

Teacher Interview Project –ELCC Assessment 3

Directions:

PART I

Section (A.) It is late in the fall of the year and one of the teachers (you can decide the subject or grade level) at your school (elementary, middle, or high school) announced in October he/she will resign to move to another state at the end of semester. A new teacher must be hired to start January to fill the position. Your only restraint is the subject and or grade level. This assignment requires that you make the decision as to subject and grade level. Your school has an opportunity with this opening to hire a teacher with the capacity to affect student achievement (ELCC 1.2) and help the school achieve the goals outlined in the school improvement plan. (ELCC 1.3)

Utilizing your school's improvement plan (which was based on data about the school and community) develop a position description about the type of teacher you need and why. Make a clear connection between school vision and school goals in the position description. (ELCC 1.1) This assignment requires you to look at **YOUR** school improvement plan and goals-what does **YOUR** school needs in this position? Consider meeting with your school leader to discuss the improvement plan and what position is a priority for your school and then build your description from that information. **You can receive extra points for meeting with the principal in this assignment**.

As part of this assignment, you are required to provide to the instructor a copy of your (a) school vision statement and a (b) brief outline/executive summary of your school improvement plan (1-2 pages). You will then submit two additional documents. **First document** is a 1-2 page, double spaced explanation regarding the development of the job description (see above). **Second document**, is a 1-2 page job description (not to include salary or other types of similar information) you developed to fill the vacancy described above. I suggest you find a typical teacher job description used in your school district as a template and adapt it for this assignment. The description must include a well-developed General Purpose statement about the expectation and need for the position (at least 2 paragraphs). The description must include a list of the job duties/responsibilities that clearly align to the school vision, goals, or student diversity.

PART II: Policy Considerations

Section (A) Filing a teaching position requires adherence to policies, ethical and legal principles regarding acting with integrity, fairness, and ethically. (ELCC 5.1) Provide a brief summary, including page numbers from the Master Teacher contract or policy documents, those policies related to filling a teaching position (do not attach the entire Master Contract) and also provide a brief summary, including page numbers, from the Board of Education Policies (do not attach the entire Board Policy Manual) related to filling vacant teacher positions. Kentucky candidates must also describe any SBDM policies (with page numbers) related to filling vacant teacher positions if there is a council at your school. This section should be no more than 1-2 pages, doubled spaced.

- (a) Master Contract or Bargained Agreement- If you are in a Kentucky district with no collective bargaining unit, use Jefferson County's agreement.) You must explain how you will need to follow the Master Contract policies to make decisions based upon its ethical and legal principals regarding hiring. You must explain how these policies affect the school in terms of improving educational opportunity for students.
- (b) Board of Education Policies including procedures from the Human Resources/Personnel Office. You must explain how these policies affect the school in terms of improving educational opportunity for students.

PART III: Logistics of the Interview

Preparation for the teacher interview includes skillfully utilizes the human, fiscal and technological resources available to the school.(EL CC 3.2) Identifying members of the interview team, who will be involved in the decision making, training the team, selecting the appropriate venue, and providing the technological resources needed for the interviews requires attention to details. Your team for this assignment must include at least two teachers, one parent, and one community partner. (ELCC 4.3) Additional team members can be added, if you want or because of policies or past practices at your school. Think about people (no names) you would want or should be on the team. Limit your submission to 5 pages total for all sections below.

Section (A)

1. Provide a rationale why parents and community members need to be involved in the interview/decision making process and how those selected will represent the needs of all students. What does the literature say about this – cite at least one source to support this statement. Limit this description to no more than 1 page.
2. Provide background descriptions (no more than 2-3 sentences) for each member of the team you selected. For example: *a parent from the SBDM council must be included (policy) and the one selected for the team has volunteered in classrooms, demonstrated concern for the achievement of all students, and etc.* Limit this description of the team to 1 page.

Section (B)

1. Describe in one (1) paragraph the importance of and the method you will use to ensure team members will respect the rights of the applicants with regard to confidentiality (training). (ELCC 6.1)
 - How will you prepare them to ask questions that are not inappropriate or illegal?

Section (C)

1. Describe how you will ensure effective organization of human and material resources. Limits this response to 1-2 pages.
 - How will the interviews be conducted including how the questions will be asked?
 - Where will the interviews be held?
 - How will the room be arranged?
 - What materials will be needed?
 - How will candidates be greeted?
 - How will candidates be asked to respond to the on demand writing prompts?

- What technology will be needed and how will it be used by the applicants?
- How will technology be used by those conducting the interviews?

