

How to Select the Building Program Leader

Expectations:

1. Persistent & Organized; works hard & smart
2. Attitude is positive, inspiring, uplifting
3. Creative problem solver

Evidence:

4. Their current classroom is a rich environment; welcoming and stimulating.
 5. Lesson plans for the next four weeks are detailed, and effective.
 6. The Sample Unit they create using a Differentiated Mastery model is innovative and effective.
 7. Proposed Classroom Management Strategy for Differentiated Mastery is comprehensive, anticipates difficulties, and effectively addresses the special needs of this model.
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SELECTION PROCESS

- Using the form below, ask the first five situational open-ended questions (1a, 1b, 2a, 2b, & 3) and assign each response on a scale of 1 to 10, with 10 being highest.
- Observe the candidate's classroom for question #4.
- Ask for complete copies of their plans for the next 4 weeks and assess for question #5.
- Ask for a copy of their *Resumé*, a *Statement of Interest*, and their *Classroom Management Strategy* for the Differentiated Mastery model that is comprehensive, anticipates difficulties, and effectively addresses the special needs of this approach
- After the BPL position is shared with staff along with the expectations and responsibilities, note that candidates are asked to provide a short Sample Unit in the differentiated Mastery style.

Materials include *required curriculum* for the Unit, a unit *Test*, a *Quiz* taken from the test, and the complete *Student Unit Checklist* (for that quiz only) with *hard copies* as applicable for each option.

Candidates provide these materials at the time of their interview and should have *two weeks* to prepare.

Share a Sample Unit Checklist (from the Open Resources link) and encourage them to creatively modify it as desired to suite their content.

- Prepare for Teacher Observations and Interviews (held in their classroom):
 - Collect their *Resumé* and a *Statement of Interest*.
 - Collect lesson plans for the next four weeks with handouts, worksheets, and/or textbooks or computer-based sites.- Create a sample Unit using Differentiated Mastery.
 - Collect their *Classroom Management Strategy* for the Differentiated Mastery model
- Add all of the points assigned for the 9 questions.
If a candidate scores in the 75th percentile, 68 points, then they are good choices for this responsibility. ScLS strongly recommends against selecting candidates with lower ratings.

Score*: _____ of 90

Building Program Leader Candidate: _____ Date: ____ / ____ / ____

School: _____ Evaluator: _____

*68pts. is 75th percentile.

1. Persistent & Organized; works hard & smart

- a. In January you are informed that the next school year you will be teaching a new course.
Describe how you intend to go about preparing for it.

[Persistent: begins to plan right away, works during the summer, has first quarter done before Sept.]

[Organized: gathers resources, consults standards, creates test first & then quizzes before content.]

SCORE: 1 2 3 4 5 6 7 8 9 10

Comments:

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- b. In August you start teaching at a new building. The students are problematic during your classes.
What strategy would you follow to try and improve the situation with this group?

[Persistent: seeks out alternate methods of instruction, does not give up on the kids, continually works to improve.]

SCORE: 1 2 3 4 5 6 7 8 9 10

Comments:

2. Attitude is positive, inspiring, uplifting

- a. One of your students is problematic during class.

In general, how would you go about improving this individual student's behavior?

[Positive: looks to build a relationship, respects & treats the student as an individual, doesn't give up, keeps any discipline within the class initially, looks to correct instead of punish.]

SCORE: 1 2 3 4 5 6 7 8 9 10

Comments:

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- b. The teacher you are mentoring is resisting getting on board with a new program that you firmly believe will improve student achievement.

In general, how will you attempt to bring them around to embrace this program?

[Inspiring: seeks to understand the teacher's concerns and attitudes, respects the mentee as an equal, presents a logical as well as emotional case for change, works to persuade instead of dictate.]

SCORE: 1 2 3 4 5 6 7 8 9 10

Comments:

3. Creative problem solver

Select a fairly specific topic from your content area and *share three different ways that students could learn to understand the content.*

[In general, the three approaches are dissimilar and show creative thought.]

SCORE: 1 2 3 4 5 6 7 8 9 10

Comments:

4. Classroom is a rich environment; welcoming and stimulating.

[Class is organized, arranged effectively, full of visual and tactile interest. First impression is welcoming and stimulating; the kind of room a student wants to learn in!]

SCORE: 1 2 3 4 5 6 7 8 9 10

Comments:

5. Lesson plans for the next four weeks are detailed, and effective.

[Lessons indicate a real outcome or objective, indicate a flow that connects topics, require student involvement, are engaging. Worksheet samples are included. It is easy for a teacher trained in that content to teach these lessons. Plans avoid poor techniques like lecture, textbook question searches, and fill-in type worksheets. Plans stimulate student thinking and include mainly best-practices.]

SCORE: 1 2 3 4 5 6 7 8 9 10

Comments:

6. Sample Unit using Differentiated Mastery is innovative and effective.

[Materials include *required curriculum* for the Unit, a unit *Test*, a *Quiz* taken from the test, and the complete *Student Unit Checklist* (for that quiz only) with *hard copies* as applicable for each student option. The student choices are interesting and appeal to different learning styles. The options effectively address the stated requirements for the quiz.]

SCORE: 1 2 3 4 5 6 7 8 9 10

Comments:

7. Proposed Classroom Management Strategy for Differentiated Mastery model is comprehensive, anticipates difficulties, and effectively addresses the special needs of this model.

[Management approach recognizes and addresses the unique environment where students are moving at different speeds through the curriculum.]

SCORE: 1 2 3 4 5 6 7 8 9 10

Comments: