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Jason Harmon

Chapter 1 – Organizational Dimensions

 As I looked at my schools organizational chart several things surprised me. First, I found it odd that our principal doesn’t oversee any of the maintenance, custodians, or food service personnel. Second, I should have known, but didn’t, that Para educators report directly to SPED. Lastly, we have no human resource personnel, no vice superintendents, and only one principal and no vice principals for our whole district. (My school district is Platte County School District #2 in Guernsey, WY and serves roughly 200 students’ k-12 all in one building. Even our district offices are housed in our building, so it is very easy to go in and talk directly to our superintendent.)

 As I thought about the qualities of transcendental leadership, there are several positions in our school that are filled with people who exhibit several qualities of such leadership. First, our librarian is a big advocate of social justice, always acts out of a sense of duty and responsibility, and is great at formulating professional positions through discourse instead of coercion. An example of one of these qualities is that she served as the leader of our districts education association. Every year she was faithful in seeking more recruits and support from the teachers. She did a great job at getting me literature, answering my questions, and then letting me decide if I wanted to join without being pushy. Another example of transcendental leadership is our school community education director. She is good at acting from a political base. Our text talks about how this type of leader strives to understand the impact their decisions have on others. Our community education director oversees many aspects of our school including building scheduling, concurrent classes, and plans and schedules all community education. She is great at asking for permission to use my room, and realizing how what she does effects others. Once she had scheduled an event during state art symposium and apologized that it was during a time when I would be gone.

 In the past I haven’t been aware of human resource directors, especially since my school district doesn’t have one. I viewed many of their responsibilities just as a part of the job that others in the district have. I mostly thought that human resource personnel in large companies helped to keep customers happy, but I am learning I was wrong, it is about firing and retaining good employees, developing and motivating them, and helping them to reach the highest goals they can as you aid them in their career development (Reobore, R., 2011).

 In my school the superintendent takes care of most of the human recourse directors job. He does well in certain areas such as recruitment, selection, placement, and collective negotiations and compensation, but I feel our school struggles with staff development, performance evaluation, and resources planning. We have very good teachers in our school, and the recent hires have been excellent. I feel the superintendent truly cares about paying and compensating us well too. For example, my second year the district had to raise our insurance deductible from $1000 to $1500 and as compensation they give us $500 each year in the form of an HRA.

 None of the functions of human resource personnel surprised me because I have been aware of all of these elements in my school, even when they are lacking. As I read the text I believe very strongly that human resource functions are some of the most critical in creating good schools where students get a quality education.

Reference

Rebore, R.W. (2011). *Human Resources Administration in Education. A Management Approach*. 9th Ed. Upper Saddle River, NJ. Pearson Education, Inc.

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Jason Harmon

Chapter 2 – Human Resources Planning

 In Platte County School District # 2 we rarely have a problem finding good quality job applicants. I will discuss the reasons why this is so, and explain some of our hiring process as it deals with the issues of Equal Opportunity and Affirmative action. Writing this paper in the context of Guernsey, Wyoming, I realize that many areas of the country are much more culturally diverse, and the issues and lawsuits can run much deeper. I honestly would like to live in an area where I have more exposure to these topics from chapter two.

 Working in a district that is close to the Wyoming boarder and that pays better than the surrounding states brings in a lot of job applications when a vacancy opens up. I honestly don’t think our principal or superintendent do anything more than post our job vacancies and openings on our school website, and on a state website run by our school board association where job applicants can see job openings from all across Wyoming. Knowing that many people will apply for jobs, our district is proactive in that it weeds out the type of teachers they aren’t looking for by a mandatory online teacher survey/questionnaire called teacherinsight. Although I don’t know a lot about it, I know the information is reliable enough that they base a lot of whom they interview off of it. Teacherinsight helps them find teachers who really care about students, want to teach for the right reasons, and are team players.

 I know of one recent example of a position where very few people were applying for an open job. We posted a k-12 vocal music position kind of late this year, and had very few applicants. When the past teacher and I found out and felt like nothing was being done about it we sent out emails to our almamaters and told them to send out notices to recent graduates in music education about the vacancies. Our hope was that we would attract more good applicants so we could bring in the best new teacher possible.

 In light of Equal Opportunity and Affirmative Action I know that there is a lot less problems with racial discrimination in my district simply because we rarely get applicants from other ethnicities, but we do have to be extremely careful with age and sex discrimination. This past April I was involved in the review, interview, and selection of our new k-12 principal. While deciding who to interview our superintendent reminded the committee to not base our decisions off of age, religion, or other bias and discriminatory measures. We ended up interviewing a man who was about 64. Although he wasn’t chosen it was neat to see how open minded we were and needed to be out of necessity to assure that we weren’t discriminating based on his age.

 We have one special education teacher that has some speech problems, one of them being a lisp. Before reading this chapter I wondered why our district would hire a special education teacher with such a problem, and now I know why. I was judgmental, but now I am sure she was the best applicant available. She does do a wonderful job.

 It is super important to be aware of the ever changing laws, but I am grateful to live in a country that protects the rights of our citizens and gives them equal opportunities for work. I lived in Ecuador as a missionary for my church and remember so much inequality, especially in age discrimination. I remember meeting 50-year-old men who had lost their jobs, and had been searching for years, and nobody would hire them because they were “too old”. I also remember how hard it was for students from poor families to attend a university because there are very few part-time jobs in Ecuador, making it nearly impossible for a student to study and work. There is no place for discrimination in the United States of America, and we must fight to keep it so.

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Chapter 3 – Recruitment – Prompt #1

 In any school it is very critical to hire great teachers, but it can be especially hard to attract good candidates for the hard to fill positions. As part of our schools recruitment committee, I have several suggestions that can help our school succeed in bringing in great teachers who will really care, and give back a lot to our school, students, and community. It is critical for us to realize what factors we can control and which ones we can’t. Then we can follow our plan and find success.

 To begin with I will describe several factors we can’t change, so we don’t waste time in these areas. First of all, we can’t change the fact that our school district is very rural, and far away from any major shopping center or Wal-Mart. We can’t change our demographic situation, which is predominately Caucasian. We can’t immediately change our communities housing shortage/lack of options. Although there are other issues, we can’t change the fact that we have few opportunities for growth or change within our school district because it is so small.

 So what can we change? First we must look at what we can do to make our community, school, salary and benefit package, and everything else enticing to those searching for good teaching jobs. Secondary factors in my mind would be making sure our jobs are advertised well, and that our school website is easy to navigate, nice looking, and clear as to what we want of our teachers in our district. Lastly, we must make sure our recruitment process is fair, organized, and helps us to really choose the best candidates for each job.

 To make our jobs enticing we must include in our plan what we can to do help our school be successful for our students, and in the eyes of the community (Rebore, pg. 104). We must make sure we are student centered and doing our best to fulfill an up to date mission and vision. Our board policies and administrative processes need to be clear and help guide an effective school. We need to make sure we pay and compensate our teacher well because, “the best people for a job will become candidates only if the financial compensation is in keeping with the responsibilities of the position” (Rebore, pg. 105). The other idea I have here is to build our community through after school programs, and help eliminate drug problems that have been rising. Lastly, as potential employees visit our community we need to make sure they are aware of how wonderful our community is, and match the opportunities that we do have in the area, with their interests, so they can know it is a great place to live.

 In order to advertise our positions even better I would suggest we update and revamp our school website so it is simple, clear, and showing of who we are as a school and community. We must advertise our openings well, and get info of our job openings to the colleges and universities so they can let there soon to graduate students know. We can also do a better job at attending job fairs and recruiting in a more personal way.

 Although there are a lot of good things about our recruitment process, I believe we can improve two things. First of all, I would put less weight on the teacherinsight survey (I talked about it last week), and make sure we are taking time to analyze who would be the best teachers through a series of questions, essays, interviews, reference checks, etc. Second, in any job where there is another teacher in the department I would have them sit in on the interviews so they have a say as to who they will be working with. I know as an art teacher I can give great advice as to what a school should look for in their art teachers.