PART IV: Interview questions & On-Demand Prompts

Developing questions to learn and discern if the applicant is a good match for your school and your students is critical. This is an opportunity to see if there is (a) a match between the vision of your school and the capacity of the candidate to help improve classroom learning and student achievement (ELCC 2.1) and (b) potential for the candidate to sustain school improvement. For this part you will develop five (5) oral interview questions and two on-demand writing prompts. A total of 7 questions should be written.

Section (A)

At least three of the oral interview questions will provide specific information needed/related to the (a) **contextual aspect of the position** (school goals and the school community) and at least two will provide specific information about (b) teacher quality/effectiveness or (c) equity for the students in the school. (ELCC 5.3) You must provide a rationale for each question and prompt you develop.

The rationale for each question must:

- be based on research (use APA to reference any citation used)
- identify each question as contextual (related to school goals) and/or teacher quality/ effectiveness, or student equity. Clearly label if the question primarily focuses on C for contextual, TQ for teacher quality, E for equity, or D for all three.
- be aligned to the implementation of the vision

Use the following format for each question. **First**, write the question. **Second**, identify if the question is contextual, teacher quality/effectiveness, student equity, or all three. **Third**, along with any research used to support the questions, describe the rationale for the question. The rationale should include references to the school goals, vision, and student learning. **Fourth**, identify at least three specific “look-fors” for each question to determine whether the candidate met your standards.

1. Write the question and Identify if question is related to the components of contextual, teacher quality/effectiveness and student equity or all components [1 pt.]
2. Provide the rationale for the question. [3pts]
3. Looks-fors: [1pt]
 - a.
 - b.
 - c.

Section (B) Two writing prompts; one on-demand question will provide specific information needed to ensure that the applicant can meet the needs of (a) diverse learners and one on-demand question will provide specific information about (b) teacher quality and effectiveness. These prompts must demonstrate that you can develop research-based prompts that will allow you to make an effective decision to ensure equity for the students in your school. (ELCC 5.1) Use the following format to identify each prompt, provide rationale that clarifies the specific content knowledge or effective teacher quality and supporting research, and identify at least three specific “look-fors” that would help you determine

whether the candidate met your standards. The rationale must also address how the question addresses the implementation of the school vision.

1. Write the question
2. Identify if question is related to (a) diverse learners or (b) teacher quality and effectiveness or both
3. Rationale:
4. Looks-fors:
 - a.
 - b.
 - c.

Part V: Interviewing Elementary Student Teachers

School leaders must demonstrate the skills to steward the school vision. The teacher hiring process is one of many collaborative processes for articulating the school vision, communicating the vision, and stewarding the vision. The interviewing of student teachers is an opportunity to practice the skills of developing interview questions with colleagues, engaging in service learning, reflecting on practice, and providing feedback to undergraduate student teachers. There are three phases to this part. **First**, the class will develop a set of interview questions for Elementary Student Teaching Candidates and plan the logistics for the interview. **Second**, the class will interview the student teachers and provide them with feedback and receive feedback from the candidates regarding the interviewing activity. **Third**, the class will reflect as a group upon the experience. A brief two page reflection paper on this activity (including reflection on developing the questions, actual interview of candidates, reflection on feedback received from candidate and what would improve the process) will be due to the instructor.

Assessment Scoring Guide for Assessment 3

Part I.

Element of Project	4	3	2	1
<p>Section A. Understands and uses data to hire a teacher with the capacity to affect student achievement. (1.2)</p>	<p>Candidate artifact documents *using school data & school improvement plan in the construction of a position description *describes connection between school goals and job description, *impact on school vision, *meeting with principal and *impact on student achievement. Artifact includes a reflection and analyses of the impact of the position on other aspects of the school environment.</p>	<p>Candidate artifacts documents *using school data & school improvement plan in the construction of a position description *describes connection between school goals and job description, *impact on school vision, and *impact on student achievement.</p>	<p>Artifact identifies and provides context-appropriate analysis of the school improvement plan in connecting school vision and goals to job description with some detail.</p>	<p>Candidates demonstrate an awareness of how job the description and school vision should be aligned.</p>
<p>Practices that build continual and sustainable school improvement. (1.3)</p>	<p>Candidate artifact documents how hiring the right teacher promotes continual and sustainable school improvement. Artifact includes a reflection on how hiring builds organizational capacity. Artifact documents how this component impacts the school environment.</p>	<p>Candidate artifact documents how hiring the right teacher promotes continual and sustainable school improvement. Artifact includes a reflection on how hiring builds organizational capacity.</p>	<p>Candidate artifact documents how hiring the right teacher promotes continual and sustainable school improvement.</p>	<p>Candidate artifact demonstrates an awareness of the need to sustain school improvement.</p>

Part II:

Element of Project	4	3	2	1
(Section A) Acts with integrity and fairness in supporting Master Contract (MC) and Board of Education (BD) policies in decisions based upon ethical and legal principles. (ELCC 5.1)	Candidate artifact identifies * elements of MC with page #s *BD policies with page #s impacting the hiring of teachers and *analyzes the legal and ethical implications of each and *analyses of impact on student achievement. Artifact documents how this component impacts other aspects of the school environment by analyzing other areas affected.	Artifact describes *elements in the MC with page #s *BD hiring policies with page #s impacting the hiring of teachers and the legal and ethical implications.	Artifact describes *elements in the MC with page #s *BD hiring policies with page #s impacting the hiring of teachers.	Candidate is aware of elements in MC and BD. Demonstrates awareness of education policies impacting hiring of teachers and legal and ethical implications

Part III:

Element	4	3	2	1
(Section A) Involvement of families and caregivers in the decision making processes at the school. (ELCC 4.3)	Candidate artifact documents *researched based rationale *analysis for the selection of parents and community partners on the interview team, *use of human resources, *Two or more scholarly	Candidate artifact documents *researched based rationale *analysis for the selection of parents and community partners on the interview team, * use of human & material resources and	Candidate artifact documents *analysis for the selection of parents and community partners on the interview team, *use of human & material resources.	Candidate is aware of the need to include parents and community partners but lacks scholarly/researched based citation to support.

	<p>citations to support rationale. Artifact documents how this component impacts other aspects of the school environment by analyzing other areas affected.</p>	<p>*One scholarly citation to support rationale.</p>		
<p>(Section B) Analyze how law and policy is applied consistently, fairly and ethically within the school. (6.1)</p>	<p>Candidate artifact documents *reviews of policies and practices *designs training that include resources to inform team of the importance of ensuring equity and confidentiality in the process of interviewing for teaching positions. Artifact includes a reflection of the impact of the plan. Artifact documents how this section impacts other aspects of school environment with an analyses those areas affected.</p>	<p>Candidate artifact documents *reviews of policies and practices *designs training to include resources to inform team of the importance of ensuring equity and confidentiality in the process of interviewing for teaching positions.</p>	<p>Explains a training process that does not include specific resources to prepare members for discussion and understanding the importance of maintaining confidentiality</p>	<p>Candidate is aware of importance of maintaining confidentiality but no action taken.</p>
<p>(Section C) Design of Interview structure efficiently uses human and material resources (including technology). (ELCC 3.2)</p>	<p>Candidate artifact documents *all eight (8) required elements, * one additional element, and *analyses with supporting evidence to establish a more organized process. Artifact includes a reflection of the impact of</p>	<p>Candidate artifact documents *all eight (8) required elements, * one additional element, and *analyses with supporting evidence to establish a more organized process.</p>	<p>Candidate artifact describes *all eight (8) of the required</p>	<p>Less than eight (8) of required elements are addressed and lack of supporting evidence to clearly establish a well-organized process</p>

	the plan on student learning Artifact documents how this section impacts other aspects of school environment with an analyses those areas affected.			
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Part IV:

Element	4	3	2	1
(Section A) Use of appropriate content based learning material and learning strategies. (2.1)	Candidate artifact documents*five oral questions *identified specifics from each category (a, b, c, or d). *rationale with supporting research of two or more citations and * look fors for each question and *aligned to school vision. Artifact includes a reflection of the impact of the question on student learning Artifact documents how the questions impact other aspects of school environment with an analyses those areas affected.	Candidate artifact documents *Five oral questions *identified specifics from each category (a, b, c, or d). *rationale with supporting research of at least one citation, * look fors for each question and *aligned to school vision.	Candidate artifact documents *Five oral questions *identified specifics from each category (a, b, c, or d). *rationale with supporting research and * look fors for each question.	Candidate artifact shows an awareness of learning strategies in writing prompts
(Section B) Understands and can safeguard the	Candidate artifact documents	Candidate artifact documents	Candidate artifact documents	Candidate artifact shows an awareness of values of

<p>values of democracy, equity, and diversity. (5.3)</p>	<p>*two writing prompts *identified as related to (a) diverse learners or (b) teacher quality and effectiveness, *rationale with supporting research of two or more citations, * look fors for each question and *aligned to school vision. Artifact includes a reflection of the impact of the question on student learning Artifact documents how the questions impact other aspects of school environment with an analyses those areas affected.</p>	<p>*two writing prompts *identified as related to (a) diverse learners or (b) teacher quality and effectiveness, *rationale with supporting research of one citation, * look fors for each question and *aligned to school vision.</p>	<p>*two writing prompts *identified as related to (a) diverse learners or (b) teacher quality and effectiveness, *rationale with supporting research * look fors for each question and *aligned to school vision.</p>	<p>democracy, equity and diversity in evaluating writing prompts.</p>
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