
Vision

Ypsilanti Community Schools
is the first choice for an
exceptional
cradle to career education.

Design Pillars

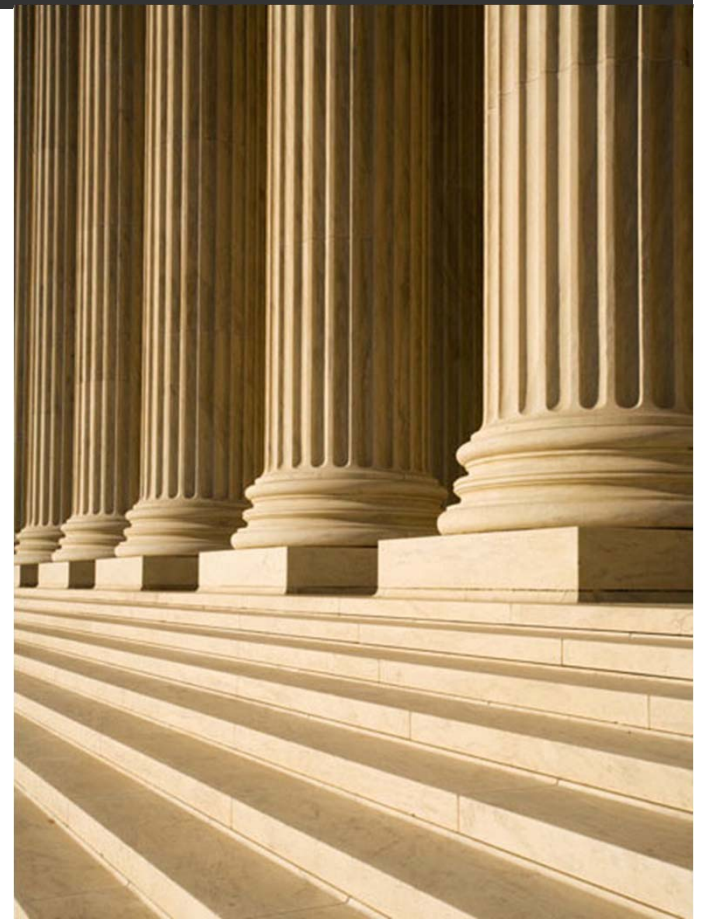
Birth Through Kindergarten Entry

Leadership at All Levels

Positive Culture/Climate Focused on Learning

High Quality Teachers/Teaching

Every Student Will Have an Opportunity to Earn College Credit or a Career Credential Prior to High School Graduation



Core Values

Diversity

High Expectations
for All Students

Student Voice
and
Empowerment

Educational
Excellence

Vibrant Family
and Community
Partnerships

Resilience

Creativity and
Innovation

Respect

Responsibility

Guiding Principles



1. High expectations for ALL learners
 2. Evidence-based “best” practices while allowing for innovation and creativity
 3. Family and community partnerships
 4. Student voice and empowerment
 5. Efficiency and financial viability
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Community Advisory Groups

Community Advisory Groups

15-50 members in each advisory group – Community members, parents, youth, district staff, university partners, business partners, community organizations

1. Early Childhood
 2. Culture and Climate
 3. High Quality Teachers and Teaching
 4. Leadership at all Levels
 5. College Credit and Career Credentials
 6. Shared Identity and Naming
 7. Co-Curricular Activities (Athletics, Clubs, Enrichment)
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Community Advisory Groups

Ypsilanti Community Schools

Teacher and Principal Selection

February 28, 2013

Recommendations

- We recommend that the teacher and principal selection processes and criteria outlined in this report be adopted as the process for selecting teachers and principals in the Ypsilanti Community Schools district.
 - We recommend a timeline for the instructional staffing process as outlined
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Committee Membership

High Quality Teachers and Teaching: Teacher Selection Committee

Naomi Norman, WISD	Georgina Hickey, Parent
Tiffany Marra, Parent	Karla Graessley, Principal
Terrance Green, Parent	Sima Thurman, Teacher
Noncy Fields, Parent & Teacher	Jennifer Scott-Burton, WISD
Jon Margerum-Leys, EMU faculty	Ambrose Wilbanks, Retired Administrator
Beth Vonck, Teacher	Debby Wilbanks, Retired Teacher
Becky Ralls, Special Education Teacher	Belinda Jackson, Teacher
Laura Lisicki, Superintendent	Sharon Irvine, District Administrator

Leaders at All Levels Advisory Group

Laura Lisicki, Superintendent	Dedrick Martin, Superintendent
Nesa Malcheff	Connie A. Thompson
Kathleen Miller	Sharon Bryant-Phillips
Rosalind Williams	Torrence Green
Charles Raski	Aimee Price
Rob Cannon	Clark Rodeffer
Marshell Lambert	Christine O. Warren
Amanda Clark	Scott O. Snyder
Melanie Depray	

Process

- Utilized summer 2012 Vision and Design recommendations
 - Referenced best practices for “high quality teachers” and “high quality school leaders”
 - Surveyed students on “what is a great teacher?”
 - Aligned to district core values
 - Received feedback from others advisory groups on commitments
 - Identified evidence aligned to commitments and best way to collect in a staff selection process
 - Reviewed plan by Human Resources team, including legal counsel
 - Developed timeline based on understanding of spring break and numbers of anticipated applicants
 - Developed final recommendation
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Commitments

Teacher Commitments

Commitments	
LIFELONG LEARNING	UNDERSTANDING AND USING DATA
HIGH EXPECTATIONS FOR SELF AND OTHERS	RESPONSIVE, ADAPTIVE, RESILIENT, AND REFLECTIVE PRACTICE
POSITIVE RELATIONSHIPS	PARTICIPATES IN AND CREATES A COMMUNITY OF LEARNERS
RICH DIVERSITY EMBRACED	TAKES RESPONSIBILITY FOR COMMUNITY OUTREACH
STRONG CONTENT AND PEDAGOGICAL KNOWLEDGE	COLLEGIALITY AND PROFESSIONALISM

Principal Commitments

Commitments	
LIFELONG LEARNING	UNDERSTANDING AND USING DATA
HIGH EXPECTATIONS FOR SELF AND OTHERS	RESPONSIVE, ADAPTIVE, RESILIENT, AND REFLECTIVE PRACTICE
POSITIVE RELATIONSHIPS	DISTRIBUTIVE LEADERSHIP
RICH DIVERSITY EMBRACED	RESOURCEFULNESS & COMMUNITY OUTREACH
EFFECTIVE INSTRUCTION	COLLEGIALITY AND PROFESSIONALISM

Evidence

TEACHER COMMITMENTS – EVIDENCE FOR SELECTION PROCESS

COMMITMENT	DESCRIPTION	APPLICATION	MATERIALS	INTERVIEW	CLASSROOM VISIT
LIFELONG LEARNING	<ul style="list-style-type: none"> • Commits to ongoing learning throughout lifetime for self and students • Seeks knowledge, takes initiative, remains current • Reflects and grows in own teaching practice and professionally • Shares their love for learning with their students 	<p>Prompts that request:</p> <ol style="list-style-type: none"> 1. Experience 2. Certifications 3. Professional Development and Training <p>Application Questions: How do you instill a love of learning in your students?</p> <p>How do you model life-long learning for your students?</p>		<p>Q1 Q2 Q4</p>	<p>Student Questions: How do you feel about learning?</p> <p>Do you like it?</p> <p>Where else do you learn?</p>

Process



Selection Team

- Teacher Selection Team
 - Four members: 1 administrator, 2 teachers, 1 parent
 - Principal Selection Team
 - Four members: 2 administrators, 1 teacher, 1 parent
 - Will use retired administrators and teachers as well as faculty from universities
 - Training for all members of selection teams to ensure consistency
 - All evidence will be weighed against commitments as outlined and criteria rubric
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RUBRIC FOR DEMONSTRATING TEACHER COMMITMENTS

