

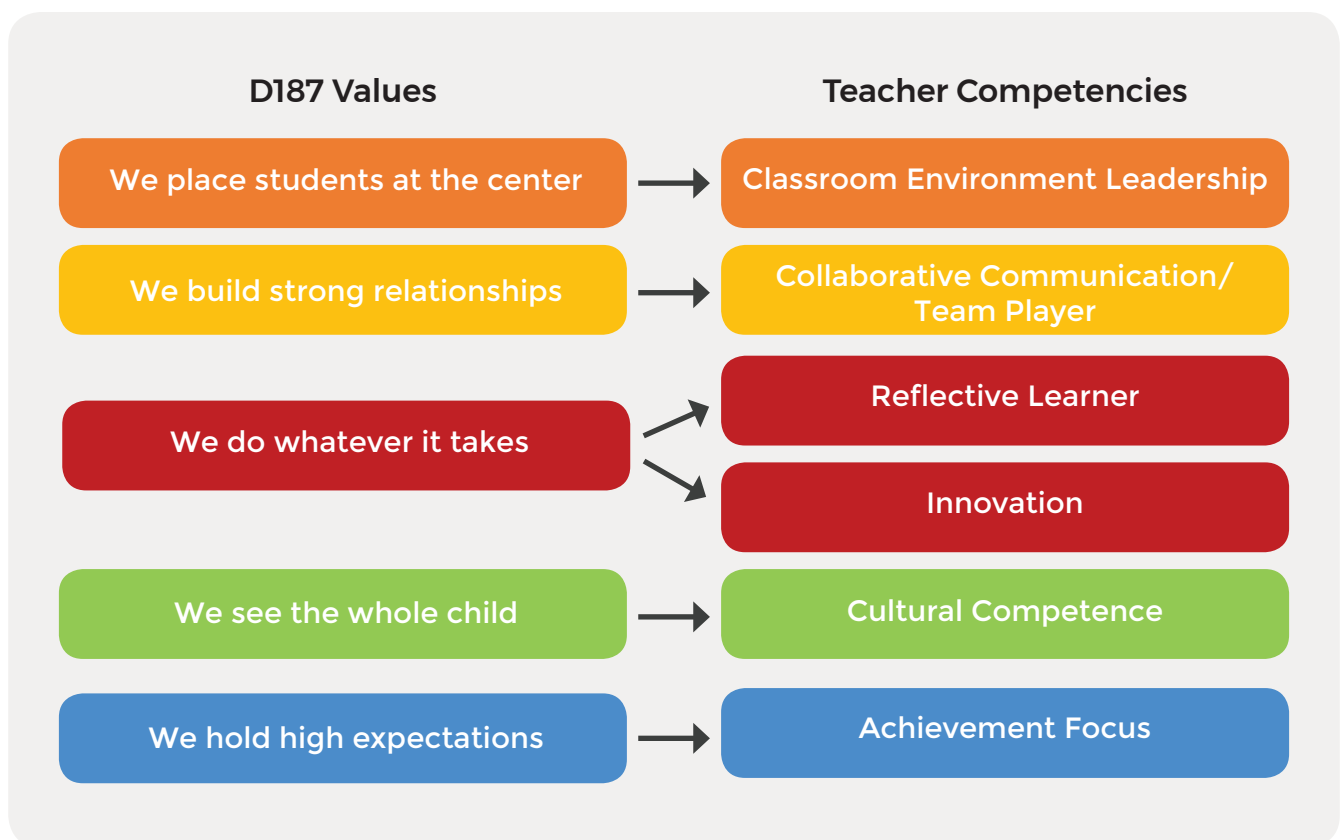


TEACH IN D187 – HOW TO APPLY

Thank you for your interest in a teaching position in D187!
Teachers are at the heart of our success and have the greatest impact on student learning.

D187 recognizes how critical it is to find individuals who believe in the potential of each student and are ready to make a difference in the lives of our students. We spent a significant amount of time during the 2018-2019 school year examining those skills, dispositions and beliefs that we see in our most successful teachers from the first day on the job.

The district articulated a set of competencies and revamped our recruitment and screening process. We wanted to make sure our process would allow potential teachers to truly demonstrate their approach to teaching, and the skills, dispositions, and beliefs that they bring with them to this important work. Our leaders have identified a set of core competencies that align to the district's core values, mission and goals for students:



(You can find our full definitions of "Teacher Competencies" on page 3)

About Our Process

Each step of our application and interview process is performance-driven and designed to measure these competencies.

