom.
- Build greater consistency within the curricula in all subject areas while continuing to refine the individual art of teaching.

Danielson Framework for Teacher

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

- Teacher interaction with students, including both words and actions
- Student interaction with students, including both words and actions

2b Establishing a Culture for Learning

- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures

- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

- Expectations
- Monitoring student behavior
- Response to student misbehavior

2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Goal 1 -- Academic Program and Student Achievement:

- Pursue academic excellence within a culture of inquiry and explore innovative uses of technology in a learner-centered classroom.

Goal 2 -- School Climate and Culture:

- Teach and model positive behavior through our Essential Skills and PBIS.
- Integrate Mindfulness and its impact on student learning, individual effectiveness, and professional collaboration.

Danielson Framework for Teacher

DOMAIN 3: Instruction

3a Communicating With Students

- Expectations for learning • Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques

- Quality of questions/prompts • Discussion techniques
- Student participation

3c Engaging Students in Learning

- Activities and assignments • Grouping of students
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction

- Assessment criteria • Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment • Response to students
- Persistence

Goal 1 -- Academic Program and Student Achievement:

- Focus on the whole child while implementing district and state standards.

Goal 2 -- School Climate and Culture:

- Create meaningful opportunities for student voice to impact building and district culture.

Danielson Framework for Teacher

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy • Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments • Student progress in learning • Non-instructional records

4c Communicating with Families

- Information about the instructional program • Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community

- Relationships with colleagues • Participation in school and district projects • Involvement in culture of professional inquiry • Service to the school

4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism

- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school and district regulation

Goal 1 -- Academic Program and Student Achievement:

- Build greater consistency within the curricula in all subject areas while continuing to refine the individual art of teaching.
- Advance our own professional development by joyfully engaging in professional learning opportunities and actively engaging in Webster's PLC Cycle.

Goal 2 -- School Climate and Culture:

- Integrate Mindfulness and its impact on student learning, individual effectiveness, and professional collaboration.
- Enhance family and community engagement to support the highest level of achievement for all students.

Tenure Process

- **Untenured building visits** (includes discussion with Principal and classroom visits)
District administration will have observed untenured staff 6 or 8 times (three vs. four year tenure)

ASI and ASHR provide consistency in this process between buildings and ensure district core beliefs are followed.

- **Tenure slides provided to the Board of Education**
- **Superintendent recommendation for tenure**
- **Board Of Education approval of tenure**



Students First. District Proud.

Tenure Slide Example

- Leader of our Transforming Learning through Technology Initiative
- Visionary and Creative
- Demonstrated great follow through on all projects and tasks
- Accessible to all and collaborative
- Embodies a Growth Mindset
- Isn't afraid to fail forward
- Students are at the heart of every decision
- Pride in the Webster School Community and the Greater Webster Community
- Tireless Work Ethic
- Promotes and lives a mindset of custom service and has instilled a positive cultural change within our Technology Services Department



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Questions?