COMMITMENT	DESCRIPTION	DOES NOT DEMONSTRATE COMMITMENT	DEMONSTRATES COMMITMENT
LIFELONG LEARNING	<ul style="list-style-type: none"> • Commits to ongoing learning throughout lifetime for self and students • Seeks knowledge, takes initiative, remains current • Reflects and grows in own teaching practice and professionally • Shares their love for learning with their students 	<ul style="list-style-type: none"> • No evolution or change in teaching practices over the individual's teaching career. • No evidence of meaningful participation in school-based professional development. 	<ul style="list-style-type: none"> • Engaged in professional learning (school-based PD, SBCEUs, SCECHs, university classes, district-based, regional) • Engaged in school-based professional development • Evidence of evolution in pedagogical practice to accommodate best practices. • Students express an interest in learning.
HIGH EXPECTATIONS FOR SELF AND OTHERS	<ul style="list-style-type: none"> • Has a vision for optimal performance • Persistently seeks success and meets it • Coaches and supports ongoing improvement 	<ul style="list-style-type: none"> • Unable to communicate a vision of success for students and self. • Accepts and excuses low performance from students and self. 	<ul style="list-style-type: none"> • Communicates a vision of academic and behavioral success for students and self. • Actively seeks to raise academic and behavioral performance of students and self. Experiences success in these efforts.

Instructional Staffing Timeline

Position Type	Posting Date	Closing Date	Interviews and School/Classroom Visits	Notification
Classroom Teacher	March 1	March 15	March 18-April 22	By April 30
Elective Teacher				
Special Education Teacher				
Teacher Consultant				
Principal	March 1	March 6	March 11-18	By Mar 29
Guidance Counselor	March 8	March 22	March 25-April 30	By May 10
Speech and Language Pathologist				
Social Worker				
Paraprofessional				
Other Instructional	March 15-April 11	TDB	TBD	TBD

Guiding Principles



1. High expectations for ALL learners
 2. Evidence-based “best” practices while allowing for innovation and creativity
 3. Family and community partnerships
 4. Student voice and empowerment
 5. Responsibility, efficiency and financial viability
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Alignment to Guiding Principles

- **High expectations for ALL learners**
 - The idea of high expectations was included in the list of commitments
 - The commitments themselves, and the evidence selected to review, create high standards for all staff

- **Evidence-based “best” practices while allowing for innovation and creativity**
 - We utilized best practice research in the development of the standards and the identification of the evidence. A list of the key documents is included in the reference section
 - We chose to innovate by creating our own set of commitments, rather than adopting established criteria because we felt it was important to incorporate the community’s vision for the unified district as well as the core values for the district

- **Family and community partnerships**
 - Family and community partnerships were established in three of the commitment areas—one area explicitly (“takes responsibility for community outreach”) and two areas implicitly (“positive relationships” and “rich diversity embraced”)

Alignment to Guiding Principles

▣ Student voice and empowerment

- ▣ Students were consulted in the definition of high quality teachers
- ▣ Student voice will be utilized explicitly as part of the classroom/site visit

▣ Efficiency and financial viability

- ▣ The selection process was streamlined to be as efficient as possible but still capture the evidence needed to adequately measure staff strengths against the criteria
 - ▣ Costs for the staff selection process will be covered in the transition period by the consolidation grant. The primary costs are staff time to review, interview and observe applicants. We feel that this process is essential to finding strong, qualified teachers and principals for the new district and worth the staff time to do it well.
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Considerations

- Aligning systems – opportunity to align the hiring, professional development and evaluation process to the teacher and principal commitments
 - Employee assistance program – a supportive plan needs to be developed for those who are not selected to be a part of the new district which includes career counseling and social-emotional supports.
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Next Steps

1. First postings go up on March 1, 2013
2. Establishing team to assist with and carry out the selection process

Questions?
