YPSILANTI COMMUNITY SCHOOLS

COMMUNITY ADVISORY GROUP RECOMMENDATION

TEACHER AND PRINCIPAL SELECTION PROCESS AND TIMELINE

High Quality Teachers and Teaching Advisory Group &

Leaders at All Levels Advisory Group

February 28, 2013

EXECUTIVE SUMMARY: TEACHER & PRINCIPAL SELECTION PROCESS

RECOMMENDATIONS

1) We recommend that the teacher and principal commitments in Appendix A & B be adopted as the key commitments (adopted February 14, 2013 Board of Education meeting)

2) 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. This process prioritizes selection for interested internal applicants who meet the criteria, has rigorous application, interview and classroom/site visit components, and utilizes a neutral selection team to review candidate strengths and weaknesses against the desired teacher/principal commitments.

3) We recommend a timeline for the instructional staffing process as outlined in Appendix F that for internal teacher applicants initiates on March 1 and concludes during the last week of April and for external applicants begins in May and continues until all positions are filled. The process for principal internal applicants initiates on March 1 and concludes during the last week of March with external applicants being considered in April and continuing until all positions are filled.

DETAILS OF RECOMMENDATION

STAFF "COMMITMENTS"

Each teacher and principal in the new district will need to demonstrate a commitment to a core set of skills and dispositions that were identified by the advisory group. A clear set of evidence that can be collected during the application, interview and classroom/site visits will help determine if staff demonstrates these 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

THE STAFF APPLICATION/INTERVIEW PROCESS INCLUDES:

1) **Application** (with specific written interview questions and a "teacher-fit" survey)
2) **Interview**
3) **Classroom visit** (for teacher applicants) or **site visit** (for principal applicants and other instructional staff who may not be classroom based). External teacher applicants will be expected to do a demonstration lesson.

THE SELECTION PROCESS INCLUDES:

1) Team of four people reviewing documentation, conducting interview and classroom/site visit
   a. This team will consist of 1 administrator, 2 teachers, 1 parent for teacher candidates
   b. This team will consist of 2 administrators, 1 teacher, 1 parent for principal candidates
   c. We will use retired teachers and administrators as well as university faculty to review internal applicants. As soon as principals are selected, we will also use those individuals to serve on selection teams as their schedules permit. No teacher or principal will have a previous colleague or supervisor on their selection team. For example, retired Ypsilanti teachers will be on the Willow Run teachers' selection teams and vice versa.
2) The selection team will carefully review all evidence against the rubric for the commitments. To be selected candidates will have to demonstrate skills and disposition in all of the commitment areas.
3) Staff will be notified in a personal and private way of the results of the selection process.

TIMELINE

March 1	Teacher (General, Special Education, Elective) and Principal positions posted
March 6	Principal internal posting closed
March 11	Principal interviews begin
March 15	Teacher internal posting closed
March 20	Teacher interviews begin
Week of March 18	Principal candidates selected
April 26	Teacher candidates selected
March 8-April 11	All other positions posted with interview and selection dates to be determined

INDEX

RECOMMENDATIONS

1) We recommend that the teacher and principal commitments in Appendix A & B be adopted as the key commitments (adopted February 14, 2013 Board of Education meeting)

2) 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. This process prioritizes selection for interested internal applicants who meet the criteria, has rigorous application, interview and classroom/site visit components, and utilizes a neutral selection team to review candidate strengths and weaknesses against the desired teacher/principal commitments.

3) We recommend a timeline for the instructional staffing process as outlined in Appendix D that for internal teacher applicants initiates on March 1 and concludes during the last week of April and for external applicants begins in May and continues until all positions are filled. The process for principal internal applicants initiates on March 1 and concludes during the last week of March with external applicants being considered in April and continuing until all positions are filled.

RECOMMENDATION DETAILS

This recommendation is based on 1) the definition of high quality teaching developed as part of the district visioning and design process, 2) key teacher commitments that are necessary for quality teaching, 3) a criteria-based model for determining teacher fit in the new district, and 4) a application, interview and classroom/site visit selection process and 5) ambitious timelines for determining staffing for the 2013-14 school year.

HIGH QUALITY TEACHING DEFINITION FROM SUMMER 2012 VISIONING AND DESIGN SESSIONS

High quality teaching is a combination of four key components:
1) Professional practice
2) Community of learners
3) A Liberated approach
4) And Foundations of success

Professional practice
High quality teaching requires high levels of academic and discipline-specific knowledge, as well as high levels of teaching skills. Utilizing responsive teaching practices that are personalized to student needs is critical.

