

TENURE POLICY

I. Statement of Philosophy

The Board of Cooperative Educational Services believes that Questar III students and component school boards should be served by staff members who are well qualified to undertake their responsibilities. The Board recognizes that decisions on tenure can have long-ranging impacts on student learning and growth and can either advance or detract from its relationships with component districts. It is the Board's belief that making good tenure decisions will advance the reputation of Questar III as an educational institution that provides superior instructional and district services to its component districts, thereby advancing the educational goals of all public educational institutions within the counties it serves.

This policy will promote these statements of philosophy, by providing clear expectations of achievement for probationary, tenure-track staff members in order to be recognized through the process of obtaining tenure, and by providing guidance to supervisory staff for making of tenure recommendations to the Board. To the extent tenure-track employees are governed by the evaluation requirements set forth in Education Law, section 3012-d, this policy aligns with such requirements.

II. Expectation of Performance

- A. All Questar III employees are expected to achieve and maintain a high level of professional performance and are expected to be representative of the organization's commitment to "service, learning and excellence."
- B. All probationary tenure-track employees shall be expected to have met, by the expiration of their probationary period, the following standards for performance:
 - 1. Exhibits a good work ethic, are consistently dependable and accept responsibility for their assignments;
 - 2. Exhibits good teamwork and conflict management skills by working well with others within the Questar III organization and with component districts;
 - 3. Exhibits an understanding of Questar III policies and performs in accordance with those policies;
 - 4. Exhibits a command of the subject material that is required of their positions while at the same time being willing to continue to learn new skills;
 - 5. Undertakes new assignments with enthusiasm and dedication;

6. Exhibits a good understanding of the overall mission of Questar III and how their performance carries out that mission;
 7. Understands that all Questar III employees serve as ambassadors of Questar III, its work and that of its component districts;
 8. Completes any remediation activities or strategies identified as useful or necessary to meeting professional expectations set forth in this policy; and
 9. Exhibits the attitude that mediocrity of professional performance is not acceptable.
- C. All probationary teachers additionally shall be expected to have consistently demonstrated, by the expiration of their probationary period, teaching that comports with the New York State Teaching Standards (September, 2011):
1. Standard I: Knowledge of Students and Student Learning. Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
 2. Standard II: Knowledge of Content and Instructional Planning. Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
 3. Standard III: Instructional Practice. Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
 4. Standard IV: Learning Environment. Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
 5. Standard V: Assessment for Student Learning. Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
 6. Standard VI: Professional Responsibilities and Collaboration. Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
 7. Standard VII: Professional Growth. Teachers set informed goals and strive for continuous professional growth.
- D. All probationary related services staff shall be expected to have met, by the expiration of their probationary period, the following additional standards for performance:
1. Provides a caring, empathetic, supportive and understanding environment for their students;

2. Generates enthusiasm for learning and self-improvement among their students;
3. Exhibits a good rapport and seeks to collaborate with students, administrators, parents and other professional staff;
4. Demonstrates an understanding and appreciation of the diversity of Questar III students;
5. Provides quality instruction or therapy to their students, using methods and materials appropriate to their students;
6. Where applicable, undertakes appropriate preparation for instruction, employing the necessary pedagogical practices to support instruction;
7. Demonstrates a good understanding of New York State Learning Standards or, as applicable, professional standards relating to their certification or licensure, and delivers instruction or therapy that incorporates these;
8. Creates a cooperative and meaningful learning environment where all students are encouraged to participate and meet their personal educational goals;
9. Exhibits initiative and creativity in locating and preparing materials and resources in order to consistently provides quality instruction or therapy appropriate to their students;
10. Completes their annual professional development goals;
11. Demonstrates growth in annual professional performance reviews;
12. Where applicable, completes mentoring program required for certification; and
13. Utilizes reflection in order to continually improve their practices.

- E. All probationary teaching assistants shall be expected to have met, by the expiration of their probationary period, the following additional standards for performance:
1. Provides a caring, empathetic, supportive and understanding environment for their students;
 2. Generates enthusiasm for learning and self-improvement among their students;
 3. Exhibits a good rapport and seeks to collaborate with students, administrators and other professional staff;
 4. Demonstrates an understanding and appreciation of the diversity of Questar III students;
 5. Communicates effectively with students, in a way that advances an enthusiasm for learning;
 6. Consistently attends to the organization of the physical environment of the classroom;
 7. Demonstrates growth in annual professional performance reviews; and
 8. Consistently carries out the instructional program established for students in an effective way.
- F. All tenure-track administrators other than principals shall be expected to have met, by the expiration of their probationary period, the following additional standards for performance:
1. Demonstrate a high degree of understanding of relationships between and among Questar III and its component districts;
 2. Consistently establishes professional relationships with colleagues that advances the mission of Questar III;
 3. Demonstrates an understanding and appreciation of the diversity of Questar III students and their communities;
 4. Completes their annual professional development goals;
 5. Utilizes reflection in order to continually improve their practices;
 6. Actively seeks out and participates in new initiatives that carry out the mission of Questar III; and
 7. Represents Questar III in all venues ways that advance the reputation of the organization and its component districts.
- G. All principals additionally shall be expected to have consistently demonstrated, by the expiration of their probationary period, leadership that comports with the Educational Leadership Policy Standards: ISLLC 2008):
1. Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

2. Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Standard 3: An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Standard 4: An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
6. Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

III. Additional requirements for classroom teachers and principals

Probationary classroom teachers and principals are evaluated pursuant to the annual professional performance review (APPR) requirements set forth in Education Law, section 3012-d and in accordance with the approved Questar III APPR. In addition to expectations set forth in section II. of this policy, annual professional performance reviews during the probationary period will be a significant factor for tenure decisions.

IV. Tenure Review Process

- A. The District Superintendent shall assure the establishment of procedures that will result in timely recommendations regarding tenure being made to the Board.
- B. A tenure review committee shall be established for each probationary employee (other than a probationary deputy superintendent) undergoing tenure review, for the purpose of making recommendations to the District Superintendent. The committee shall be composed of a deputy superintendent, the director of human resources, the director of the department within which the employee being considered is employed, the employee's current supervisor and any prior supervisors he or she may have had while employed at Questar III. Tenure recommendations for any deputy superintendent will be made solely by the District Superintendent.
- C. The tenure review committee shall review and consider, among any other relevant materials or information, the employee's annual professional performance reviews during the probationary period, any counseling memoranda within the employee's personnel file, and information solicited from relevant component districts for the purpose of making a

- recommendation on tenure to the District Superintendent, considering the philosophy and expectations set forth in this policy.
- D. Recommendations made to the Board shall contain such information and be presented in a format that allows the Board to well-consider whether the granting of tenure may be made in accordance with the statement of philosophy and professional expectations set forth in this policy.
 - E. Any failure to conform to such processes set forth herein shall not defeat or otherwise affect the Board's ability to make a decision on any tenure recommendation, if otherwise in accordance with law.

ADOPTED 7/1/04
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References:

Education Law, section 3012-d
New York State Teaching Standards, September (2011) at:
<http://www.highered.nysed.gov/tcert/resteachers/teachingstandards.html>

Educational Leadership Policy Standards (ISLLC 2008) at:
http://www.ccsso.org/Resources/Publications/Educational_Leadership_Policy_Standards_ISLLC_2008_as_Adopted_by_the_National_Policy_Board_for_Educational_Administration.html