Principal Interview Process:   
Note-Taking Template

# Self-assessment Notes

**First,** access a list of interview items that your school/LEA uses for school leader candidates. As we go through slides related to the following effective practices for uniform school leader interviews, make notes on your interview processes.

**Stakeholder Participation**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**Behavioral Questions**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**Situational Questions**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**Skill Demonstrations**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

Review and rate your interview process using the following self-assessment tool (excerpted from [Urban Schools Human Capital Academy](https://humanresourcesineducation.org/resource/principal-hiring-scorecard/?cat=151)).

|  |  |  |  |
| --- | --- | --- | --- |
| **Selection of Candidate Reviewers** | Candidate reviewers do not receive any training. | Candidate reviewers receive some training. Training does not include discussion of criteria for assessing candidates or hiring priorities. | Candidate reviewers receive training which includes discussion of criteria for assessing candidates using turnaround leader competencies and hiring priorities. We establish some reliability among the candidate reviewers to ensure that they are on the same page. |
| **Fairness of the Review** | We are not very consistent with our use of interview questions or additional methods of evaluating candidates. | Interviewers generally ask the same questions of all candidates and generally use the same additional methods for evaluating candidates. | Interview questions and tasks or simulations are determined ahead of time. Our process is structured so that all candidates have the same opportunities to display their skills and abilities. We consistently maintain applicant records. |
| **Candidate’s Match to School** | We hire the same type of candidate regardless of school leadership needs or community characteristics. | Our process does not involve much input from school members or review of school-based or community-based information. Although we set priorities for a hire, we may not follow these priorities. | Our process intentionally involves priority setting that considers the school and community situation. We often review school- or community-based information when setting priorities. When we set priorities for a hire, we follow these priorities. |
| **Extent to Which the Candidate’s Use of Data Informs the Hiring Process** | The hiring committee does not consider the candidate’s data use to inform the hiring process. | Candidates are asked about the emphasis they place on using data and their skill at using data, but there are no assessments as part of the hiring process. | Several questions in the interview are directed at determining the emphasis that candidates place on using data. Candidates are presented with scenarios using data that they need to complete and on which they are rated. |
| **Criteria for the Hiring Process** | We do not have explicit criteria for hiring a new principal. Decision-making staff apply their own criteria and deliberate which criteria are most important. | We have some “home grown” criteria for hiring a new principal, and these criteria are generally accepted by a core group of staff. | We have criteria for hiring a new principal that are tied to national/state standards, and turnaround principal competencies, based on research on what turnaround principals must know and do. These criteria are written down and applied. The criteria are generally accepted by a core group of staff. |

Based on the self-assessment tool above, what are one or two components of the interview process that your school/LEA can focus on changing in the short term?

**Next**, access any tools or documents that your school/LEA uses to score or provide notes about school leader candidates. As we go through slides related to the following effective practices for scoring school leader interviews, make notes on your processes for scoring or taking notes about interviews.

**Common Rubric**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**Predetermined Follow-up Questions**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

# Interview items aligned with teacher competencies

1. What competencies does your school/LEA prioritize for school leaders?
2. What competencies could be better reflected in the current selection process? How?

*Or:* If you don’t know which competencies are prioritized, what competencies *should* be well reflected in the selection process?

# Questions aligned to school turnaround leader competencies

1. Review the following list of recommended questions aligned with school turnaround leader competencies from [Public Impact](https://publicimpact.com/wp-content/uploads/2009/09/Turnaround_Leader_Selection_Toolkit.pdf).

|  |  |  |
| --- | --- | --- |
| **Cluster** | **Competency** | **Question\*** |
| **Driving Results** | **Achievement (ACH)** | Think about a time when you felt very successful or proud of something you accomplished at work. Tell me the story. |
| **Influencing for Results** | **Impact and Influence (I & I)** | Think about a time when you influenced another person or people in a way that was satisfying to you. Tell me the story. |
| **Driving for Results** | **Monitoring and Directiveness (M&D)** | Think about a time when you set a standard for someone else’s work and held that person accountable for adhering to that standard. Tell me the story. |
| **Influencing for Results** | **Team Leadership (TL)** | Think about a time when you led a group or team of people to accomplish work that was satisfying to you. Tell me the story. |
| **Influencing for Results** | **Developing Others (DO)** | Think about a time when you helped someone else become more successful in carrying out their job or in their career. Tell me the story. |

1. Which of the above questions may you adopt or adapt for your school leader interviews?

# Questions Aligned to the PA Principal Framework

1. From page 2 in the [PA Principal Framework for Evaluation](https://files5.pdesas.org/152138023046057091212005026141140208108226033113/Download.ashx?hash=2.2), identify 3-4 components that are priorities for school leader selection in your school/LEA.
2. Review the questions aligned to that component.
3. Below, note any of these questions that you may want to adopt or adapt for your school leader interviews.

# Next Steps

Looking over your notes, what next steps would be useful in making changes to your school leader interview processes?

Which stakeholders could provide useful feedback on school leader interview items and on rubrics?

Begin reviewing [this template rubric](https://docs.google.com/document/d/1zhuBAcP6xmIgFipKDTdo2lexrxCWaWd5maEgSAVOD5M/copy) adapted from Education Elements. How could you adopt or adapt elements of this rubric for your school/LEA?

We’ve discussed items to add to school leader interviews. Looking at your interview process, are there any items that are not effective at demonstrating priority competencies and that you could remove?

# Additional Resources

* Catawba County Schools, NC, uses [this survey](https://pagov.sharepoint.com/sites/GRP-PDE-WebTeam/Shared%20Documents/•%09https:/docs.google.com/forms/d/e/1FAIpQLSdfatpCdo0KQ_Jo8f8ttzg_WW7FjEtpN-4SP7mq7U13NX7ooQ/viewform?usp=sf_link) to gain teachers’ input about what to seek in a principal and to inform principal interview items.
* In TNTP’s [Improved Principal Hiring](https://tntp.org/assets/documents/TNTP-ImprovedPrincipalHiring-Final.pdf) guidance, Page 7 describes five options for principal skill demonstrations to use in hiring.
* The [School Turnaround Leaders: Selection Toolkit](https://pagov.sharepoint.com/sites/GRP-PDE-WebTeam/Shared%20Documents/•%09https:/publicimpact.com/wp-content/uploads/2009/09/Turnaround_Leader_Selection_Toolkit.pdf) from Public Impact includes questions aligned to key competencies and rubrics for scoring interview responses.
* This adapted [Example Interview Rubric](https://docs.google.com/document/d/1zhuBAcP6xmIgFipKDTdo2lexrxCWaWd5maEgSAVOD5M/copy) template from Education Elements can be further adapted and used for interview scoring.
* The US Office of Personnel Management’s [Structured Interviews Guide](https://www.opm.gov/policy-data-oversight/assessment-and-selection/structured-interviews/guide.pdf) goes into detail on implementing structured interviews and on training interviewers.
* TNTP’s [Teacher Selector Norming Overview](https://tntp.org/assets/teacher-talent-toolbox-resources/Training_and_Norming_Selectors_TNTP.pdf) provides guidance on calibrating colleagues involved in the interviewing and selection process and on avoiding bias—and can also apply to selecting school leaders.

# We appreciate your feedback.

[Please respond to a brief survey about this workshop.](https://forms.gle/q1bi8x5jyjtTbLWa6)