Assessments, done in a balanced way with both formative and summative components, are utilized to make decisions about adjusting teaching to meet student needs. Lastly, high expectations and respect are non-negotiable.

Community of Learners

A positive environment is essential and it begins in the classroom and extends to the learning environment as a whole. It is about creating a community of learners—from the students in the classroom, to the teachers in the school, to the leadership and to the parents and larger community. Students "own" their learning.

Liberated Approach

Working with a focus on the Common Core State Standards, there is a focus on an integrated, creative, robust, relevant and flexible instructional and curricular approach. The approach is not confined to the classroom, but instead takes advantage of community partnerships.

Foundations for Success

There are structural supports for the robust, rigorous, relevant and creative teaching. The resources are aligned to support the curricular and instructional goals. And, teachers are involved in the process of determining resource allocations—from classroom resources, to collaboration time, professional development, and other program priorities.

STAFF "COMMITMENTS"

The process for selecting candidates for the new district is based on the premise that all staff meet a certain set of high expectations. This set of expectations would be used in the hiring process, not only for the selection of existing staff for the new district, but for all staff hired in the future. The same set of expectations would be used for designing professional development and also utilized in the staff evaluation processes. These expectations began with the key design elements from the visioning process in the summer of 2012, were intentionally considered against the district core values, and were aligned with national teacher evaluation and hiring models (Danielson 2013, Marzano 2004, Chicago Innovation Network) and models of high quality teaching (Goodwin 2011). The group tested their ideas by asking for feedback from the larger High Quality Teachers and Teaching Advisory Group.

The advisory group decided that these expectations were best thought of as "commitments" that could be demonstrated in the hiring process but would also be areas of continuous development for every teacher. These commitments are at the very core of our expectations for teachers.

The core commitments were used as a guide as we developed the principal commitments and all the subsequent commitments for various instructional roles in the district. Slight modifications were made for each of the different special education staff positions to adequately capture the unique aspects of the various roles. A full list of the teacher commitments with descriptions for each one and alignment to the core values is listed in Appendix A.

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

The principal commitments were developed using a similar process of outlining key components of leadership in the unified district, aligning with the core values, comparing to the teacher commitments, and reviewing in light of leadership best practices. A full list of principal commitments with descriptions and alignment to core values is listed in Appendix B.

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
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EVIDENCE OF COMMITMENT

In the hiring process it is critical that we carefully examine evidence in each of the commitment areas to determine if the candidate demonstrates a level of skill or disposition for the commitment, or not. The advisory group carefully examined the evidence that is often used in the staff evaluation models, evidence that is typically used in hiring processes, as well as their own knowledge of what is valid and reliable data across the two existing districts. They selected at least two, and in many cases three or four, different types of evidence for each commitment area to use in the hiring process. This use of multiple points of evidence is critical to ensure that each applicant is fairly evaluated against the commitments. Because this is a transparent process, all applicants will have the ability to access this report to see exactly what the new district expects from candidates in the staff selection process.

The evidence that will be used in the selection process for teachers is listed in Appendix C and for principals is listed in Appendix D. The evidence is broken down into the components of the application, the materials we collect or ask applicants to upload, the interview, and the classroom or site visit.

THE STAFF APPLICATION/INTERVIEW PROCESS INCLUDES:

4) **Application** (with specific written interview questions and a "teacher-fit" survey)
5) **Interview**
6) **Classroom visit** (for teacher applicants) or **site visit** (for principal applicants and other instructional staff who may not be classroom based). External teacher applicants will be expected to do a demonstration lesson.

THE SELECTION PROCESS INCLUDES:

4) Team of four people reviewing documentation, conducting interview and classroom/site visit
   a. This team will consist of 1 administrator, 2 teachers, 1 parent for teacher candidates
   b. This team will consist of 2 administrators, 1 teacher, 1 parent for principal candidates
   c. We will use retired teachers and administrators as well as university faculty to review internal applicants. As soon as principals are selected, we will also use those individuals to serve on selection teams as their schedules permit. No teacher or principal will have a previous colleague or supervisor on their selection team. For example, retired Ypsilanti teachers will be on the Willow Run teachers' selection teams and vice versa.
5) The selection team will carefully review all evidence against the rubric for the commitments. To be selected candidates will have to demonstrate skills and disposition in all of the commitment areas.
6) Staff will be notified in a personal and private way of the results of the selection process.

TIMELINE

We developed an aggressive timeline to consider internal applicants. This timeline is designed so that principals will be selected early enough to help with the teacher selection process. It is also designed to take into account spring break and opportunities for interviews to occur during non-school time. It assumes multiple selection teams working simultaneously to interview and visit applicants.

March 1	Teacher, Counselor, Special Education Teachers and Principal positions posted
March 6	Principal internal posting closed
March 11	Principal interviews begin
March 15	Teacher internal posting closed
March 18	Teacher interviews begin
Week of March 18	Principal candidates selected
April 26	Teacher candidates selected
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PROCESS

We had a multi-step process that ensured high levels of participation by the committee members as well as opportunities for information and feedback from students, other advisory group members and district staff. Both the teacher criteria advisory group and the leadership advisory group followed a similar process

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

5 KEYS GUIDING PRINCIPLES

This set of recommendations was intentional in considering the five guiding principles

1. **High expectations for ALL learners**

    1. The idea of high expectations was included in the list of commitments

    2. The commitments themselves, and the evidence selected to review, create high standards for all staff

2. **Evidence-based "best" practices while allowing for innovation and creativity**

    1. 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

    2. 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

3. **Family and community partnerships**

    1. 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")

4. **Student voice and empowerment**

    1. Students were consulted in the definition of high quality teachers

    2. Student voice will be utilized explicitly as part of the classroom/site visit

5. **Efficiency and financial viability**

    1. 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

    2. 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 is process is essential to finding strong, qualified teachers and principals for the new district and worth the staff time to do it well.

KEY ISSUES, CHALLENGES AND OPPORTUNITIES

- 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.

KEY RESEARCH

Danielson, Charlotte (2013). Framework for Teaching: Evaluation Instrument, 2013 Version. Available online: http://www.danielsongroup.org/userfiles/files/downloads/2013EvaluationInstrument.pdf

Goodwin, Bryan (2011). Simply Better: Doing What Matters Most to Change the Odds For Student Success. ASCD. Alexandria, VA.

Hawley, Willis & Sonia Nieto (2010). Another Inconvenient Truth: Race and Ethnicity. Educational Leadership. November 2010.

Marzano, Robert, Pickering, Debra & Jane Polluck (2004). Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Pearson.

MEMBERS OF ADVISORY GROUP

Teacher Criteria and Selection Process Subcommittee:

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 Lisiscki, Superintendent	Sharon Irvine, District Administrator

Leaders At All Levels Advisory Group:

Laura Lisiscki, Superintendent	Dedrick Martin, Superintendent
Nesa Malcheff	Connie A. Thompson
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Melanie Depray	

YPSILANTI COMMUNITY SCHOOLS

HIGH QUALITY TEACHER AND TEACHING

TEACHER COMMITMENTS – SKILLS AND DISPOSITIONS

COMMITMENT	DESCRIPTION	CORE VALUE
LIFELONG LEARNING	• 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	• High Expectations • Resilience
HIGH EXPECTATIONS FOR SELF AND OTHERS	• Has a vision for optimal performance • Persistently seeks success and meets it • Coaches and supports ongoing improvement	• High Expectations
POSITIVE RELATIONSHIPS	• Builds and sustains positive relationships with students and families • Promotes positive interaction with colleagues	• Vibrant Family and Community Partnerships • Student Voice and Empowerment
RICH DIVERSITY EMBRACED	• Understands, embraces and engages the rich diversity in the classroom, school and community • Honors all children • Values the heritage of the Willow Run and Ypsilanti School communities • Values and respects multiple perspectives • Culturally proficient	• Diversity • Student Voice and Empowerment • Vibrant Family and Community Partnerships
STRONG CONTENT AND PEDAGOGICAL KNOWLEDGE	• Creates and defines learning targets and communicates them effectively to students • Knows content well enough to make it explicit, model it, know where it lies in the cradle-to-career spectrum, and assess it in others • Uses a broad range of strategies and classroom structures appropriately aligned to the learning targets. • Assesses the prior knowledge of students and scaffolds learning to meet grade level expectations. • Embeds learning technologies within instruction in appropriate ways • Utilizes national, state, local, and discipline-specific and other standards	• High Expectations
UNDERSTANDING AND USING DATA	• Develops and/or selects assessments that match learning targets. • Understands and intentionally uses formative assessment in the classroom to inform instruction and students learning. • Analyzes and uses standardized assessment data • Analyzes and uses classroom and building-level data to make instructional decisions	• High Expectations • Responsibility

RESPONSIVE, ADAPTIVE, RESILIENT, AND REFLECTIVE PRACTICE	• Monitors, adjusts and articulates instructional practice on an ongoing basis • Responds to, reflects on and evolves instructional practice • Communicates in timely and effective ways with all stakeholders	• Resilience • Creativity and Innovation
PARTICIPATES IN AND CREATES A COMMUNITY OF LEARNERS	• Builds trust and creates a classroom culture of acceptance, safety and risk taking • Holds students responsible for actions both academically and socially, with reflection time built for the purpose of perspective taking • Actively participates in professional learning communities • Collaborates with colleagues	• Student Voice and Empowerment • Respect
TAKES RESPONSIBILITY FOR COMMUNITY OUTREACH	• Builds relationships with families and appropriate community groups and utilizes them as instructional resources • Inviting people into the classroom and extending out from the classroom • Being aware of community events and happenings • Communicates with community groups	• Vibrant Family and Community Partnerships • Respect
COLLEGIALITY AND PROFESSIONALISM	• Adheres to district and school rules and procedures (attendance, timely lesson plans, etc.) • Participates in district and school initiatives • Regularly upholds and celebrates the achievement of others • Upholds and promotes the district vision in a positive light • Utilizes current technologies effectively and appropriately	• Responsibility

Updated February 28, 2013

Ypsilanti Community Schools

EFFECTIVE LEADERS AT ALL LEVELS

PRINCIPAL COMMITMENTS – SKILLS AND DISPOSITIONS

COMMITMENT	DESCRIPTION	CORE VALUE
LIFELONG LEARNING	• Commits to ongoing learning throughout lifetime for self, staff and students • Seeks knowledge, takes initiative, remains current • Reflects and grows professionally • Shares their love for learning with their students and staff	• High Expectations • Resilience
HIGH EXPECTATIONS FOR SELF AND OTHERS	• Has a vision for optimal performance • Persistently seeks success and meets it • Coaches and supports ongoing improvement • Develops clearly defined "SMART" goals • Understands and commits to the full duration of this endeavor from strategic planning to future sustainability • Demonstrates the integrity to foster and maintain only competent and effective staff	• High Expectations
POSITIVE RELATIONSHIPS	• Builds and sustains positive relationships with students and families • Promotes positive interaction with faculty, district leaders and colleagues • Promotes and models a safe and supportive learning culture • Communicates expectations clearly • Identifies and promotes leadership qualities in staff and students	• Vibrant Family and Community Partnerships • Student Voice and Empowerment
RICH DIVERSITY EMBRACED	• Understands, embraces and engages the rich diversity in the classroom, school and community • Honors all staff, children and families • Values the heritage of the Willow Run and Ypsilanti School communities • Values and respects multiple perspectives and is culturally proficient • Builds and sustains mutual respect and good intent • Maintains high visibility around the school and community • Positive school culture is immediately visible	• Diversity • Student Voice and Empowerment • Vibrant Family and Community Partnerships
EFFECTIVE INSTRUCTION	• Knows, understands, identifies, and describes effective instructional practices. • Understands and can recognize the broad range of effective instructional strategies and classroom structures appropriately aligned to learning goals. • Understands and can recognize assessment of the prior knowledge of students and the scaffolding of learning to meet grade level expectations.	• High Expectations • Resilience

	• Understands how to support teaching staff in their development of effective instructional practices. • Supports the utilization of national, state, local, and discipline-specific and other standards • Knows and understands special education laws	
UNDERSTANDING AND USING DATA	• Understands and expects faculty to use effective assessment practices • Analyzes and uses standardized assessment data • Analyzes and uses classroom and building-level data to make sound school improvement decisions	• High Expectations • Responsibility
RESPONSIVE, ADAPTIVE, RESILIENT, AND REFLECTIVE PRACTICE	• Monitors and adjusts leadership practice and behaviors on an ongoing basis based on feedback • Responds to, reflects on and evolves leadership practice • Communicates in timely and effective ways with all stakeholders • Articulates own leadership vision	• Resilience • Creativity and Innovation • Diversity • Student Voice and Empowerment
DISTRIBUTIVE LEADERSHIP	• Participates in and creates a community of learners • Maintains and builds healthy and professional relationships • Holds and enacts a collaborative mindset • Promotes teacher coaching and mentoring • Owns student performance • Models leadership principles • Identifies staff strengths, and embraces, encourages and empowers teacher leaders • Uses site-based leadership team in decision-making • Builds trust and creates a school culture of acceptance, safety and risk taking • Actively participates in and leads professional learning communities •	• Student Voice and Empowerment • Respect • Diversity
RESOURCEFULNESS AND COMMUNITY OUTREACH	• Develops community partnerships • Builds relationships with families and appropriate community groups and utilizes them as learning resources • Invites community leaders into the building • Being aware of community events and happenings • Communicates with community groups	• Vibrant Family and Community Partnerships • Respect
COLLEGIALITY AND PROFESSIONALISM	• Adheres to district and school rules and procedures (attendance, meets deadlines, etc.) • Participates in district and school initiatives • Upholds and promotes the district vision in a positive light	• Responsibility • High Expectations • Respect

