

Procedures for Determining Position Needs and Hiring

Hawthorn Academy recognizes that it is advantageous to retain staff.

To Retain Staff:

1. Training is provided in International Baccalaureate requirements
2. Mentors assigned to all Level 1 teachers
3. Team lead support for all new teachers
4. Document compiled that has all school forms and key policies (Hawthorn Teacher Policies/Procedures Manual).
5. New teacher training at the beginning of the year
6. New teacher feedback at the end of the year and changes made for the next year
7. Training provided and mentor for new TAs

To Hire and place qualified teachers:

1. In January, faculty and staff submit an "Intent to Return" form
2. Positions are posted out on Teachers- Teachers to recruit possible Candidates
3. Candidates resumes/vitas are read through and filtered down to top 10% for interviews
4. Interviews with potential candidates (Jan.- April). Interview team is comprised of one or more administrators and one or more teachers in that grade level.
5. If there is more than one opening, representatives from all grades will be a part of the interviews.
6. All candidates are ranked and identified as to which grade level they would be a viable teacher.
7. Candidate numbers are reduced and the top candidates (2-3) for each of the grades come and teach a lesson in front of one of the classes.
8. Lesson is observed by administration and grade level teachers.
9. Teacher is chosen.

To Hire and place qualified support staff

1. In January, faculty and staff submit an "Intent to Return" form
2. Positions are posted out on Teachers- Teachers to recruit possible Candidates
3. Candidates resumes/vitas are read through and filtered down to top 10% for interviews

4. Interviews with potential candidates (Jan.- April). Interview team is comprised of one or more administrators and possibly one or more teachers in that grade level.
5. References are checked on potential candidates.
6. Funding by the state and Federal Title 1 and is reviewed to determine the number of hours possible per grade.
7. The data on students' learning is also reviewed to see where the greatest need is for additional support.
8. For TAs in Special Ed, IEPs are reviewed to determine the number of service hours to be met. That impacts the number of hours for TAs.