Guidebook to Competency-Based Leadership Hiring

Adapted for the Office of the State Superintendent of Education

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OSSE

GUIDEBOOK AND TOOLBOX

QUALITY SCHOOL LEADERSHIP IDENTIFICATION

Guidebook to Competency-Based Principal Hiring

Adapted for the Office of the State Superintendent of Education

October 2018

Matthew Clifford, Ph.D.
Hedi Baxter-Lauffer, Ph.D.
Donna Warthan, Ed.D.
Tammie Knights
Melissa Brown-Sims
Cassandra Meyer

AMERICAN INSTITUTES FOR RESEARCH®

1 South Riverside
Chicago, IL
800.356.2735 | 630.649.6500

www.air.org

The Quality School Leadership Identification (QSL-ID) process is a competency-based approach to recruiting and hiring school principals. QSL-ID has been developed by the American Institutes for Research (AIR). The authors have adapted this Guidebook for the Office of the State Superintendent of Education, with input from District of Columbia educators.

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October 26, 2018

Dear colleagues,

To support District of Columbia local education agencies (LEAs), OSSE has collaborated with the Center on Great Teachers and Leaders (GTL Center), other national experts, and educators across the District to develop the Model DC School Leadership Standards. These new best practice standards are available for LEAs to use as an optional tool in their efforts to recruit, prepare, develop, evaluate, and retain school leaders.

We know that building standards is just a first step. In Washington D.C., LEAs have expressed challenges around hiring leaders with the competencies and skills to meet the needs of their schools and students. There are schools in both the public and public charter sectors that work to overcome histories of leadership turnover and retain great school leaders over time.

Given this, after completion of the standards, we asked ourselves:

> *How can we provide support for the* ***recruitment and hiring*** *of excellent leaders for schools in D.C., drawing on the Model DC School Leadership Standards?*

The Teaching and Learning Division at OSSE is pleased to present this *Guidebook to Competency-Based Leadership Hiring.* We believe it does just that – provides support for LEAs in conducting effective, competency-based hiring processes, drawing on the *Model DC School Leadership Standards.* We hope it will help LEAs identify leaders with the right skills to meet the needs of District schools and students.

We are grateful for the engagement and perspectives of 43 leaders and educators that participated in OSSE's Principal Hiring Stakeholder groups, whose voices have shaped and informed this set of resources.

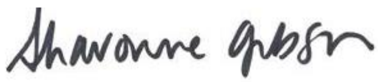
The guidebook adapts the Quality School Leadership Identification Process (QSLID), a competency-based approach developed by the American Institutes for Research (AIR), to D.C. context and needs. We are grateful for the support of the GTL Center at AIR, for modifying an approach used around the country to our own needs. LEAs can use the guidebook in its totality, or select the parts that meet their specific needs. To get started, we recommend that LEAs take the pre-assessment, **The Principal Hiring Scorecard**, in Appendix D and navigate the guidebook from there.

We hope this will be a living document. We want to hear from you: how has this guidebook helped your LEA address challenges? What is missing from the guidebook? What challenges in the recruitment and hiring of leaders does your continue to face, and what types of supports would you still need to address them? To give your feedback, please reach out via email to Teaching and

Learning team members: Rose Goff at Rose.Goff@dc.gov or Joelle Lastica at Joelle.Lastica@dc.gov . Please also feel free to contact me directly at Shavonne.Gibson@dc.gov.

Best regards,

Shavonne Gibson



Assistant Superintendent for the Division of Teaching and Learning

Contents

[1] L: Hiring committee leader
[2] M: Hiring committee member

Quick Guide to Helpful Information in This Guidebook

Introduction

Hiring a new school principal is one of the most important decisions that school district, charter management organization (CMO), and other system level administrators[3] can make. Done well, the principal hiring process results in a strong applicant pool, matches candidate talents with school culture and direction, and eases leadership succession.

Choosing the right principal for a school requires careful applicant screening and deep knowledge of the school context. Experienced system level administrators and school boards hire for candidate performance, rather than solely on the strength of candidate credentials. And they hire for the match between candidates' leadership strategy and desired school performance, culture, and community.

Many system level administrators say that their principal hiring processes have been developed across time and through trial and error. The Quality School Leadership Identification (QSL-ID) process captures best practices for principal hiring, thus providing system level administrators a good resource for improving principal hiring.

The Quality School Leadership Identification Process

The QSL-ID approach, developed by the American Institutes for Research (AIR) and customized for Washington, DC by the Center for Great Teachers and Leaders (GTL Center), is a competency-based process to principal recruitment and hiring. The QSL-ID process integrates national standards and state/district performance frameworks into the hiring process. The hiring process has been adapted for District of Columbia public school systems, local education agencies (LEAs), and CMOs through its alignment with the Model DC School Leadership Standards, which are intended to guide principal talent support.

The QSL-ID process consists of the following four steps:

1. Forming the hiring committee and setting priorities (p. 15-29)
2. Recruiting candidates, conducting the application screening, and determining semifinalists (p. 30-36)
3. Conducting the telephone screening and determining finalists (p. 36-44)
4. Conducting the on-site screening and ranking the finalists (p. 44-60)

The QSL-ID process has been informed by research from education and other fields on candidate hiring, practical advice from 50 superintendents and human resource directors, and a national survey of principal hiring practices from 730 superintendents in the United States. The tools and guidance has been reviewed by professors of educational leadership and school district staff and further refined for Washington, DC by OSSE stakeholders in partnership with the GTL Center. OSSE

[3] A "system level administrator" is the head of an LEA. Possible titles for this individual include charter management organization president or chief executive officer, chief academic officer, chancellor, superintendent, head of school, or other person who oversees schools and is in charge of principal hiring.

and the GTL Center consulted with a diverse array of DC Stakeholders, through three all-day engagements on February 21, 2018, April 11, 2018, and August 7, 2018.

- February 2, 2018. DC School Leadership Hiring Tool Project- Design Team Meeting 1 included 7 stakeholders including school leaders, district leaders, and talent leaders from the public and public charter sectors
- April 11, 2018. DC School Leadership Hiring Tool Project Design Team Meeting 2 included 12 stakeholders including school leaders, district leaders, and talent leaders from the public and public charter sectors.
- August 7, 2018. OSSE School Leadership Identification Process included 31 stakeholders including school leaders, district leaders, and talent leaders from the public and public charter sectors, as well as principal preparation program leaders.

Three tools support your use of QSL-ID:

- Principal Hiring Scorecard, a reflection tool that can help LEAs determine what part of the guidebook and toolbox might be most applicable to their needs
- The ***QSL-ID Guidebook and Toolbox,*** a hiring process facilitator guide that outlines the four-step process for hiring principals, explains how to tailor the QSL-ID process to local situations, and provides all relevant tools for implementing this system.
- The **QSL-ID Washington, DC LEA Scenario** is a fictional scenario used in training the hiring committee to set priorities and evaluate principal candidates.

In preparing these QSL-ID materials, we recognize that districts currently use a variety of procedures and tools to make principal hiring decisions and that these tools are in place for good reason. For instance, a school district considers a leadership styles assessment or other survey data when selecting a principal. QSL-ID can either supplement or supplant current principal hiring practices. We encourage you to critically review these materials, determine which aspects are most useful to you, and adjust as needed.

About the *QSL-ID Guidebook*

The *QSL-ID Guidebook* was designed to provide you—the facilitator of the district's principal hiring committee—with a step-by-step process for recruiting and hiring your next school principal. Though serving as the facilitator, you also may be the system level administrator, school board president, human resources (HR) director, or another leader designated to serve in this role.

How to Use This *Guidebook*

Prior to launching the hiring process, we encourage you to read through all the QSL-ID materials. A good starting place is reviewing the Principal Hiring Scorecard in Appendix D. This scorecard will help you determine which portions of the guidebook are most likely to be helpful to you.

The relevant role required to implement each step is identified by one of two icons:

L Hiring committee leader

M Hiring committee member

Getting Started

The preliminary work of hiring a new school principal consists of the following tasks:

- Task 0.1: Understand the Four-Step Process for Hiring a Principal
- Task 0.2: Consider Initial Questions
- Task 0.3: Plan the Meetings of the Hiring Committee

TASK 0.1 Understand the Four-Step Process for Hiring a Principal L

The QSL-ID process provides four steps for hiring a new principal, and the *Guidebook* walks you through each step. Within each step are a series of tasks. You may elect to skip a step, or adapt a step based on your context. However it is strongly encouraged to complete the overall steps of the hiring process. The four steps are as follows:

1. **Forming the Hiring Committee and Setting Priorities.** The first step involves recruiting a hiring committee, setting hiring committee norms, and agreeing to principal hiring priorities by reviewing school or district data and leadership standards.
2. **Recruiting Candidates, Conducting the Application Screening, and Determining Semifinalists.** The hiring committee enacts a candidate recruitment and initial screening strategy.
3. **Conducting the Telephone Screening and Determining Finalists.** The hiring committee evaluates candidate credentials against a set of competencies. The hiring committee determines the finalists for the position.
4. **Conducting the On-Site Screening and Ranking the Finalists.** After an on-site meeting between each candidate and the school, in which the candidate completes authentic tasks, the committee conducts a final candidate evaluation and recommends the finalist candidates for hire.

> Within each step are a series of tasks. Depending on your local situation, you may elect to skip certain tasks, but you should not skip the overall steps in the hiring process. The Principal Hiring Scorecard in Appendix D will help you determine whether or not you have adequately addressed each step. Then, to help you determine which tasks to use or skip, we provide short lists of "Questions to Consider" throughout this *Guidebook* in gray boxes like this one.

After the hiring process is complete, the hiring committee and school district will work with the outgoing principal, school, and incoming principal to make the leadership transition. This process is called leadership succession planning, and it is essential for ensuring that the new school principal starts off on the right foot with the school and community.

After reading through these tasks, you may say to yourself "We already do that." After all, most districts and CMOs have established HR processes in place that comply with workplace law. The QSL-ID process is intended to supplement or supplant existing HR processes for school principal hiring as well as work within existing timelines and constraints.

TASK 0.2 Consider Initial Questions L

Before beginning the hiring process, you should determine the scope of work involved with hiring a new school principal. As facilitator, you also should be prepared to communicate the scope of work to other interested stakeholders. Answering the following questions will put you on the right path:

- Which stakeholders should be involved in the hiring process?
- How centralized will the hiring process and decision making be?
- What types of recommendations will the hiring committee make?
- How will the system level administrator or board president use the recommendations?
- How will support from high-level leaders be communicated to the hiring committee?
- How much money should be allocated for principal recruitment and hiring?
- How much time should be allocated for principal recruitment and hiring?
- Which steps and tasks outlined in this *Guidebook* will be essential for our school or district?

Note: If you are not the system level administrator or school board president, set a time to meet with those people and determine the answers to these questions before going forward.

Which stakeholders should be involved in the hiring process?

Hiring a new school principal is different than filling other positions. Contemporary principals have many different roles. They may act as instructional leaders, personnel managers, teacher evaluators, safety officers, community ambassadors, athletic directors, disciplinarians, and grounds managers. Wearing these various hats, principals make crucial decisions that daily influence teaching and learning. Because a principal's influence is so critical to a school's performance, many different stakeholders will want to be involved in hiring a new school principal.

As facilitator of the hiring committee, you will be responsible for thinking strategically about who should be involved and how they should be involved. If you are not the system level administrator or HR director, schedule time with them to discuss their support and additional stakeholder involvement. A clear plan is important because constituents may raise questions about who is and who is not involved in selecting the new school principal.

How centralized is the hiring process?

Stakeholder responsibilities are partially determined by the degree of centralization of the hiring process. Principal hiring may be somewhat "centralized," which represents the location of decision-making authority. Some would argue that a highly centralized principal hiring process helps districts continue to govern with similar styles or beliefs about instruction. Others argue that a less centralized process ensures that multiple stakeholders' voices are heard and that a broadly supported hiring decision will be made.

Regardless of who is involved in determining the best candidate, the final decision will be made by the system level administrator or the school board. Although others may be involved, official correspondence should emanate from these offices.

Table 1 can be used to facilitate conversation with your system level administrator or HR director.

Table 1. Authority for Hiring

Degree of Centralization and Responsible Party	Setting Priorities	Recruiting Candidates	Screening Candidates		
			Application Screening	Telephone Screening	On-Site Screening
Highly Centralized: Central office administrators…	Set all priorities and hiring criteria.	Manage the recruitment activities.	Screen applications and determine semifinalists.	Screen semifinalists by telephone and determine finalists.	Screen finalists on-site and identify the best candidate(s) for hire.
Somewhat Centralized: A local hiring committee consisting of central office staff, school staff, and community members…	Sets hiring priorities to reflect a mix of district and local concerns. Although the district has a core of priorities or criteria, some variation can occur between schools.	Coordinates candidate recruitment. Both district and local resources are used.	Screens applications and determines semifinalists.	Screens semifinalists by telephone and determines finalists.	Screens finalists on-site and identifies the best candidate(s) for hire.
Not Centralized: A local hiring committee of school staff and community members…	Sets priorities, so principal hiring criteria may vary from school to school.	Manages recruitment activities, with little help from the district administration.	Screens applications and determines semifinalists.	Screens semifinalists by telephone and determines finalists.	Screens finalists on-site and identifies the best candidate(s) for hire.

Some LEAs tend to be either highly centralized, somewhat centralized, or not centralized with respect to principal hiring. Other districts may use a mix of strategies. Local politics, district size, and other factors will determine how hiring occurs. For example:

- **Large LEAs** may use their HR department or hire an external recruiting firm to manage the applications and conduct the initial screenings for eligibility and leadership competency. Then school committees screen the semifinalists and finalists.
- **Medium-sized LEAs** may have their system level administrator or HR director conduct initial screenings for eligibility and then ask a hiring committee to screen the semifinalists for leadership competency. Then school committees screen the finalists are screened.
- **Small LEAs** may involve hiring committees in all phases of the process and may consult more frequently with school board members about candidates.

What types of recommendations will the hiring committee make?

The QSL-ID process will result in recommendations for a hire, but the system level administrator and school board members are ultimately responsible for determining which candidate receives the job offer. Prior to launching the hiring process, you should be clear about what the system level administrator or school board president or others expect from the hiring process. As facilitator, you then should determine what types of recommendations are expected from the hiring committee.

First, you should determine if a “no hire” option is available. Sometimes the hiring process determines that no candidate meets the pre-established criteria. In this situation, a recommendation of “no hire” is made, and competition for the vacancy can be reopened.

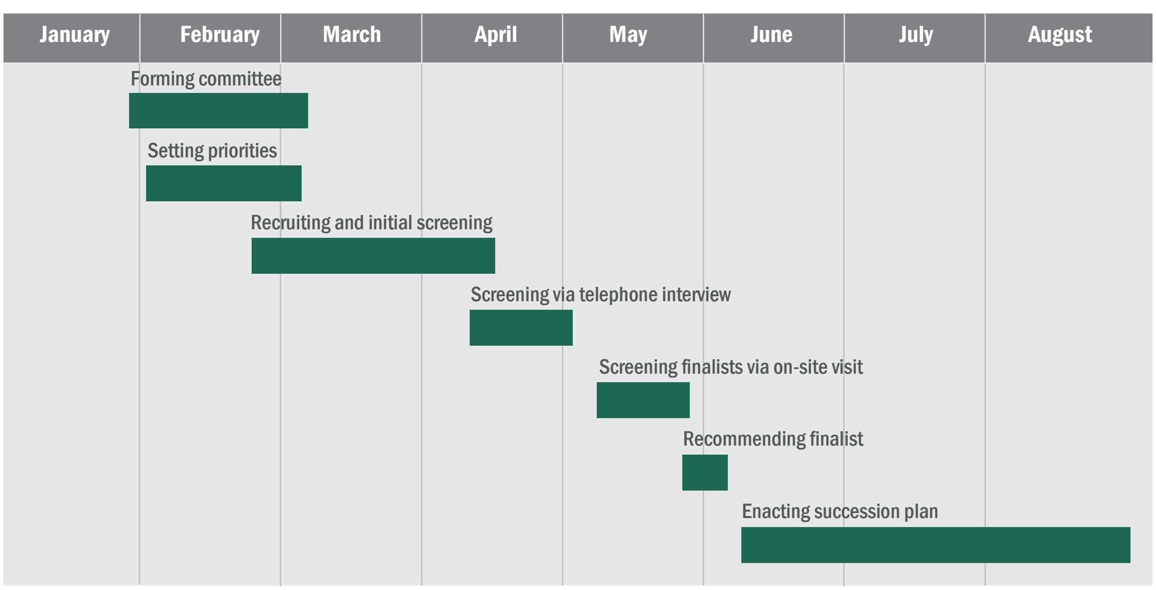
Second, you should determine the type of recommendation that will be requested for the final decision. System level administrators and school board presidents frequently request that candidate screening will result in a final rank-ordered list of candidates. Such a ranking allows the system level administrator or board president to offer the job to the top candidate first and then move down the list should a hire not be possible. Occasionally, however, the system level administrator or board president may request a single name of the most qualified finalist.

How much time should be allocated to principal recruitment and hiring?

As the hiring committee facilitator, you also are responsible for budgeting the time of staff and committee members. Figure 1 provides a sample timeline for this hiring process.

During your first meeting with the hiring committee, or in introductory documents, you should provide a timeline for the hire. The sample hiring process timeline in Figure 1 may be a good example for you. Note that a long hiring process may mean that the LEA misses out on candidates to other LEAs that have a shorter hiring process.

Figure 1. Sample Timeline for Principal Hiring



LEA Adaptation Point

LEAs need a balance between deliberateness and speed in the hiring process. A long, deliberate process may be necessary at times; at other times, given the timeline of responsibilities, it is important to adjust the process to prioritize the hiring process. The tension between deliberateness and speed is something a hiring committee will need to navigate at each point in the hiring process.

LEA Adaptation Point

Many LEAs may find it useful to have an application process that is open on a rolling basis, given the number and frequency of principal vacancies. In that case, it may be helpful to develop a hiring pool that can be regularly updated and considered when a vacancy arises.

If an LEA is using an applicant pool, it may be useful to identify when in the process an individual who is not hired to a job can be returned to the applicant pool. Perhaps after the first round of screening, candidates could be told clearly that they are not a great fit for the current position, but the hiring committee would like to return their application to the applicant pool if there is a future open role.

Which steps and tasks outlined in this Guidebook will be essential for us?

Figure 2 outlines the steps and tasks in the QSL-ID process.

Figure 2. QSL-ID Process Steps and Tasks

Step 1. Forming the Hiring Committee and Setting Priorities	**TASK 1.1:** Recruit the Hiring Committee **TASK 1.2:** Assign Duties for the Hiring Process **TASK 1.3:** Set Working Procedures for the Hiring Committee **TASK 1.4:** Set Priorities for the Hire
Step 2. Recruiting Candidates, Conducting the Application Screening, and Determining Semifinalists	**TASK 2.1:** Develop Application Materials **TASK 2.2:** Recruit Candidates **TASK 2.3:** Manage the Applications **TASK 2.4:** Conduct the Application Screening and Determine Semifinalist
Step 3. Conducting the Telephone Screening and Determining Finalists	**TASK 3.1:** Understand the Telephone Interview Process **TASK 3.2:** Determine the Telephone Interview Protocol **TASK 3.3:** Orient Interviewers to the Telephone Interview Process **TASK 3.4:** Set Up the Telephone Interviews **TASK 3.5:** Conduct the Telephone Interviews **TASK 3.6:** Facilitate the Candidate Evaluation Process to Determine Finalists
Step 4. Conducting the On-Site Screening and Ranking the Finalists	**TASK 4.1:** Choose the On-Site Screening Activities **TASK 4.2:** Delegate the On-Site Screening Tasks **TASK 4.3:** Orient Candidates to the On-Site Screening **TASK 4.4:** Prepare for the On-Site Individual and Panel Interviews **TASK 4.5:** Develop the On-Site Interview Protocol **TASK 4.6:** Select and Prepare the On-Site Interviewers **TASK 4.7:** Determine the Process for the On-Site Interviews **TASK 4.8:** Conduct the Data Analysis Task **TASK 4.9:** Conduct the Classroom Teacher Observation Task **TASK 4.10:** Rank the Finalists and Make a Recommendation for Hiring

How will the committee resolve conflicts?

Although as committee facilitator you will do everything in your power to ensure that the hiring committee is well run and productive, problems likely will arise at some point. You and your committee members should anticipate that challenges will arise and discuss how the committee will resolve conflicts. Table 2 provides some common challenges and solutions.

Table 2. Keeping the Committee on Track: Challenges and Solutions

Challenge	Solution
One or two committee members are dominating conversations.	Refer explicitly to the working guidelines and agreements to have balanced participation by all.
Committee conversation is sidetracked by non-hiring-related school or district concerns.	Post a "parking lot" list for recording issues that fall outside the committee's realm. This approach helps members feel that their ideas and concerns are acknowledged without derailing the meeting.
Members are focusing on anecdotal information and personal stories that consume meeting time without contributing to the committee's work.	Establish an explicit working guideline and tone that personal stories must complement the hiring data and benefit the group's decision-making tasks.
One or more committee members are focusing nearly exclusively on candidates' weaknesses and flaws.	Structure the analysis conversations with explicit (and timed) periods for members to share both observed strengths and weaknesses of the candidates.

Ideally, your committee will openly discuss and establish a procedure for resolving conflicts within the committee. Doing so keeps committee conflicts "in house" and helps members hold true to their confidentiality agreement.

TASK 0.3 Plan the Meetings of the Hiring Committee L

The next task is to plan the meetings of the hiring committee. We suggest six meetings and provide sample agendas that can be modified as you see fit. Taken together, these agendas move the committee through the QSL-ID process and require a total of 12 hours of meeting time.

TOOLS YOU CAN USE

- QSL-ID meeting agendas (Figures 3-8 on pages 9-14)
- Washington, DC LEA Scenario

In providing the sample meeting agendas, the QSL-ID team recognizes that each committee and each district are different. As committee facilitator, part of your job is to tailor the meeting agendas so that committee time is efficient and effective. We encourage you to modify the meeting agendas accordingly.

Sample Agendas for the Hiring Committee Meetings

Figures 3-8 present sample agendas for the six meetings of the hiring committee.

Figure 3. Sample Agenda Meeting 1

Hiring Committee Meeting 1 (2 hours)

Description

Meeting 1 is the initial meeting of the hiring committee.

Meeting Objectives

During Meeting 1, the hiring committee will complete the following tasks:

- Establish working guidelines and clear expectations for committee members’ roles and responsibilities
- Begin to identify key qualities that will be sought in the new hire
- Agree on a hiring process timeline and future meeting dates
- Complete an initial review of the application materials and processes

Meeting Materials Needed

Committee Members	Meeting Facilitator
• Nametags or table tents • Tool 1: Principal Qualities • Copies of confidentiality agreement	• QSL-ID process poster • Flipchart paper and markers • Tool 1: Principal Qualities • Copies of confidentiality agreement

Sample Agenda

Approximate Time Needed	Agenda Items
10 minutes	Welcome and introduce the committee members.
5 minutes	Provide an overview of the hiring process (see Figure 2 on page 7 or use the QSL-ID process poster)
15 minutes	Establish committee working guidelines (see “Establishing Working Guidelines” on page 22) and agreements for reaching consensus (see “Establishing a Process for Reaching Consensus” on page 23)
10 minutes	Review the school or district’s past hiring procedures, pertinent legal issues, and experiences. Sign the confidentiality agreement (see sample agreement on page 21)
20 minutes	Brainstorm the components of principal quality using **Tool 1: Principal Qualities** (in the *QSL-ID Toolbox* in Appendix C, page 72) Identify and discuss prior conceptions and biases about important principal qualities and ideal hiring procedures
20 minutes	Determine the hiring timeline (see Figure 1 on page 6) and potential components in the process Determine hiring committee member roles (see Table 4 on page 19)
30 minutes	Begin to consider the application materials
10 minutes	Review next steps

Figure 4. Sample Agenda Meeting 2

Hiring Committee Meeting 2 (3 hours)
Description
Meeting 2 involves the hiring committee in comprehensive data analysis and principal criteria development that will guide the rest of the hiring process; therefore, it is crucial that members attend the meeting and stay actively engaged throughout the session. Planning a working meal or substantial snack for the committee is recommended for this three-hour meeting.
Meeting Objectives
During Meeting 2, the hiring committee will complete the following tasks: • Establish common hiring goals • Refine the QSL-ID rubrics to reflect the committee's hiring goals • Finalize application materials and establish a recruitment plan • Determine "task leaders" for coordinating the application process

Meeting Materials Needed	
Committee Members	Meeting Facilitator
• Tool 2: Model DC School Leadership Standards • Tool 3: Weighting Form for the Model DC School Leadership Standards • Copies of school and district data • Sample application materials	• QSL-ID process poster • Tool 2: Model DC School Leadership Standards • Tool 3: Weighting Form for the Model DC School Leadership Standards • Chart paper and markers • Projectors or tools for making the data analyses public • Meal or snack

Sample Agenda	
Approximate Time Needed	Agenda Items
10 minutes	Welcome committee members Review the QSL-ID process and working guidelines for the hiring committee
50 minutes	Analyze school and district data to inform hiring priorities
75 minutes (including a break)	Introduce **Tool 2: Model DC School Leadership Standards** (in the *QSL-ID Toolbox* in Appendix C, page 73) Explain the domains using "Overview of the Model DC School Leadership Standards, page 26. Facilitate discussion about scoring priorities using the "Adapting the Priority-Setting Process on page 29. Customize the rubrics to reflect hiring goals
30 minutes	Prepare application materials and develop a recruitment strategy
10 minutes	Revisit hiring committee member roles (Table 4 on page 19) and components in the hiring process (see Figure 2 on page 7) Clarify and/or modify as needed
5 minutes	Review next steps

Figure 5. Sample Agenda Meeting 3

Hiring Committee Meeting 3 (2 hours)	
Description	
Meeting 3 takes place shortly *after* the application deadline has passed.	
Meeting Objectives	
During Meeting 3, the hiring committee will complete the following tasks: • Develop and practice a consistent approach for applying the committee's hiring rubrics to screen the applications • Select the top applicants as telephone interview candidates • Choose sets of telephone and on-site interview questions based on the committee's hiring goals and selection criteria • Establish a consistent approach for applying the committee's hiring rubrics to candidate responses during telephone interviewing	
Meeting Materials Needed	
Committee Members	Meeting Facilitator
• Mock applications to practice scoring • Tool 4: Sample Application-Screening Checklist • Tool 5: QSL-ID Interview Question Bank	• QSL-ID process poster • Tool 4: Sample Application-Screening Checklist • Tool 5: QSL-ID Interview Question Bank • Mock telephone interview response for scoring demonstration
Sample Agenda	
Approximate Time Needed	Agenda Items
10 minutes	Welcome committee members. Review the QSL-ID process and hiring committee working guidelines
15 minutes	Review and practice the application review process, using the committee's prioritized rubrics to score mock applications.
50 minutes	Screen and select the top-ranking applications (review "Establishing a Process for Reaching Consensus" on page 23) using **Tool 5: Sample Application-Screening Checklist** (in the *QSL-ID Toolbox* in Appendix C, page 87).
30 minutes	Select telephone and on-site interview questions that align with the committee's hiring goals and criteria (see "Task 3.2: Determine the Telephone Initial Interview Protocol" on page 38 and "Task 4.5: Develop the On-Site Interview Protocol" on page 49) using **Tool 6: QSL-ID Interview Question Bank** (in the *QSL-ID Toolbox* in Appendix C, page 89)
10 minutes	Demonstrate the application of the committee's prioritized rubrics to score telephone interview questions
5 minutes	Review next steps

Figure 6. Sample Agenda Meeting 4

Hiring Committee Meeting 4 (2 hours)

Description

Meeting 4 takes place after telephone interviews are completed. All data from telephone interviews (e.g., rubric-based scores and comments) are compiled and photocopied for review during Meeting 4.

Meeting Objectives

During Meeting 4, the hiring committee will complete the following tasks:

- Analyze and score the telephone interview data
- Reach consensus and select the candidates who are finalists
- Review and finalize the panel-interview questions
- Review and reach consensus regarding how all forms of data gathered throughout the hiring process will be analyzed and aligned with rubric criteria to make the final selection

Meeting Materials Needed

Committee Members	Meeting Facilitator
• Copies of actual telephone interview data	• QSL-ID process poster • QSL-ID DVD of principal interview

Sample Agenda

Approximate Time Needed	Agenda Items
10 minutes	Welcome committee members Review the QSL-ID process and hiring committee working guidelines
45 minutes	Present, analyze, and compare the telephone interview data. Review the rubrics and select the finalists
20 minutes	Review the previously selected on-site interview questions that align with the committee's hiring goals and criteria; add and/or revise as needed based on the telephone interview results
35 minutes	Discuss and plan for on-site data collection and record keeping about personal impressions
10 minutes	Review next steps

Figure 7. Sample Agenda Meeting 5

Hiring Committee Meeting 5 (2 hours)
Description
Meeting 5 takes place after the on-site interviews and site visits (including school and classroom visits) with the top candidates are completed.
Meeting Objectives
During Meeting 5, the hiring committee will complete the following tasks: • Analyze and score the on-site interview and site visit data • Reach consensus and select the top finalist and runner-up candidates • Provide the recommendations to the system level administrator or school board • Select leaders who will guide and move forward with introducing the new hire to key stakeholders should an offer be made and accepted • Establish a leadership succession plan that extends through the new principal's first full school year
Meeting Materials Needed

Committee Members	Meeting Facilitator
• Sample offer and consolation letters • Tool 6: Summary of Candidate Strengths and Limitations • Tool 7: Candidate Rating Form Using the QSL-ID Rubrics	• QSL-ID process poster • Tool 6: Summary of Candidate Strengths and Limitations • Tool 7: Candidate Rating Form Using the QSL-ID Rubrics • Flipchart paper and markers

Sample Agenda

Approximate Time Needed	Agenda Items
10 minutes	Welcome committee members Review the QSL-ID process and working guidelines for the hiring committee
45 minutes	Present, analyze, and compare on-site interview data, site visit data, and personal impressions using **Tool 7: Summary of Candidate Strengths and Limitations** and **Tool 8: Candidate Rating Form Using the Model DC School Leadership Standards** (in the *QSL-ID Toolbox* in Appendix C, pages 93 and 97)
30 minutes	Discuss scores and select the top and runner-up candidates
20 minutes	Prepare the offer letter and consolation letters
15 minutes	Develop a timeline for next steps in the leadership succession process

Figure 8. Sample Agenda Meeting 6

Hiring Committee Meeting 6 (1 hour)	
Description	
Meeting 6 takes place after one of the top candidates has accepted the position. This meeting is important in the overall process because it sets the succession team in motion. It also establishes how the QSL-ID process can be modified and used for hiring in the future.	
Meeting Objectives	
During Meeting 6, the hiring committee members will complete the following tasks: • Celebrate their hard work and positive outcomes • Reach consensus about strengths and challenges in their experience with the QSL-ID process • Develop the outline for a QSL-ID report to inform its future application • Initiate the leadership succession team plan, which extends through the new hire's first full school year	
Meeting Materials Needed	
Committee Members	**Meeting Facilitator**
• School leadership succession plan	• Flipchart paper, markers • Treats

Sample Agenda	
Approximate Time Needed	**Agenda Items**
10 minutes	Welcome committee members and celebrate the final decision
30 minutes	Reflect on the QSL-ID experience. Produce an outline of recommendations for future use of QSL-ID
20 minutes	Confirm transition team leadership and timeline. Put the leadership succession plan into place

Step 1: Forming the Hiring Committee and Setting Priorities

The hiring process should focus on making a good match between candidate and school. Each school has somewhat different strengths and challenges. Does your school need a strong, charismatic leader who brings a set direction to the organization? Or does it need a consensus builder who does not need to be “out in front” on every decision? Your hiring committee should reflect on the school situation and leadership needs based on performance data and priorities.

TOOLS YOU CAN USE

- QSL-ID agendas for Meetings 1 and 2 (Figures 3 and 4, pages 9-10)
- Hiring timeline (Figure 1, page 6)
- QSL-ID figure 2
- Roles chart (Table 4, page 19)
- Establishing Working Guidelines (page 22)
- **Tool 2: Model DC School Leadership Standards** (*QSL-ID Toolbox* in Appendix C, page 73)
- Washington, DC LEA Scenario

Step 1 requires that you work with others to set priorities for the hire that make sense for your school and district. These priorities will be referred to again and again during the hiring process; they will be used to screen candidates at each stage in the process. Priorities are set by interacting with school or district data, knowledgeable district employees, and (if applicable) the Model DC School Leadership Standards.

Step 1 has the following tasks:

- Task 1.1: Recruit the Hiring Committee
- Task 1.2: Assign duties for the hiring process
- Task 1.3: Setting procedures
- Task 1.4 Prioritize competencies

Answer the questions on the following page to determine which tasks to use for your school or district.

LEA ADAPTATION POINT: Which Aspects of Step 1 Do I Need?

Ask Yourself

1. Do you know what a local hiring committee is and how it can contribute to the hiring of a school principal?
2. Have you decided *not* to use a local hiring committee for this hire?
3. Have roles and responsibilities for recruiting and hiring tasks been assigned?
4. Have you created a record-keeping system to adequately document hiring decisions, protect candidate confidentiality, and avoid legal or other conflicts?
5. Have you established protocols for ensuring candidate confidentiality?
6. Do you know the legal do's and don'ts of hiring?
7. Do you, your district administrators, and others involved in hiring the new principal have a strong sense of what *instructional leadership* means?
8. Have you assessed the leadership needs of the school in which the new principal will work through a school culture or other survey?
9. Have you assembled an updated school and district profile that includes student and staff data?
10. Have you and your hiring committee members worked with data to set leadership priorities?
11. Do you, district administrators, and others involved in hiring the new principal have a strong familiarity with the competencies in the DC School Leadership Standards?

Key

Questions 1-2: If the answers to these questions are "yes," you may want to adapt or skip Task 1.1 (pages 17-18), which focuses on recruiting a local hiring committee and understanding team roles.

Questions 3: If the answer to this question is "yes," you may want to adapt or skip Task 1.2 (pages 18-19), which focuses on specific duties of hiring committee members and other stakeholders.

Questions 4-6: If the answers to these questions are "yes," you may want to adapt or skip Task 1.3 (pages 20-23), which helps you establish procedures for managing the hiring process.

Questions 7-11: If the answers to these questions are "yes," you may want to adapt or skip Task 1.4 (pages 23-28), which helps when setting priorities for principal qualities and skills.

TASK 1.1 Recruit the Hiring Committee

Your school district should strongly consider forming a local hiring committee to ensure that teachers, staff, and community members have opportunities to provide input on principal candidate selection. A local hiring committee can help the district make a hiring decision that all constituents can live with. It can also facilitate the leadership succession. Following is more information about the hiring committee in a question-and-answer format.

What is a local hiring committee?

A local hiring committee is a group of individuals who are charged with helping the district recruit candidates, administering the hiring process, and evaluating candidates. Most local hiring committee members are volunteers who have been asked by the school district to provide input on hiring priorities or candidate qualifications. A local hiring committee may participate in all or part of a hiring process that is led by district-level administrators, or it may be asked to help administer all or part of the hiring process. Local hiring committee members typically serve on the hiring committee in addition to completing their normal work tasks.

Who should be recruited to serve on a local hiring committee?

Getting the right personnel on the local hiring committee is important.

LEA Adaptation Point

Although the hiring committee members will not hire a candidate, they will screen and recommend candidates. School, community, students (if appropriate), and other constituents will want to make sure that their opinions are represented on the hiring committee. You may want to consider how to include stakeholders who may be underrepresented in other stakeholder engagement opportunities. As facilitator, you must be concerned about the symbolic importance of the hiring process. In other words, who selects a new school principal transmits important messages about the direction of the district and school.

The local hiring committee can consist of a variety of people. Although there is no set formula for the types of people on the hiring committee, our survey of 730 superintendents found that local hiring committees most often involved teachers, the superintendent or system level administrator, and building staff, but all types of people were represented.

As facilitator of the hiring process, you should work closely with the system level administrator and human resources department to carefully consider who will be asked to serve on the hiring committee. When creating a committee, you should consider the following:

- Who has strong vocal opinions about the hire?
- Who makes good judgments about personnel?
- Whose involvement is important to make the new principal successful?
- How do we ensure our committee is representative of the racial make-up of our school?
- Which people can provide a diversity of opinion or perspective on school leadership and school direction?

- Who can work toward consensus with others?

If you choose to use a local hiring committee, we encourage you to think about the talents and personalities on that team prior to recruiting members. How well will the committee work together—and resolve differences of opinion—to select a new principal?

People who have studied highly effective groups have identified team member roles and responsibilities in moving the team or an organization toward a decision. You can begin selecting committee members by drafting a list of people within and beyond the school or district who can play these roles. After forming an initial list of committee members, use Table 3 to categorize committee members in your mind. A strong committee has a good mix of roles, experience, viewpoints, race, ethnicity, and represents the school community. It is helpful to avoid having a committee of contrarians.

Table 3. Highly Effective Teams: Activities, Roles, and Action

Team Activity	Role	Actions
Generating ideas	Innovator	Provides creative thinking for ideas or approaches
	Evaluator	Critically weighs options on the table and helps to prioritize
	Fact checker	Has specialized knowledge about hiring, the school, or the principalship
	Contrarian	Analyzes information and group processes and typically needs to be convinced of their value
Building a team	Leader	Coordinates activities, resources, and people
	Team builder	Encourages cooperation and cheers the team on
Executing a plan	Tasker	Builds consensus on tasks, timelines, and resources needed; oversees the process
	Worker	Works with others to put ideas into action
	Knowledge manager	Keeps track and records activities and knowledge gained Documents the hiring process if questions arise

TASK 1.2 Assign Duties for the Hiring Process L

Hiring a new school leader requires that you document each step in the process, follow a consistent approach with each candidate, and coordinate multiple activities. As facilitator, you likely will oversee this process in addition to completing other professional tasks.

LEA Adaptation Point

Getting people to assist you will lighten your burden and will ensure that all stakeholders' voices are reflected in the candidate selection.

Task 1.2 helps you determine who will assist you. Although each district has its own traditions and capacities for principal hiring, superintendents interviewed for our survey identified seven types of duties necessary for a successful hiring process, as shown in Table 4. These duties typically are carried out by the following people:

- **Facilitator.** This person oversees all aspects of the hiring process and makes the final recommendation to the system level administrator or school board. If you are reading this *Guidebook*, you likely are the facilitator.
- **Local Hiring Committee Members.** The local hiring committee (see Task 1.1) can facilitate all or part of the hiring process. Subcommittees can be formed, and duties can be assigned to those subcommittee members.
- **Central Office Staff.** The school district may maintain an HR director or department, or these tasks may be assigned to other central office staff (i.e., people who work at the district level or in "areas" of other district administrative subdivisions and oversee school staffing and performance).
- **External Group.** The district may choose to hire or otherwise engage an external group, such as an executive search firm, to assist with principal hiring. This group may consult with the district or local hiring committee, but it does not have decision-making power and therefore is not considered an official part of the committee.

Think about these duties, and reflect on your responses to your district's degree of centralization (as presented in Table 1 on page 5). Then use Table 4 to determine who is best positioned for each duty.

Table 4. Hiring Process Duties

Duty	Hiring Facilitator (You)	Committee Member	Central Office	External Group
Process manager: Oversees and coordinates all steps of the process.				
Logistics manager: Reserves meeting rooms, duplicates documents, manages candidate files, sends meeting reminders, coordinates interview schedules, and manages committee e-mail list.				
Recorder: Takes notes during meetings to document processes and decisions.				
Data analyst: Responds to committee or other requests for information about school or district demographics or performance.				
Lawyer: Responds to committee or other requests for information about hiring procedures and the law.				
Liaison to the school board: Provides school board members with pertinent information about the hiring process and presents recommendations to the board.				

Duty	Hiring Facilitator (You)	Committee Member	Central Office	External Group
Liaison to the school: Provides pertinent information to school personnel and coordinates the on-site meeting of the finalists.				

TASK 1.3 Setting Procedures

Whether you are an HR director or a system level administrator, it is important that you are knowledgeable about laws and procedures governing employee hiring and open meetings. The following is some general information about which you should be aware. (*Note:* If you are not familiar with current laws and district policy, you should consult with your district's legal counsel prior to beginning the hiring process.)

Employee Hiring. Federal law does not prohibit employers from hiring a less qualified candidate so long as the basis for the hiring decisions are not tied to personal characteristics such as age, race, gender, sexual orientation, religion, national origin, or disability. To prevent any image of bias and to defend the district's hiring decisions, a systematic record-keeping process should be in place prior to convening the hiring committee, and all steps in the hiring process should be completed for all candidates. The record-keeping process should include the following:

- Meeting notes
- Committee members' or others' evaluations of candidates in writing
- Candidate records, including the times and dates of completion and decisions made about each application

Open Meetings. Each state has established—and each school district must comply with—laws pertaining to open meetings. Your school board's bylaws should include the exact language about open meeting laws, and your board president or lawyer should be aware of these laws. If you are not current on these laws, we recommend checking with the board president or lawyer about how, if at all, the general public must be notified about locations and agendas for hiring committee meetings and activities.

In addition to laws and rules, you also should be concerned about confidentiality. A confidentiality agreement should be reached—preferably in writing—among hiring committee members. Any group that assists you in recruiting and reviewing candidate credentials, or anyone who has access to candidate information, should sign a confidentiality agreement. Signed confidentiality agreements should be obtained by the end of the first committee meeting. (A sample confidentiality agreement appears on page 21.)

Confidentiality is essential to protect both candidates and committee members by ensuring that candidates' intentions are not disclosed to colleagues, and hiring committee members' ideas and assessments are not disclosed outside committee meetings. Committee members should be asked not to discuss committee conversations, candidate names, or other committee activities with people outside the hiring committee, even after the hiring process is complete. Conversations among committee members should remain confidential in perpetuity.

Sample Confidentiality Agreement for the Hiring Committee

Confidentiality is an important aspect of our committee's work together. This confidentiality agreement helps to ensure that confidential information accessed and discussed during hiring committee meetings remains with committee members during and after the hiring process.

This confidentiality agreement is between [Name of Your School District and Address] and ____ [Committee Member's Name], who is assisting the district to hire a new school principal.

The agreement bars hiring committee members from exchanging confidential information with others outside the committee.

1. **Definition of Confidential Information.** As used in this agreement, "confidential information" means all information, materials, and internal discussions pertaining to the principal-hiring process, including the names of job candidates, documents submitted for review by the job candidates, criteria used to screen candidates, and formal or informal analysis work produced by the committee in the process of hiring a new school principal.
2. **Use of Confidential Information.** Job candidates provide information to the district to assist the district in determining if candidates are qualified for hire by the district. Committee members will make every effort to preserve the secrecy and confidentiality of confidential information—including, without limitation, implementing reasonable physical security measures and operating procedures. Confidential information will be shared with other committee members and district officers, contractors, or affiliates who have a need to know the information.
3. **Limitations.** The confidentiality agreement will not apply to confidential information that has been released to the general public or has been released by the job candidate.
4. **Compliance with Legal Requirements.** If the committee member is required by law, regulation, or court order to disclose any of the confidential information, the committee member will notify the district promptly. If disclosure of confidential information is required, the district will waive compliance with certain terms in this agreement.
5. **Return of Confidential Information.** When the hiring committee completes its work, or when requested by the district, all confidential information furnished to committee members will be promptly returned to the district.
6. **Term.** The confidentiality agreement applies to the period when job candidate hiring decisions are being made, or between __________ and __________ [date].

This signature indicates that I understand terms of this confidentiality agreement and will comply with the agreement.

Signature ____ Date _______________

Establishing Working Guidelines

During Meeting 1 of the hiring committee, it is critical to establish clear working guidelines by which the hiring committee agrees to abide. The practice of explicitly discussing and agreeing to a set of working guidelines will promote a flattened organizational structure within the committee, which will encourage professionalism and allow democratic decision-making processes to take place.

Setting social norms of meetings establishes what is acceptable and not acceptable for working together. If your hiring committee is very small, establishing working guidelines will be a relatively informal process. Still, the process needs to be intentional. Issues that any size group must address with working guidelines include expectations for starting and ending on time as well as staying on task.

Establishing working guidelines with a hiring committee of more than two to four people also ought to be a collaborative endeavor; however, initiating the process with a few guidelines of particular importance to you can help facilitate committee members to contribute. Some of these guidelines include the following:

- Start and end on time
- Stay on task
- Turn cell phones off or to vibrate during meetings
- Respectfully challenge ideas, not people
- Encourage balanced participation by all committee members

Writing down the working guidelines or posting them so that they are integral to each meeting is an effective strategy for helping the committee abide by them.

Determining a Procedure for Resolving Conflicts

Although, as committee facilitator, you will do everything in your power to ensure that the hiring committee is well run and productive, problems likely will arise at some point. You and your committee members should anticipate that challenges will arise; discuss how the committee will resolve conflicts. Table 5 provides some common challenges and solutions.

Table 5. Keeping the Committee on Track: Challenges and Solutions

Challenge	Solution
One or two committee members are dominating conversations.	Refer explicitly to the working guidelines and agreements to have balanced participation by all.
Committee conversation is sidetracked by non-hiring-related school or district concerns.	Post a “parking lot” list for recording issues that fall outside the committee’s realm. This approach helps members feel their ideas and concerns are acknowledged without derailing the meeting.
Members are focusing on anecdotal information and personal stories that consume meeting time without contributing to the committee’s work.	Establish an explicit working guideline and tone that personal stories must complement the hiring data and benefit the group’s decision-making tasks.

Challenge	Solution
One or more committee members are focusing nearly exclusively on candidates' weaknesses and flaws.	Structure the analysis conversations with explicit (and timed) periods for members to share both observed strengths and weaknesses of candidates.

Ideally, your committee will openly discuss and establish a procedure for resolving conflicts within the committee. Doing so keeps committee conflicts "in-house" and helps members hold true to their confidentiality agreements.

Establishing a Process for Reaching Consensus

As committee facilitator, you have a key leadership role in keeping the group focused on its goal to hire the best candidate for the specific school and district situation at hand. Further, you need to make clear that participation in the committee requires a commitment to the idea that a decision reached by consensus is stronger than a decision made in isolation. Therefore, every individual needs to understand that his or her participation on the hiring committee helps ensure that a decision will be made that everyone can feel good about, even if the person hired may not turn out to be every individual's first choice.

During the entire time period in which the hiring committee conducts its work (including the leadership succession stage), all members must agree that any disputes or misgivings about the work be aired and addressed during committee meetings. Agreeing to this approach and agreeing to avoid any "after hours" critiques of the committee's work is essential for effective consensus building and decision making.

TASK 1.4 Prioritize Competencies

The hiring process will go more smoothly if the committee first reaches agreement about hiring priorities. Task 1.4 describes a process for reaching consensus about the competencies of an ideal school principal candidate.

QSL-ID takes a competency-based approach to principal hiring because competencies focus on skills and behaviors of educational leaders. With this approach, local hiring committee members identify what candidates do well and how they think about and pursue leadership. The hiring process will enable the committee to understand candidate strengths and weaknesses, which can be used for principal transition and succession planning, which may include principal coaching, mentoring, or professional development.

TOOLS YOU CAN USE

- QSL-ID agenda for Meeting 1 (Figure 3, page 9)
- **Tool 1: Principal Qualities** (*QSL-ID Toolbox* in Appendix C, page 72)
- **Tool 2: Model DC School Leadership Standards** (*QSL-ID Toolbox* in Appendix C, page 73)
- **Tool 3: Principal Responsibilities** (*QSL-ID Toolbox* in Appendix C, page 85)
- **Tool 4: Weighting Form for the Model DC School Leadership Standards** (*QSL-ID Toolbox* in Appendix C, page 85)
- Washington, DC LEA Scenario (optional)
- Flipchart paper

LEA Adaptation Point

This task asks hiring committee members to prioritize which competencies are most important in a future principal. This step is essential because it places important assumptions on the table and asks committee members to discuss what candidates must do or say to show that they are a good match for the school. Although this step takes time, getting the assumptions on the table early will save you time later, when the pressure to select a candidate is high.

If you choose to use the process outlined here, you will need to do the following:

- Disseminate **Tool 1: Principal Qualities** and **Tool 2: Model DC School Leadership Standards** (in the *QSL-ID Toolbox* in Appendix C, pages 72 and 73) prior to Meeting 1
- Follow the Meeting 1 agenda for determining principal qualities
- Follow the Meeting 2 agenda for setting priorities for the hire using **Tool 4: Weighting Form for Model DC School Leadership Standards** (in the *QSL-ID Toolbox* in Appendix C, page 85) to reflect hiring priorities
- Record priorities for the hire in the meeting minutes

The Model DC School Leadership Standards

The Model DC School Leadership Standards offer a set of competencies for principal hiring and succession planning. The standards were written by and for DC educators to support principal and assistant principal talent development. You can use the standards as a competency checklist supporting the QSL-ID process.

When reviewing the Model DC Model School Leadership Standards, consider the following definitions.

- Standards are high-level areas of work responsibilities that may not be directly observable and measurable in everyday practice
- Indicators are major work responsibilities within standards that focus on principals' organizational management and change management
- Descriptors are observable and measurable actions that comprise indicators

The Model DC School Leadership Standards are not, however, the only standards that you may wish to use. DC educators reviewed many set of standards including the Professional Standards for Educational Leaders and the Turnaround Leaders Competencies to create the model standards but LEAs are encouraged to seek standards that best suit their context.

LEA Adaptation Point

Although the Model DC School Leadership Standards represent national standards and DC context, they do not differentiate the many different roles that can exist in a charter LEA. Charter LEAs could consider the following suggestions as they determine and prioritize the needs for their school. LEAs can also complete Tool 3 (page 85).