 Over and above everything I just mentioned, I feel it is super important for administrators to not only find the best candidate, but to make sure that the person who they want to hire really wants to be a part of the school and community. It needs to be a good fit both ways. Although our district doesn’t have a lot of opportunities for different career paths, they are great about giving us multiple opportunities for professional development each year. They encourage us to attend conferences and be involved. They paid for me to get trained as an AP art teacher, sent me to a conference in New York, and encouraged me to teach concurrent art classes through our local community college in Torrington, Wyoming. Our community is friendly, nice, and a great place to live, we just need to find people who will do great work, really care about their jobs, put students first, and contribute actively to our schools mission and vision. It is my hope that some of my suggestions can be beneficial as we finalize our recruitment plan, and look to the future.

Reference

Rebore, R.W. (2011). *Human Resources Administration in Education. A Management Approach*. 9th Ed. Upper Saddle River, NJ. Pearson Education, Inc.

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Jason Harmon

Ch. 4 – Selection

**1. Job Description** – Currently my school district doesn’t have any kind of job description for teachers. The only job descriptions I have seen are for our superintendent and k-12 principal. This strikes me as odd, because I am aware of other school districts that do have job descriptions for their teachers. Job Descriptions are very valuable because it give the employee or potential employee a list of their duties and responsibilities that can guide them in their job, and it gives the administrators and school board something to guide termination of a teacher if they continually don’t fulfill their job requirements.

 The creation of good job descriptions can be a long and detailed process if done well. It is important to get insight and input from many stakeholders including observing what is currently done, interviewing, job questionnaires, consulting with other professionals and schools, analysis by supervisors, and at times through a diary process (Rebore, pg. 130). It is important to begin a job description with a summary, update them from time to time, and make sure those who are hired understand them adequately.

**2. Selection criteria –** This is an important part of the selection process because it helps those interviewing know what they are ultimately looking for, what are the ideal characteristics that will “ensure successful performance of the job” (Rebore, pg. 131). I especially agree with our text that it is important for an applicant’s educational philosophy to match with the mission and vision of the school where they are seeking employment. In fact, when I got my job here in Guernsey, that is one thing that attracted me to teaching here. They were so focused on helping each and every student succeed, and that is what I wanted to do, especially to help the students that could tend to fall through the cracks in a larger school district.

 This past year I participated in interviewing and selecting our new school principal, and one area we were lacking in was our selection criteria. We were given a list of criteria to consider, and luckily our committee was selected from various community and school members, so we were able to be broad in our selection approach, but I believe we all had ideas of what we were looking for though that were somewhat different. If we were more on the same page it would have made our decision easier. In the end it turned out well, but I learned of the importance of selection criteria.

**3. Application Screening –** This is the process of choosing whom you will actually interview. Although this is a long process it isn’t as hard as I would have imagined. Some applicants weed themselves out by not submitting all of the application or required transcripts, letters of recommendation, etc. After that it is important to read each application and rate them so choose the best and most qualified candidates.

**4. The Interview –** The interview can be done in several ways, but it is always important to involve those who supervise the new employee and those who have expert knowledge of the duties they will perform (Rebore, pg. 134). In my experience it is important to have a teacher help with the interview process. The most effective interviews I have been a part of are group interviews where 2 or more people interview an applicant at the same time. Our superintendent, k-12 principal, and an elementary teacher interviewed me.

 Once I was interviewed in an interesting way for a job, but it was a god way to weed out those who wouldn’t do well. The job required me to speak Spanish, and 5 applicants were interviewed in Spanish by a group of 6 people all at the same time. We were asked questions and given opportunities to speak and share our ideas. From there the applicants whom they thought had potential were interviewed on a more personal basis.

**5. Questioning the candidate –** It is really important for an interviewer to prepare and well plan out the questions they will ask so the interviews are somewhat uniform and can be successful. You can ask all sorts of questions about potential employees prior experience, ideas, philosophies, goals, plans, ideologies, etc. The things you need to avoid asking questions about include family, marital status, race, arrest record, and anything else that could be discriminatory.