STEP 1 – APPLICATION

- Our application is designed to help us better understand your background and experiences to date. We especially care about the results you've already been able to achieve for students.
- We require that you submit your resume and have included three-short answer questions in the application. These are important as we begin to get to know you as a candidate.

STEP 2 – INTRODUCTORY INTERVIEW

- Our team will reach out once we've been able to review your application for an initial, introductory interview. This initial conversation could be with a member of the Human Resources department or school-based hiring team.
- Here we will seek to clarify any questions we have related to your application and explain the next steps in the process.

STEP 3 – SCHOOL-BASED INTERVIEWS

- Based on the results of the introductory interview, your application will be shared with schools that have openings. If a D187 principal sees a strong fit with the openings at their school, you will be called for a school-based interview.
- School-based interviews are performance-driven and customized at the school site based on their hiring needs, and the unique context of the school. Examples of the types of interviews you might experience:
 - A demonstration lesson followed by a question-and-answer debrief with our students
 - A review of hypothetical classroom data and a discussion about your assessment of the data, and how it informs your approach to teaching
 - Scenario-based interview that describes experiences in the classroom and allows you to talk through how you would approach different types of situations you might encounter as a teacher in our schools
 - A school tour and opportunity to visit classrooms and teacher collaboration meetings
- The interviews are designed to help us understand how you make decisions on behalf of students, what you know and how you teach. It should feel challenging in the moment, as there are no clear right or wrong answers. However, you should feel you really learned a lot about who we are in the process and you should feel, in the end, that you had a chance to really show us who you are.

How to Prepare

- Reflect ahead of time on why you have chosen the profession of teaching and what your purpose is for pursuing this important career.
- Take time to learn about our unique community and our students. We will want to know why you think D187 is the place for you.
- Reflect on the difference you want to make for students, and the successes and challenges that have prepared you for this next step in your career.
- Come ready to engage with students, potential peers, our principals and leaders, and of course—be yourself!
- Our process is not designed as a "Gotcha." We want to get to know you and we want you to get to know us so that we can both understand if you are someone with the potential to build a successful career in our district.

TYPICAL TIMEFRAME

- Our typical hiring timeframe can vary depending on the time of year, however you should expect to hear from us within two weeks of submitting your application.
- Within two weeks of your introductory interview you should expect to receive word as to whether you are being considered for openings.

Please reach out any time if you are unsure of your status or if you have questions about our process.

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Teacher Competencies Required “Day One” in D187

CLASSROOM ENVIRONMENT LEADERSHIP

- Creates a safe, supportive and positive learning environment that supports academic and social-emotional learning for all students
- Works to establish interventions, scaffolds and extensions that support unique learning styles and abilities of learners in the classroom
- Designs and executes rigorous and engaging lesson plans and units aligned to content standards
- Leverages multiple assessments or checks for understanding to define opportunities to reteach, clarify or adjust instruction to meet student needs
- Establishes effective behavior management practices that set clear expectations for students and ensure a positive classroom environment

COLLABORATIVE COMMUNICATIONS (TEAM PLAYER)

- Collaboratively works with peers and staff to support shared learning and to promote learning communities
- Establishes relationships with colleagues that promote a positive and collaborative school culture
- Demonstrates respectful tone and demeanor in all interactions
- Builds and sustains effective relationships with colleagues, administrators and families

REFLECTIVE LEARNER

- Actively seeks and is receptive to constructive feedback
- Regularly and accurately reflects on strengths and growth areas
- Eager to develop and learn new strategies
- Maintains an open mind and demonstrates adaptability

INNOVATION

- Remains solutions-oriented and views problems as opportunities to learn
- Takes initiative to address unmet needs and takes ownership for solutions
- Demonstrates a willingness to take risks to ensure the best outcomes for students
- Is self-sufficient and resourceful; finds innovative ways to address difficulties or challenges

CULTURAL COMPETENCE

- Operates with a lens of cultural proficiency, sensitivity, and equity to ensure students’ learning needs are met
- Demonstrates empathy; values and actively seeks to understand students’ home culture and language and the implications for instructional strategies in the classroom
- Establishes strong relationships with students and families as integral partners to help each student succeed
- Values diverse thinking and establishes systems to integrate different perspectives in the classroom environment

ACHIEVEMENT FOCUS

- Demonstrates a greater purpose to ensure the success of ALL students
- Passionate about serving economically disadvantaged students of color
- Articulates an optimistic and genuine belief in the potential for student success
- Strives for excellence, and demonstrates personal accountability for student outcomes
- Skillfully leverages different sources of data to inform goal setting, instructional practices and decision-making