February 14, 2013

YPSILANTI COMMUNITY SCHOOLS

HIGH QUALITY TEACHER AND TEACHING

TEACHER COMMITMENTS – EVIDENCE FOR SELECTION PROCESS

COMMITMENT	DESCRIPTION	APPLICATION	MATERIALS	INTERVIEW	CLASSROOM VISIT
LIFELONG LEARNING	• 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	Prompts that request: 1. Experience 2. Certifications 3. Professional Development and Training **Application Questions:** How do you instill a love of learning in your students? How do you model life-long learning for your students?		Q1 Q2 Q4	**Student Questions:** How do you feel about learning? Do you like it? Where else do you learn?
HIGH EXPECTATIONS FOR SELF AND OTHERS	• Has a vision for optimal performance • Persistently seeks success and meets it • Coaches and supports ongoing improvement	**Application Question:** Describe your expectations for yourself and your students. **Teacher Fit:** Concern for Student Learning	Overall evaluation ratings spring 2012	Q1 Q2	Observation of Coaching/Supporting Students

POSITIVE RELATIONSHIPS	• Builds and sustains positive relationships with students and families • Promotes positive interaction with colleagues	Parent References Student References **Application Question:** How do you create positive relationships with your students, parents, and colleagues? **Teacher Fit:** Communication and Persuasion	Administrator Survey Teacher Survey Evidence of parent communication Professional Collaboration Log	Q3	**Student Questions:** Does your teacher help you solve problems with your friends? Does your teacher like you?
RICH DIVERSITY EMBRACED	• Understands, embraces and engages the rich diversity in the classroom, school and community • Honors all children • Values the heritage of the Willow Run and Ypsilanti School communities • Values and respects multiple perspectives • Culturally proficient	**Application Question:** How do you embed diversity in your instruction and physical space? **Teacher Fit:** Cultural Competence Fairness and Respect	Discipline Data Administrator Survey Teacher Survey	Q3 Q4	Evidence of posters that reflect diversity Respectful interactions with students
STRONG CONTENT AND PEDAGOGICAL KNOWLEDGE	• Creates and defines learning targets and communicates them effectively to students • Knows content well enough to make it explicit, model it, know where it lies in the cradle-to-career spectrum, and assess it in others • Uses a broad range of strategies and classroom structures appropriately aligned to the learning targets. • Assesses the prior knowledge of students and scaffolds learning to meet grade level expectations. • Utilizes national, state, local, and discipline-specific and other standards	**Application Questions:** How do you approach the instruction of your content area? What do you consider to be the most critical instructional strategy you use? **Teacher Fit:** Planning and Organizing	Evaluation ratings in the area of instruction. Lesson plan with differentiated strategies.	Q1 Q2	Evidence of higher level thinking in teacher responses to student questions, activities, and directions. Gallery walk for literacy-rich environment and student work.

UNDERSTANDING AND USING DATA	• Develops and/or selects assessments that match learning targets. • Understands and intentionally uses formative assessment in the classroom to inform instruction and students learning. • Analyzes and uses standardized assessment data • Analyzes and uses classroom and building-level data to make instructional decisions	**Application Question:** How do you use data to further your instructional decisions? Describe an occasion in which you changed an instructional plan based on data.	Professional Collaboration Logs		Gallery walk observing student portfolios.
RESPONSIVE, ADAPTIVE, RESILIENT, AND REFLECTIVE PRACTICE	• Monitors, adjusts and articulates instructional practice on an ongoing basis • Responds to, reflects on and evolves instructional practice • Communicates in timely and effective ways with all stakeholders	**Application Question:** Describe how your craft has evolved over time. How have you handled changes in curriculum, materials, and instructional and pedagogical philosophies? **Teacher Fit:** Adaptability	Administrator Survey Teacher Survey	Q2 Q3 Reflect on the classroom visit.	Observed responsiveness to student questioning
PARTICIPATES IN AND CREATES A COMMUNITY OF LEARNERS	• Builds trust and creates a classroom culture of acceptance, safety and risk taking • Holds students responsible for actions both academically and socially, with reflection time built for the purpose of perspective taking • Actively participates in professional learning communities • Collaborates with colleagues	**Application Questions:** How do you instill a sense of community in your classroom? Describe your participation in your collegial community of learning.	Teacher Leadership Initiatives Professional Learning Community Participation Administrator Survey Teacher Survey	Q2	Student governance and/or community systems Classroom management systems
TAKES RESPONSIBILITY FOR COMMUNITY	• Builds relationships with families and appropriate community groups and utilizes them as instructional resources	**Application Question:** Describe the role that you have played in your	Administrator Survey Teacher	Q3 Q4	

OUTREACH	• Inviting people into the classroom and extending out from the classroom • Being aware of community events and happenings • Communicates with community groups	school's community outreach initiatives.	Survey Community Outreach Participation		
COLLEGIALITY AND PROFESSIONALISM	• Adheres to district and school rules and procedures (attendance, timely lesson plans, etc.) • Participates in district and school initiatives • Regularly upholds and celebrates the achievement of others • Upholds and promotes the district vision in a positive light • Utilizes current technologies effectively and appropriately	**Application Question:** Describe the responsibilities and relationships associated with teaching as a profession.	Administrator Survey Teacher Survey Attendance Professional Collaboration Logs		

February 22, 2013

YPSILANTI COMMUNITY SCHOOLS

EFFECTIVE LEADERS AT ALL LEVELS

PRINCIPAL COMMITMENTS – EVIDENCE FOR SELECTION PROCESS

COMMITMENT	DESCRIPTION	APPLICATION	MATERIALS	INTERVIEW	BUILDING VISIT
LIFELONG LEARNING	- Commits to ongoing learning throughout life-time for self, staff and students - Seeks knowledge, takes initiative, remains current - Reflects and grows professionally - Shares their love for learning with their students and staff	1. Resume 2. Certifications 3. Professional Development and Trainings		Q. 1.	
HIGH EXPECTATIONS FOR SELF AND OTHERS	- Has a vision for optimal performance - Persistently seeks success and meets it - Coaches and supports ongoing improvement - Develops clearly defined "SMART" goals - Understands and commits to the full duration of this endeavor from strategic planning to future sustainability - Demonstrates the integrity to foster and maintain only competent and effective staff	**Application Question:** Tell how you have participate in the learning and reflective practices with teachers. **Admin Fit:** Leadership Style	**Teacher survey**: Describe an example how the applicant demonstrates high expectations for themselves and others through their work ethics and specifically how this was clearly communicated to all involved.	Q. 2.	Staff can explain why they are using a particular instructional strategy. Staff can explain why they are striving towards the building goals and the building leader's vision.

POSITIVE RELATIONSHIPS	• Builds and sustains positive relationships with students and families • Promotes positive interaction with faculty, district leaders and colleagues • Promotes and models a safe and supportive learning culture • Communicates expectations clearly • Identifies and promotes leadership qualities in staff and students	**Application Question:** Explain how you have developed positive relationships with the people in your building, district leaders, and with your colleagues. Staff References Student References Parent References **Admin Fit:** Interpersonal Skill Optimism		Q.3.	Staff, Student, Parent feedback Observe respectful interactions between students and teachers. Observe evidence of positive behavior system and an orderly environment.
RICH DIVERSITY EMBRACED	• Understands, embraces and engages the rich diversity in the classroom, school and community • Honors all staff, children and families • Values the heritage of the Willow Run and Ypsilanti School communities • Values and respects multiple perspectives and is culturally proficient • Builds and sustains mutual respect and good intent • Maintains high visibility around the school and community • Positive school culture is immediately visible	**Application Question:** Describe how you honor diversity throughout the school year. **Admin Fit:** Multiculturalism		Q.4	1. Evidence of culturally responsible classroom or building environment. (A checklist of items student work, professional work examples, displays)
EFFECTIVE INSTRUCTION	• Knows, understands, identifies, and describes effective instructional practices. • Understands and can recognize the broad	**Application Question:** 1. What opportunities does the common core standards afford the		Q. 5. Q. 6. Q. 7.	Observe students making connections to learning goals. Students can articulate