**6. Credentials –** Credentials include college and university transcripts, certification documents, and in some cases verifications of health (Rebore, pg. 137). These are important supporting documents, but at times hard to read into. You must verify that a teacher or administrator candidate can be certified before the start of the next school year, but it hard to know exactly how to handle lower grades on a transcript. It can be easy to discredit someone with super low grades in college, but if someone had one bad semester and then improved dramatically it is worth giving them a chance as long as everything else is strong, and they match what your school is looking for. In some cases it is hard not to wonder why someone who is overly qualified would apply for a lower job, so in these cases it would be advantageous of an applicant to state why they are choosing a career path below their education level. An example of this would be a past superintendent deciding they want to teach again.

**7. References –** As a part of the selection process references can give you very good information. Although letters of recommendation are hard to decipher at times, when references are personally contacted one can ascertain a lot from what is said about a candidate, and the tone of voice of the reference being contacted. Although it is impossible to check every reference, an effort must be made to contact at least three to verify past success, attitudes, skills, etc. Normally a reference can’t be sued if what they say is “truthful and given in good faith” (Rebore, pg. 138).

**8. Criminal History Check –** In the state of Wyoming the criminal background check is done by the Wyoming Professional Teaching Standards Board before one receives their teaching license. Fingerprinting is part of the process, and a teaching license can’t be obtained until a background check is completed and cleared. This helps schools avoid this part of the selection process. Also, the standard Wyoming application for teachers asks if they have ever been convicted of a felony, and if so what it was for. It is important for school districts to do some checking into who they want to hire to make sure they don’t hire people who would put our students in danger.

**9. Contents of the Application –** “The basic principle in constructing application forms is to ask only for information you need to know” (Rebore, pg. 141). It is good to have a basic application form that covers who the person is, their education, job experience, special endorsements, and other basics that a school would need to know. Other then that it can be a good idea to ask for educational philosophy and ask a few other questions pertaining to job responsibilities, and how one would act in certain situations. For example, in our applications for our k-12 principal job we asked them what their most important duties would be, how they would build a culture excellence, and how they would describe their communication style and strategies they use to communicate with others. These questions helped us understand where our applicants were coming from, and the directions they would take our school. Of course we asked them to expound on these points during the interviews.

**10. Employment Assessments –** Employment tests are tests that help an employer know about the intelligence, aptitude, ability, and interests of applicants. A test must be clearly related to the job for it to be legal (Rebore, pg. 141). The most effective tests are ones that test ones knowledge of the job, or ability to do the job, since it correlates directly to what an applicant would be doing. I have mentioned this before, but my school uses teacherinsight to find the kind of teacher they are looking for who will go the extra mile in caring for and educating students.

 In conclusion, there is a lot that goes into the selecting of the best candidates for any job. I learned a lot of valuable tips in this chapter that will help me in the selection process. I know what is fair and legal, and different strategies that can be approached in gathering a group together who will interview potential candidates. This process is so crucial, and it is very important that not only the right applicant gets the job, but that the wrong one doesn’t get the job, and the right one doesn’t get thrown to the wayside.

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Ch. 5: Placement and Induction

 Induction is an important process because it helps new employees get acquainted with the school system, community, colleagues and work environment. My school currently has a lousy induction process. Although a few things are done to orient new employees, there are many ways we can improve to more closely resemble what is explained in our text. Overarching all of this, a schools induction process must have purpose. This purpose will drive the process, and help those in charge of it modify it each year so it keeps getting better, and meets the needs of new employees.

 The last three years our school has put our old principal who is now acting as a councilor/(kind of assistant principal) in charge of our induction program. He has many roles in our school, but only works part time. Anyway, his purpose is to answer our questions and help us in our transition to our new school and/or first teaching job. He genuinely wants to help us, and has had one or two meetings with the new teachers each year, but things tend to go nowhere, and new teachers have so much they don’t know. Often we don’t know what we don’t know, so we don’t know what questions to ask until it is too late. For example, nobody teaches us how to take attendance, use the phone system, use power school, take a lunch count, and the list goes on and on. What seems to be lacking in our program is any teaching or explanation of how our school works, and guidance as to how to become a great teacher.

 Our school does have about four teacher workdays at the beginning of each school year where our whole staff meets together. New teachers are introduced to everyone, and there are generally doughnuts and juice and lunch provided the first few days. As we meet together we receive training, but nothing specific to helping new teachers. Forms are given to new teachers in a big packet, with no explanation on how to fill them out, or what they all mean. Luckily I wasn’t afraid to ask questions, but this lack of guidance has really frustrated many of our new teachers. Our school does a few things well; we have a beginning of the year barbeque, and a staff Christmas party. Also, each year all of the employees are given staff handbooks and asked to read them. This explains many of the school policies, which really helps new employees.

 As far as getting to know the community, I was able to ask questions during my interview about the community, but really the town is small enough that the only thing we could do better is offer to drive new employees around, and explain the housing situation, or guide them to the local realtor. If we were a bigger community it would be good to introduce the new employees to groups that interest them such as an art guild for an art teacher, or local community outreach programs or university programs.

 To conclude, our school really lacks direction in their induction program. We need to define its purpose, and create a program that really teaches what teachers need to know as they come into our district, help them feel welcome, secure, and part of a team, to help them adjust to the work environment, and to help them become excellent teachers. I have envisioned a mentorship program that would work well for our school (currently we have none). It is similar to a program I used in another job I had. First, great mentors would be selected for each new teacher (we usually only have 2 to 4 new teachers each year). These mentors would be given a packet for them and their mentees that specifies topics to be discussed and include places to sign off at each stage of being mentored (mainly, all of the info that isn’t currently being taught could be taught and explained by the mentor teachers). The mentor teacher would also take the responsibility to work with the new teacher in their classroom management and teaching strategies. Once all the steps of the process are completed and the packet is turned in (it would be a one year process) the new teacher would get a small stipend of about $250, and the mentor would get $750. The process would be official, and allow our administrators to focus on all of the other duties they have, and give another teacher a chance to share and impart of their knowledge with a newcomer. Of course, this program would need to be modified for a large district, but would work great for a small district, where something like induction seems to fall through the cracks. My induction was like trial by fire. I was given books to read, but really was given little directions on how things work in our school. I remember getting emails about things and thinking, whoa, I wonder what that means! Induction is important, and if done well, can really help a new teacher. Induction isn’t just a on-time thing but a process with a purpose.

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Ch. 6 – Staff Development

#  For this project I have chosen to plan a 3 + hour group professional development and training on mindset. After the initial staff development teachers will take some time each week to implement what they have learned by integrating it into their classrooms, having group discussions in their PLC’s on topics relating to mindset and how the implementation is going in their classrooms, and participate in online discussions with teachers from all over the United States. This topic is one that has been researched and developed by Dr. Carol Dweck at Stanford University for many years, and we will use the tools she has developed in her Mindset Works® Educator Kit. Teachers who miss the training will have access to all of the resources we reviewed as a staff, and will be required to complete the training just like everyone else, but catch up on their own online.

# Research/Topic Question:

#  Our school district has been striving to increase rigor, motivation, and engagement in the classroom, and build our students perceptions of where they can go and what they can achieve. A growth Mindset, as researched and presented by Dr. Carol Dweck in her book *Mindset* is critical to our growth as human beings, and can be fostered by teachers and a school, so students can learn that anything is possible as they work hard and stop focusing on their failures or lack of natural talent or ability (fixed mindset).

# Itinerary:

# Why – This topic is needed in our district because many students limit themselves through their fixed beliefs and perceptions of who they are and what they can become. They think, oh, I am bad at math or science, and stop working hard, or limit their potential and growth. Many students look at others who have failed at college who were “smarter” then them and just decide to work for the railroad, or stop following other big dreams that require an education. We know that we can make a difference in our students lives if we personally acquire a growth mindset, and learn how to foster it in our students.

