Ensuring Teacher Quality: Recruitment, Hiring, Induction, Mentoring & Professional Learning

Board of Education
January 11, 2023
Welcome & Introductions

Introduction: Dr. Louis N. Wool, Superintendent of Schools

Presenters:
- Dr. Brian Ladewig, Assistant Superintendent for Human Resources
- Dr. Lisa Mulhall, Assistant Superintendent for Curriculum & Instruction
- Mrs. Valerie Hymes, Principal, Harrison Avenue School
- Mrs. Jennifer Spagnola, Assistant Principal, Harrison Avenue School
- Mrs. Janine Shugrue, Teacher & Mentor, Harrison Avenue School
## Marzano Meta Analysis:
The Importance of Teacher & School Quality

<table>
<thead>
<tr>
<th>Teacher Quality</th>
<th>School Quality</th>
<th>Percentile Entering</th>
<th>Percentile Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>Average</td>
<td>50&lt;sup&gt;th&lt;/sup&gt;</td>
<td>50&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Average</td>
<td>Highly Effective</td>
<td>50&lt;sup&gt;th&lt;/sup&gt;</td>
<td>78&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Highly Ineffective</td>
<td>Highly Ineffective</td>
<td>50&lt;sup&gt;th&lt;/sup&gt;</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
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<tr>
<td>Highly Ineffective</td>
<td>Highly Effective</td>
<td>50&lt;sup&gt;th&lt;/sup&gt;</td>
<td>37&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Highly Effective</td>
<td>Highly Ineffective</td>
<td>50&lt;sup&gt;th&lt;/sup&gt;</td>
<td>63&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>Highly Effective</td>
<td>50&lt;sup&gt;th&lt;/sup&gt;</td>
<td>96&lt;sup&gt;th&lt;/sup&gt;</td>
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Teacher Recruitment: Candidate Quality & Diversity

How do we reimagine teacher recruitment to attract and retain high quality candidates who reflect the diversity of our community?

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Lower Hudson Council of School Personnel Administrators
Virtual Diversity Teacher Job Fair

❖ Panel Discussion to reveal how school districts focus on supporting teachers
❖ Webinar workshops to support candidates in their job search
❖ Virtual interviews to match candidates to school districts based on certification needs

Participating Districts: 41  Candidates: 1,051  Interviews: 3,367
Teachers Hired: 23  HCSD Teachers Hired: 4
Teacher Hiring Process:
How do we ensure a rigorous, consistent process for evaluating teacher candidates that is aligned to our core values?

1. Resume Review & Screening Interview
   - Questions Aligned to Marzano Framework

2. Lesson Study with HCSD Representatives
   - Focus on Differentiated Learning

3. Demonstration Lesson with Students
   - Debrief & Reflection on Instructional Design

4. Candidate Reference Checks
   - Prior Supervisors or Evaluators of Practice

5. Verification of Certification
   - Review of College Transcripts

6. Fingerprint Clearance
   - Additional Background Check

7. Writing Sample:
   - Equity, Access, Rigor, Adaptability
   - Interview with Assistant Superintendent of HR

8. Candidate Offer & Acceptance
   - Recommendation to the Board of Education
New Teacher Institute
“For me the most valuable part of the institute was learning about the core values of the district and how they are intertwined with the academic and social practices. Each presentation spoke to this in some way, and it really came across as one of the driving forces behind the district's success...a unified mission that is thoughtfully and skillfully put into action.”
Why Mentor?
A Relationship that Lasts Forever

Ms. Trina Cassidy,
S. J. Preston Teacher & Mentor
A Mentee’s Reflection: 
A Relationship that Lasts Forever

Ms. Sharlene Ferrer, 
S.J. Preston Speech Teacher
## Structures of Support Across the Year

| Mentor/Mentee Meetings | Regular and informal conversations  
|                       | September- Meet once per week  
|                       | October & November- Meet every other week  
|                       | December- Meet once per month  
|                       | Intervisitation- 3 times per year  
| Mentor/Mentee After School Meetings | 3 meetings with Mentors to cultivate the relationship and reinforce use of structures and protocols  
| Monthly Meetings with Building Principals | Monthly meetings with building principals: Building principals and assistant principals meet monthly with new teachers to teach and review topics that are timely including data analysis, parent-teacher conference preparation, and CSE meeting participation.  

