What are School Districts Looking for? How Can you Best Prepare for the Job Search?

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Themes and Key Ideas

1. A systemic perspective-connecting the dots and committing to a shared and compelling mission.

2. The Human Resource Management Continuum

3. Change is all around public education-Race to the Top, international comparison, the impact of the economy
Themes and Key Ideas

4. Teaching matters ………… great variation in “results”

5. Discussing the pathways from here to doing good and doing well as a professional educator.

6. Collaboration, leadership, and continuous improvement

7. Entering and succeeding in the current job market.

PELP Coherence Framework

The predominant norms and beliefs

The people and groups inside and outside of the district

The organizational arrangements and relationships

The processes and procedures

The resources required to implement key action steps and execute strategy (Capacity)

Source: http://www.hbs.edu/pelp/framework.html
Strategic Human Capital Management
(Odden, Kelly, 2008)

A broader conception of the role a HCM system can play in schools and districts includes designing, promoting, and supporting a professional culture that is characterized by:

- High expectations for student learning
- A shared understanding of effective instructional practices
- Support for the district’s educational improvement strategy and vision
- Collective responsibility for the student achievement results of the system.

Good To Great: Why Business Thinking is Not the Answer
(Collins, 2005)

- “Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice and discipline.”

- “In the social sectors, where getting the wrong people off the bus can be more difficult than in business, early assessment mechanisms turnout to be more important than hiring mechanisms.”
• “The great companies in contrast, focused on getting and hanging on to the right people in the first place—those who are productively neurotic, those who are self-motivated and self disciplined, those who wake up every morning compulsively driven to do the best they can simply because it is part of their DNA.”

2.

Supporting and Retaining the Next Generation of Teachers

Susan Moore Johnson
Harvard Graduate School of Education
Ensuring Teacher Quality

- Successful preparation, recruitment, and hiring of teachers in fields of need
- Assignment policies that ensure stable and appropriate staffing at all schools
- Induction and support of new teachers
- Retention of good teachers; dismissal of the weak teachers
- Increasing capacity through differentiated roles

Generational Shift in the Teaching Force

The Retiring Generation of Teachers: 1960s-1970s

- Restricted options and access
- Respect for public service
- Long-term careers the norm

The New Generation of Teachers: 2000-2010

- Many options and open access in other fields
  - Higher pay
  - Better resourced workplaces
  - Career advancement
- Serial careers common
- License optional
The Retiring Generation of Teachers: Characteristics

- First-career entrants
- Traditionally prepared
- Long-term commitment

The New Generation of Teachers: Characteristics

- First-career and mid-career entrants
- Short-term and long-term commitment
- Traditionally prepared, alternatively prepared, and not prepared
The New Generation of Teachers

- Professional preferences
  - Work in teams
  - Varied responsibilities
  - Expanded influence

- School characteristics
  - Team-based
  - Differentiated roles

New Entrants into Teaching: Career Stage and Age

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<th>MA50 study</th>
<th>NJ survey</th>
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<td>52%</td>
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<td>Avg. age 24</td>
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<td>Avg. age 36</td>
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Teacher Attrition

14% leave after 1 year

30% leave within 3 years

40%-50% leave within 5 years

School Features That Support New Teachers

- Timely, information-rich hiring
- Appropriate and fair teaching assignments
- Support from colleagues
- Curriculum with professional development
- School-wide infrastructures that work
Types of Hiring Systems

Centralized vs. Decentralized

- District-based
  - Generic positions
- School-based
  - Specific positions

Information-poor vs. Information-rich

- Bureaucratic
  - Non-interactive
  - Narrow participation
- Personal
  - Interactive
  - Broad Participation

Retaining strong teachers

- Evaluate new teachers early and often
- Tenure only good teachers
- Dismiss ineffective teachers
The Next Generation of Teachers

For more information, please visit
www.gse.harvard.edu/~ngt

“Over Coming the Obstacles to Leadership”

Educational Leadership, Susan Moore Johnson, Morgaen Donaldson, September 2007, Volume 65

“Teacher leaders need support to overcome stubborn barriers created by the norms of school culture……”: autonomy, egalitarianism, and deference to seniority.”
• **Tempered Enthusiasm** — 2nd stage teachers; Yrs.4 to 10

  • Increasingly competent in their work and they want to share their acquired expertise with others
  
  • Becoming a teachers leader promised to reduce isolation
  
  • Teacher leadership offers an opportunity to vary one’s responsibilities and expand one’s influence

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**A Triple Threat**

(to inclinations towards teacher leadership):

**The traditional culture of schools**

  • Protecting autonomy
  
  • Ensuring egalitarianism
  
  • Reinforcing Seniority
How Teacher Leaders Cope:

- **Wait to be drafted:**
  - devise strategies to minimize colleagues resistance..

- **Work with the willing:**
  - scale back efforts and work with willing therefore reducing their own leadership influence..