* **What** – Teachers will need to bring their laptops so they can sign up for the remainder of the Mindset Works® Educatorprofessional development. The only other thing they need is a note pad and pen or pencil.
* **Where** – This staff development will take place in the lunch room of our k-12 building.
* **When** – This staff development will take place on Monday August 18th from 8:30 to 11:45 AM.
* **Who** – I will be in charge of facilitating the staff development on mindset. Our lunch ladies will assure there are doughnuts and juice available for snacks. Our tech guy will set up the projector and speaker system. Tables will already be set up for our first day back on Friday the 15th of August. I will ask our Principal to create the survey, and send a link to it to all of our teachers. We will collect more data after the whole program ends around the middle to end of October. I will be the main presenter, but will act more as a facilitator. At the end we will have testimonials from two teachers who have already started implementing mindset into their classrooms. Our school improvement committee will analyze the data to see how successful the training was for our staff and students.
* **How** – The information will be presented in 5 modules, 3 of which we will complete as a group in our training. The last two will be completed in PLC’s and personally during the first few months of the school year. Each module includes a 10 to 18 minute video that introduces educators to key research in education, psychology, and neuroscience. After each module we will have group discussions, and show ways of implementing the information in the classroom. Teachers will also take mindset assessments, apply what they learn in activities and projects, and reflect on their learning. At the end of the training we will set two goals and show our timeline for completing this professional development. The very last step before lunch will be asking the teachers to fill out an online survey so we can collect data on what was learned.
* **How will the data from the follow-up survey be formulated and distributed?** – Data will be collected electronically through google drive or survey monkey. We will collect it, analyze it, and email all of the staff on our findings. It is our hope that through this process we will not only strive to fully implement Mindset into our school, but that we will continue to improve our future staff development opportunities.

Data Collection:

 We will use the data to determine how valuable the in-service was, to find out how well our teachers have implemented what was taught, and how it has improved student motivation, rigor, and engagement. Although our data will be based on teacher opinions, insights, personal thoughts, and feelings it will be valuable. The criteria we will use to analyze our findings is four fold.

1. Teachers opinions on the in service training itself – was the program interesting, well presented, engaging, well planned. This will help us understand how we can improve future staff developments.
2. Teacher buy-in – Did teachers come away really believing this is something critically important for them to understand and foster in their students?
3. Integration into the classroom – Did teachers not only complete the training, but were they able to successfully integrate it into their classrooms? There will definitely be a place for writing in what support they need, or what questions they have.
4. Effect on their students, successes or failures – This will help us determine teachers perceptions on how the program is working, and help us to know the impact it is having on our students. We will find out specifically about increases in focus, work ethic, motivation, and attitude/paradigm changes from years past.

All of this information will be analyzed, and a written report on our findings will be distributed to teachers. We will thank them for their participation, and encourage them to keep implementing mindset techniques into their classrooms so students can continue to view their growth and success as a factor of their effort and hard work.

**Detailed Outline:**

* 8:15 AM -Teachers arrive mingle, eat doughnuts, drink juice, etc.
* 8:30 AM – Training/inservice begins. Quick introduction and outline of the day, and 10 minute introductory video (module 1)
* 8:50 AM – Guided group discussion
* 9:00 AM – Teachers will register for the program at <http://community.mindsetworks.com> and each teacher will take the “Mindset Assessment” on their computers to see where their tendencies lie.
* 9:20 AM Guided Group Discussion on mindset, and what it means.
* 9:30 AM – Watch the video for module 2 Motivating Mindsets.
* 9:45 AM – Small Group Discussion, reflect and discuss what was learned
* 9:50 AM – Apply what was learned in activities and projects – Have small groups come up with ways they can teach and foster growth mindsets in their students.
* 10:00 AM – Group Share-out – Each group will share ideas
* 10:10 AM – Explore additional tools and resources in the online toolkit
* 10:20 AM – Take the “Mindset Assessment”
* 10:35 AM – Watch Module 3 Video “Molding Mindsets”.
* 10:50 AM – Guided Group Discussion
* 11:00 AM – Practice/Demonstrate how to foster a growth mindset
* 11:10 AM – Closure and Goal setting – make sure everyone knows the timetable for completing and implementing the training, and that it will be a topic in PLC’s each week.
* 11:20 AM – Testimonials from other teachers who have had success with the program
* 11:30 AM – Have each teacher take the online survey
* 11:45 break for lunch

