

Field Experience B: Teacher Placement Process

Grand Canyon University: EAD 536

Kiara Wilson

July 22, 2020

*Setting*

With approximately 11,000 students and over 1,000 employees, Kershaw County School District is a public school district located in the heart of South Carolina. There are eleven elementary schools (Pre-K-5), four middle schools (6-8), and three high schools. To further serve the community, there are also schools for career and technology education, alternative education, adult education and parenting. Currently, I am employed within the district as a teacher at Jackson Elementary School, home to approximately 600 students.

*District Policy*

Our district does not have any collective bargaining, nor do they recognize seniority when considering positions. There are those who fill positions based on simply networking and good references; their number of years spent in education or in the district does not affect final hiring and placement decisions. South Carolina does not have a teacher union, and there are no professional association mandates when it comes to hiring.

*Teacher Screening*

In our district, the Director of Educator Services oversees teacher evaluations, certifications, and recruitment. She and the assistant superintendent receive all job applications and perform initial screenings to ensure candidates are qualified for the vacancies they have applied for. After confirming certifications and qualifications, she then gives the principals the go-ahead to interview. To maintain professionalism and efficiency, district policy states principals may not interview any candidates until approved by the Director of Educator Services.

*Alignment*

Our school's vision is to engage a community of learners who LEAD (Lead, Encourage, Achieve, and Dream). Our district's placement process seeks to place teachers at schools that they would best meet the needs of students, where they would best align with the school's community and culture. By placing teachers at schools where they are more likely to be happy and give their best efforts, they are adding to the efforts of achieving the school's goals.

*Fairness and Equity*

Our superintendent is in charge of teacher placements, as teachers are employees of the district, not of their respective schools. For the most part the superintendent looks at the needs of the district, then employee qualifications, and then expressed preference. To be fair, all teachers are considered using the process, and then once assigned to a school, placement decisions of the teacher are based principal decision. Teachers may also ask for transfers within district; these are considered at any time during the year, and the superintendent will openly consider all cases.

*Legal Decisions*

Principals may not interview anyone until receiving pre-approval from the Director of Educator Services. This is important for administrators to know in the event they discover a candidate for a position within their school, and are eager to interview and meet them. Acting before consulting the district office is policy, and also not an accountable practice.

Administrators also need to know their school's needs and core values in order to place teachers where they will fit best.

*Future Professional Practice*

I know that when looking to fill vacancies, I should look for a combination of both ideal traits and required certifications. It will be helpful to have these questions ready in an interview, but make sure that all candidates have applied within our district before speaking in person with them. When making decisions concerning teacher placement, I plan to consider the needs of the students, the chemistry of the team they will work with, and how their skills and personality are a best fit for the school.