	range of effective instructional strategies and classroom structures appropriately aligned to learning goals. • Understands and can recognize assessment of the prior knowledge of students and the scaffolding of learning to meet grade level expectations. • Understands how to support teaching staff in their development of effective instructional practices. • Supports the utilization of national, state, local, and discipline-specific and other standards • Knows and understands special education laws	teaching and learning environment?			their learning goals. Students are engaged in higher level thinking skills--analyzing, evaluating and creating. Observe teachers using proven strategies, district supported initiatives or programs such as Reading Apprenticeship, Pbl, Prbl. Use of Common Core Resources.
UNDERSTANDING AND USING DATA	• Understands and expects faculty to use effective assessment practices • Analyzes and uses standardized assessment data • Analyzes and uses classroom and building-level data to make sound school improvement decisions	**Admin Fit:** Talent Identification		Q.8. Q.9.	Evidence of data collection and use for both basic and higher-order thinking skills. Evidence reflecting ongoing use of data at the classroom or building level (binder of data, staff agendas, data walls, etc.)
RESPONSIVE, ADAPTIVE, RESILIENT, AND REFLECTIVE PRACTICE	• Monitors and adjusts leadership practice and behaviors on an ongoing basis based on feedback • Responds to, reflects on and evolves leadership practice	**Admin Fit:** Leadership Style		Q.10. Q.11.	At the end of the site visit ask candidate the question, "what did you think went well, and what do you think didn't go well? What

	• Communicates in timely and effective ways with all stakeholders • Articulates own leadership vision				could you do differently to improve your leadership based on what you think we saw today?"
DISTRIBUTIVE LEADERSHIP	• Participates in and creates a community of learners • Maintains and builds healthy and professional relationships • Holds and enacts a collaborative mindset • Promotes teacher coaching and mentoring • Owns student performance • Models leadership principles • Identifies staff strengths, and embraces, encourages and empowers teacher leaders • Uses site-based leadership team in decision-making • Builds trust and creates a school culture of acceptance, safety and risk taking • Actively participates in and leads professional learning communities	**Admin Fit:** Team Leadership Time Management & Managing Work	**Teacher Survey**	Q.12.	Observe a sense of a shared mission and goals for the staff and students. Evidence of teacher influence and shared leadership Evidence of leadership activity that has shaped or influenced building level practices Evidence of broad student participation in the decision making process on a classroom or building level practices.
RESOURCEFULNESS AND COMMUNITY OUTREACH	• Develops community partnerships • Builds relationships with families and appropriate community groups and utilizes them as learning resources • Invites community leaders into the building • Being aware of community events and happenings • Communicates with community groups	**Application Question:** Describe your commitment to community outreach and the role that you have played in your building and/or district initiatives.		Q.13.	

		Admin Fit: Learning Partnerships			
COLLEGIALITY AND PROFESSIONALISM	• Adheres to district and school rules and procedures (attendance, meets deadlines, etc.) • Participates in district and school initiatives Regularly upholds and celebrates the achievement of others • Upholds and promotes the district vision in a positive light	**Admin Fit:** Optimism	Attendance, discipline and previous evaluations		Observe evidence of positive and respectful Interactions between staff and staff, staff and students, staff and parents Observe a common vision and clear focus for resources

February 28, 2013

YPSILANTI COMMUNITY SCHOOLS

HIGH QUALITY TEACHER AND TEACHING

RUBRIC FOR DEMONSTRATING TEACHER COMMITMENTS

COMMITMENT	DESCRIPTION	DOES NOT DEMONSTRATE COMMITMENT	DEMONSTRATES COMMITMENT
LIFELONG LEARNING	• 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	• No evolution or change in teaching practices over the individual's teaching career. • No evidence of meaningful participation in school-based professional development.	• 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	• Has a vision for optimal performance • Persistently seeks success and meets it • Coaches and supports ongoing improvement	• Unable to communicate a vision of success for students and self. • Accepts and excuses low performance from students and self.	• 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.
POSITIVE RELATIONSHIPS	• Builds and sustains positive relationships with students and families • Promotes positive interaction with colleagues	• Produces negative relationships with students, parents, and staff. • Fails to consider relationships in teaching. • Students fail to identify a relationship with the teacher.	• Effectively engages stakeholders. • Produces positive relationships with and among students, parents, and staff. • Participates in collegial discussions. • Students can identify a relationship with the teacher.