**Resources:**

<http://www.mindsetworks.com/professional-development-and-tools/>

http://www.mindsetworks.com/websitemedia/protected/implm/mweducatorkitguide072012a.pdf

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Ch. 10 – Legal, Ethical, and Policy Issues

**Teacher Dismissal**

In the state of Wyoming a teacher with an initial contract needs to be notified in writing of the reasons for termination no later than April 15th of each year. They can be terminated for any reason not specifically prohibited by law. The notice of termination won’t go to the public or perspective employers without the teacher’s consent. (21-7-105)

 Continuing contract teachers can be terminated on grounds of incompetency, neglect of duty, immorality, insubordination, physical incapacity to perform job duties, failure to perform duties in a satisfactory manner, conviction of a felony, and any other good or just cause relating to the educational process (21-7-110). The superintendent or any designated member of the board notifies continuing contract teachers of a recommendation for termination by a written notice that contains reasons for termination on or before April 15 of any given year (21-7-106). When the teacher receives a notice they can request a hearing and must do so within seven days (if they want a hearing). The expenses of the hearing officer will be paid by the school district. Within 5 days the hearing officer sets a date for the hearing. The superintendent will have the job of proving the recommendation for termination. The board has 20 days after the hearing to issue a written order to terminate, suspend, dismiss, or retain the teacher. If the teacher isn’t satisfied they can appeal to the district court. This cost would then fall equally upon the district and the teacher. When termination is ordered it is effective at the end of the school year in which the termination notice is given. (21-7-110)

 With regard to being a future administrator it is super important to follow the correct steps and procedures in firing or dismissing a teacher. Although it is much easier to let an initial contract teacher go, it is good for an administrator to keep detailed records of observations, conversations, and what has been done to help the teacher who isn’t performing his/her duties well. Although students deserve the best, we can’t fire someone on a whim. Decisions to terminate a teachers contract require just cause, and an ability to prove what has been going on through paper work, and possibly other witnesses. Understanding these state statutes will help guide me in the teacher dismissal process.

 **Revocation of a certificate/license:**

The board herein refers to the Wyoming Professional Teaching Standards Board, thirteen (13) members appointed by the state superintendent and the governor.

(c)  The board may revoke, suspend, deny or refuse to renew certification for incompetency, conviction of a felony committed after July 1, 1996, immorality and other reprehensible conduct or gross neglect of duty or knowing misrepresentation of information on an application or resume, upon its own motion or upon the petition of any local board of trustees.  Except as provided in subsection (h) of this section, no certificate shall be revoked or suspended without a hearing conducted in accordance with the Wyoming Administrative Procedure Act, unless the person holding the certification waives the right to a hearing (ARTICLE 8 - WYOMING PROFESSIONAL TEACHING STANDARDS BOARD (**21-2-801)).**

Similar to teacher dismissal, it is important to understand the procedures and laws that govern revocation of a teaching license or certificate. Luckily the Professional Teaching Standards Board deals with this, but I am sure they get a lot of their information from the building principal and other administrators. Although it would be hard to take away someone’s professional license, one must remember that we are here for the students, and they deserve the best. I read about these instances most often when they involve immorality, because these cases reach the media quickly, but I am also aware of several teachers who have been fired and denied teaching licenses due to alcohol and drug addiction. Ultimately each school needs the best people possible working with their students, and we don’t have room for those who keep messing up and lack responsibility. We need great teachers who are good role model for our children and go out of their way to help them succeed.