- **Work Side by Side:**
  - sources of support, not supervisors, ruffle no feathers, reinforce norm of autonomy..

Better Support for Teacher Leaders:

You can help change the culture of schools...

- Need better, more clearly defined roles
- Roles must be introduced deliberately and supported fully
- The principal can make or break the role of teacher leader (requires championing a new set of norms that promote collaborative work, bridge and open classroom boundaries, and recognize instructional expertise,
- Redefine the norms of teaching: autonomy, egalitarianism and seniority
Teacher Development and Teacher Leadership

- The pathway from Neag to the position or assignment that is right for you.
- Interview, appointment, start up and support…
- The district and school culture
- Strategies and suggestions for launching your career as a professional educator.

The Arenas of Change for Instructional Improvement

What would be the Conditions, Competencies, and Culture necessary to create a school district effectively and relentlessly engaged in the large-scale improvement of instruction?

Change Leadership, Wagner, Kegan, 2006
How did it happen?

The Three C’s

- Culture
- Conditions
- Competencies

Culture + Conditions = Development of Professional Competencies

“Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice amongst their peers.”

(Harrison and Killion, 2007)
Supporting Leadership Growth

- Leadership Academy
- Professional Development for Team Leaders/Resource Teachers
- Professional Memberships, Publications and Book Studies
- Distributed Leadership Opportunities within School and District-wide
- Professional Development Opportunities
- Working with outside Consultants
- Strong Leadership Models District-wide
- Established Leadership Structures and Procedures

Continuous Learning…

“No one ever said that education ends with a college degree. The best teachers are also the best students. Good teachers are continually improving themselves by going back to college; joining professional organizations; attending conventions, conferences and workshops; paying attention at in-service meetings; and working cooperatively with others on the staff to improve student achievement.”

(Wong & Wong, 1998)
CCT: Domains of Teacher Performance (ctteam.org)

- **Content and Essential Skills:**
  Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.

- **Classroom Environment, Student Engagement and Commitment to Learning:**
  Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

- **Planning for Active Learning:**
  Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

- **Instruction for Active Learning:**
  Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

- **Assessment for Learning:**
  Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.

- **Professional Responsibilities and Teacher Leadership:**
  Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

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Farmington Teaching Standards

**Dimension I: Knowledge**
A. Knowledge of Students
B. Knowledge of Content
C. Knowledge of Pedagogy

**Dimension II: Application of Knowledge**
A. Classroom Environment
B. Planning
C. Instructing
D. Assessing and Adjusting

**Dimension III: Professional Practice**
A. Professional and Ethical Practice
B. Reflection and Continuous Learning
C. Leadership and Collaboration
Guiding Beliefs for Supervision and Evaluation

- Professional Practice
- Data-Driven Decision Making
- Use of Collaboration
- Knowledge of Standards
- The Role of Effort
- Differentiated Approach to Evaluation
- Performance-based evaluation with specific connection to student achievement

Teacher Candidate Selection Criteria

1. Academic Profile/Cognitive Ability
2. Recency of Preparation and Related/Experience
3. Teaching Specific Content Knowledge
4. Applied Content/Pedagogy Skills
5. Knowledge of Learning Theory-Developmental Psychology
6. Communication and Interpersonal Skills
7. Personal Qualities– Self Efficacy and Growth-Oriented Belief Sets (with authentic examples)
8. Mission
9. Breadth of Life Experience
10. Continuous Learner Perspective and Track Record of Persistence
Sample Interview Questions

- Describe the preparation and experiences that you feel prepared you for this position?
- Describe a key learning objective that you would expect students to know or be able to do in your area?
- Describe the instructional skills which you will use to develop this skill or understanding. How will you determine if you were successful?
- Describe a difficult situation you have faced in life and how you handled it.
- What unique qualities do you bring to the position that would differentiate you from other candidates?

Sample Interview Questions

- Describe what is unique about students in this age group. How do developmental issues affect their learning and how will you address these developmental issues in your teaching?
- Collaborative teams are an important part of our school. Describe your experience working on a team or describe why collaboration will be important for you.
- What do you see as it’s power/potential and how can we harness and develop collaborative power to improve teaching and learning?
- Describe your approach to the search for a (teaching) position. Why this district and how did you determine where to apply?
- What changes in teaching and learning are necessary for the 21st century education?
Food for Thought…

- The educator who commits to continuous improvement has the potential to become an effective or exceptional professional.

- The professional teacher recognizes that the classroom is a complex environment; the most successful teacher is the one who is a thinker, problem solver, and decision maker.

- Professional educators are leaders and capacity-builders: people who strive, reach for excellence, and commit to social justice and educational excellence.

- The effective teacher acts with integrity, treat students, colleagues and parents with respect and dresses appropriately as a professional educator to...

What do you need or want to know about moving from NEAG to the job market?