RICH DIVERSITY EMBRACED	• Understands, embraces and engages the rich diversity in the classroom, school and community • Honors all children • Values the heritage of the Willow Run and Ypsilanti School communities • Values and respects multiple perspectives • Culturally proficient	• Expresses negativity towards the students and families of the community. • Fails to acknowledge or respond to student diversity. • Shows disrespect for students.	• Demonstrates a positive commitment to the community. • Demonstrates and/or exhibits an appreciation for diversity. • Develops a positive classroom culture. • Students find the teacher fair, respectful, and caring.
STRONG CONTENT AND PEDAGOGICAL KNOWLEDGE	• Creates and defines learning targets and communicates them effectively to students • Knows content well enough to make it explicit, model it, know where it lies in the cradle-to-career spectrum, and assess it in others • Uses a broad range of strategies and classroom structures appropriately aligned to the learning targets. • Assesses the prior knowledge of students and scaffolds learning to meet grade level expectations. • Embeds learning technologies within instruction in appropriate ways • Utilizes national, state, local, and discipline-specific and other standards	• Instruction fails to align to district, local, and state content standards. • Instruction fails to demonstrate content knowledge. • Instruction or instructional strategies fail to • Accommodate a broad range of learning styles and levels. • Discussions and interactions fail to produce higher level thinking.	• Instruction aligns with district, local, and state content standards. • Instruction demonstrates content knowledge. • Instruction and instructional strategies are differentiated to accommodate a broad range of learning styles and levels. • Discussion and questioning advances the quality of student thought. • Classroom environment is literacy-rich.
UNDERSTAND-ING AND USING DATA	• Develops and/or selects assessments that match learning targets. • Understands and intentionally uses formative assessment in the classroom to inform instruction and students learning. • Analyzes and uses standardized assessment data • Analyzes and uses classroom and building-level data to make instructional decisions	• Fails to use assessment to monitor student learning. • Ignores student performance data in instructional decisions. • Fails to communicate student progress to students.	• Collects and uses data to make instructional decisions. • Accommodates lessons based on the use of data. • Encourages and facilitates self-monitoring in students using data.
RESPONSIVE, ADAPTIVE, RESILIENT, AND REFLECTIVE PRACTICE	• Monitors, adjusts and articulates instructional practice on an ongoing basis • Responds to, reflects on and evolves instructional practice • Communicates in timely and effective ways with all stakeholders	• Ignores or dismisses feedback intended to improve performance. • Failure to communicate effectively with stakeholders. • Assigns blame to external factors for student performance.	• Accepts and responds to feedback from stakeholders to improve performance. • Shows evidence of effective communication with stakeholders. • Accepts responsibility for academic performance of students.

PARTICIPATES IN AND CREATES A COMMUNITY OF LEARNERS	- Builds trust and creates a classroom culture of acceptance, safety and risk taking - Holds students responsible for actions both academically and socially, with reflection time built for the purpose of perspective taking - Actively participates in professional learning communities - Collaborates with colleagues	- No evidence of classroom community or connected learning relationships among students. - Students show a fear of risk-taking. - Shows participation in Professional Learning Communities.	- Facilitates a community of learning within the classroom using protocols such as the Student Centered Classroom. - Promotes student voice and collaboration. - Students show high participation and engagement. - Promotes student access to learning through classroom management systems as well as consistent, proactive behavioral expectations. - Participation in Professional Learning Communities.
TAKES RESPONSIBILITY FOR COMMUNITY OUTREACH	- Builds relationships with families and appropriate community groups and utilizes them as instructional resources - Inviting people into the classroom and extending out from the classroom - Being aware of community events and happenings - Communicates with community groups	- Does not engage in community activities or encourage student participation. - Fails to identify or access community resources to support the academic and social well-being of students.	- Engages in and promotes community activities. - Uses community resources to promote classroom instruction as well as the academic and social well-being of students. - Initiates community-classroom partnerships.
COLLEGIALITY AND PROFESSIONAL-ISM	- Adheres to district and school rules and procedures (attendance, timely lesson plans, etc.) - Participates in district and school initiatives - Regularly upholds and celebrates the achievement of others - Upholds and promotes the district vision in a positive light - Utilizes current technologies effectively and appropriately	- Fails to respond to administrative directives or submit required paperwork in a timely way. - Fails to access or utilize technology to further instruction or communication. - Ignores school and district rules and procedures.	- Responds to administrative directives and required paperwork in a timely way. - Accesses and/or utilizes technology to further instruction or communication. - Honors school and district rules and procedures.

Ypsilanti Community Schools

Tentative Staffing Selection Timelines by Position Type

February 28, 2013

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
Central Office Administrators and Non-instructional Staff	Anticipated: Mar 20 - April 11	TBD	TBD	TBD
District Non-instructional Staff (custodial, food service, maintenance, secretarial)	Anticipated: Mar 20 - April 11	TBD	TBD	TBD