Why Create a Second Year Institute?

YEAR 1 INSTITUTE
• Introduction to HCSD expectations and goals
• Exploration of curriculum and best teaching practices
• Development of professional learning communities

YEAR 2 INSTITUTE
• Deepen practice
• Inform the practice of first year colleagues
• Continue to build a foundation for success through reflection and feedback
Design for the Institute

• How can we **deepen knowledge, understandings** and **practice** for Year Two teachers?
• How can we create an environment of **reflection, collaboration, connection** and **community** within the institute?
• How can we provide opportunities for teachers to give and receive **feedback**?
Year 2 Teachers in Action

Four Full Days in August

• **Day 1:** deep learning aligned to District goals (IB, Personalized Learning, Multiple Measures)

• **Days 2-3:** reflection researching, crafting lessons, revising, and collaborating

• **Day 4:** preparing and presentation of a body of work to first year teachers
A powerful question is an invitation to think.

Consultancy model is used, promoting inquiry and reflection.

Feedback

Use of research-based evidence.

Explore

Collaborate on lesson, unit, or assessment with a specific focus on student needs.

Design

Collaboration

Inquiry

Reflection

Second Year Teachers’ Institute Design Process
One Teacher’s Journey

Feedback Question:
• To what extent can assessment tools inform targeted goals and instruction to personalize learning?

District Goals Addressed:
• Multiple measures
• Personalized learning
Multiple Measures and Personalized Learning

<table>
<thead>
<tr>
<th>Unit: Place Value</th>
<th>Moments to Measure</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Proficiency Scales (date when you are at)</td>
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<tr>
<td>PV1</td>
<td></td>
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<tr>
<td>• Describe a group of 10 ones as a single unit called a &quot;ten.&quot;</td>
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<tr>
<td>• Explain that the digit in the tens place of a two-digit number represents the number of complete groups of 10 ones in the number (the number of &quot;tens&quot;) and the digit in the ones place represents the number of additional grouped ones.</td>
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<tr>
<td>• Write numbers within the range 1 - 100 using numerals.</td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>• Identify the value represented by a specified place of a given two-digit number.</td>
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<tr>
<td>• Compare like place values between two-digit numbers. For example, when given a pair of two-digit numbers, identify which number represents more tens.</td>
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<tr>
<td>• Identify the less than, greater than, and equals symbols (=, &lt;, &gt;).</td>
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<tr>
<td>PV2</td>
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<tr>
<td>• Express the value of a given two-digit number as an amount of tens and ones.</td>
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<tr>
<td>P2</td>
<td></td>
<td></td>
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<tr>
<td>• Compare the values of two-digit numbers using &lt;, &gt;, and = symbols (symbols not introduced until Ch. 16).</td>
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<td>4</td>
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<tr>
<td>• Compare the values of three-digit numbers.</td>
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Comparing Numbers Using Ones and Tens

- **Explicit teaching** of places in a number
- **Think-aloud** Strategy of modeling building a 2-digit number using base ten blocks
- **Direct instruction** of the process involved in comparing numbers that have 2 digits and using symbols
- **Partnership** work
- **Assessment**
Consultancy to Classroom

Feedback Question:
• To what extent can assessment tools inform targeted goals and instruction to personalize learning?

Probing Questions:
• How do you measure success?
• What is the connection to future units?
• What do you anticipate will be challenging for your students?
Year 2 Reflection: Think Deeper about Big Issues

Mr. Anthony DellaPena,
Harrison High School
French Teacher
Why Create a Second Year Institute?

• Building a community of reflective practitioners beyond year one
• Providing ongoing support from recruitment through year two
• Creating a foundation for continued success through reflection, deep learning and collaboration
Janine Shugrue, Harrison Avenue School

**July-August 2017**
- Job Fair
- Hiring Process in HCSD
- First Year Institute

**September 2017-June 2018**
- Participant in Mentor Program
- Monthly New Teacher Meetings

**August 2018**
- Second Year Teacher Institute
- Professional Development Courses

**September 2018-July 2021**
- Continued Professional Learning in HCSD Summer Offerings
- Mentoring Course

**August 2021-Present**
- Continued Professional Learning In HCSD
- Mentor in HCSD Mentoring Program