1. Does your school have an Executive Director? What is the role of the Executive Director v. the school leader?
2. What is the expectation of the principal?
3. What is the role of the Board at your school? How does the school leader interact with the Board? Is there a need to include a competency about working with a Board for your school?
4. What other roles does your LEA have that might overlap with the roles/responsibilities of your school leader? For example, if you have a Chief Financial Officer that manages all the school budgets, you may choose to not prioritize that competency. Or your school might be a start-up, requiring the school leader to be able to manage multiple budgets federal start-up grant, state money, construction bonds, etc. In this case, you might need a leader who has experience overseeing multiple types of funding sources and/or school construction.
5. A suggestion is to create a matrix of roles of responsibilities for you to be able to analyze which competencies are needed at your school/LEA for a school leader to ensure you are not duplicating efforts or missing a needed competency.

Overview of the Model DC School Leadership Standards

Standard 1: School mission and vision

Effective principals develop and implement a shared school mission and vision to promote each student's social, emotional, and academic development.

- **Indicator 1:** Effective principals enact and enhance a shared school mission and vision, which clearly define what the school strives to do and why the school does its work.
- **Indicator 2:** Effective principals employ methods of continuous improvement to ensure that the school meets its mission and goals.

Standard 2: Professionalism

Effective principals act ethically, equitably, and according to professional norms to promote each student's social, emotional, and academic development.

- **Indicator 1:** Effective principals model ethical, equitable, and professional behavior.
- **Indicator 2:** Effective principals engage in professional learning.

Standard 3: Student equity and inclusion

Effective principals improve and sustain a school environment that is inclusive, equitable, caring, and culturally competent to promote each student's social, emotional, and academic improvement.

- **Indicator 1:** Effective principals maintain policies, procedures, and practices that safeguard student equity and inclusivity.
- **Indicator 2:** Effective principals continuously improve organizational inclusiveness, equity, and cultural competence.

Standard 4: Curriculum instruction and assessment

Effective principals support and enhance the intellectual rigor and coherence of curriculum, instruction, and assessment systems to promote each student's social, emotional, and academic development.

- **Indicator 1:** Effective principals maintain a rigorous, aligned system of curriculum, instruction, and assessment.
- **Indicator 2:** Effective principals lead efforts to evaluate and increase rigor, coherence, impact, and equity of curriculum, instruction, and assessment.

Standard 5: Professional culture

Effective principals foster a professional culture focused on improving the capacity of each educator to promote each student's social, emotional, and academic development.

- **Indicator 1:** Effective principals manage educator talent systems to select, support, and retain highly skilled, committed teachers and staff.
- **Indicator 2:** Effective principals develop the professional capacity of school personnel through coaching, supervision, and personalized support.
- **Indicator 3:** Effective principals foster improvement of the quality, rigor, and equity of professional support systems.

Overview of the Model DC School Leadership Standards (continued)

Standard 6: Community Engagement

Effective principals engage parents, families, and the community—especially those who are marginalized or traditionally unable to actively participate—in meaningful, reciprocal, and mutually beneficial ways to promote each student's social, emotional, and academic development.

- **Indicator 1:** Effective principals maintain open communications with stakeholders, especially those who are marginalized or traditionally unable to actively participate in the school community, in the service of students and to advance the school mission.
- **Indicator 2:** Effective principals develop and sustain meaningful and mutually beneficial partnerships with school stakeholders.

Standard 7: Operational Systems

Effective principals strategically manage operational systems to promote each student's social, emotional, and academic development.

- **Indicator 1:** Effective principals manage school finances, human resources, and other operational aspects of the school to maximize staff productivity and comply with the law.
- **Indicator 2:** Effective principals work to optimize operational systems.

Prioritizing Competencies (Using the Model DC School Leadership Standards)

You, your district's leaders, and the hiring committee should determine which competencies or standards are most important for the school and district. After priorities are set, you will be able to determine which types of information should be gathered from candidates and how this information will be evaluated. During the hiring process, you will continue to come back to priorities to discuss the candidates and reference the priorities during deliberations and decisions. Note that the priorities provide a reference point for conversation, not a "decision rule" or a "cut point" for eliminating candidates.

Prioritizing competencies is important because (1) hiring recommendations can be based on preferences, to which all on the committee agree, and (2) the ranking process ensures that committee members understand school leadership needs.

LEA Adaptation Point

Although we recommend that you use the prioritization process to ensure that the way you evaluate each candidate reflects school or district needs, we recommend that you do not adapt the language in the standards.

The following process can be used to tailor the Model DC School Leadership Standards to the principal hiring process:

- You should discuss principal and leader practices that researchers and others consider effective. This discussion will develop a shared understanding of school leadership.

- Committee members should discuss the assets and gaps in school and district leadership as well as the knowledge and skills that the new principal should have to move the school forward. (The results previously indicated in **Tool 1: Principal Qualities** (page 72) may be helpful for focusing the ideas of the hiring committee.) Are there any nonnegotiable areas of expertise required for this position? If so, make sure they are clearly articulated in recruitment materials and throughout the interview process. For example, if the school is looking for a principal who uses expeditionary learning, prior training in that instructional approach may be a prerequisite.
- The hiring committee should also use **Tool 3: Principal Responsibilities Crosswalk** (page 85) to discuss responsibilities for principals in their LEA.
- Then the hiring committee should discuss **Tool 2: Model DC School Leadership Standards** (page 73) and determine which domains and areas of expertise in the rubrics are most applicable to your school and which ones are not.
- The committee should next use **Tool 4: Weighting Form for Model DC School Leadership Standards** (page 85) to determine which domains are of highest priority and identify additional priorities, such as emotional intelligence or turnaround leadership competencies.

Finally, you should document the committee's hiring priorities and rubric weights. Documentation should include an explanation of the weights and priorities because these documents can be used to defend the committee's choices should questions arise.

After you and the hiring committee prioritize the Model DC School Leadership Standards or other standards to reflect the school's leadership needs, the committee should align candidate interview questions, application requirements, and on-site visits with the hiring priorities. Encourage the committee to self-monitor discussions to emphasize evidence that aligns with the hiring priorities, determine how well evidence of candidate skills and dispositions align with priorities, and provide a rationale for judgments.

When setting hiring priorities according to the Model DC School Leadership Standards, you should choose an approach that works best for your team. Two approaches tend to be used:

1. **The Quantitative Approach.** With this approach, a priority (e.g., 1, 2, 3) is assigned to each standard or indicator, and the priority is used as a multiplier for scores. For instance, if Standard 2 is considered a high priority for the hire, it may be assigned a "3." Hiring committee members may score candidates on each standard to create an average numeric score. Then the average numeric score is multiplied by the priority level, in this case, "3."
2. **The Qualitative Approach.** With this approach, a priority (e.g., very important, not important) is assigned to each standard or indicator. The hiring committee then deliberates how well each candidate performed with respect to each standard or indicator and against the priority level. In some cases, if a candidate is determined as "weak" on a "very important" standard, the hiring committee may choose not to move the candidate forward in the hiring process.

LEA Adaptation Point: Adapting the Priority-Setting Process

Ask Yourself

1. Are all committee members familiar with competencies and standards?
2. Does the committee consist of fewer than five members?
3. Can you dedicate four hours to priority setting?
4. Are committee members unfamiliar with school or district performance?
5. Does the committee hold very different views on school leadership needs?

Key

Question 1: If you answered “no” to this question, you should disseminate the DC Model School Leadership Standards to all committee members prior to Meeting 1 and ask them to read and comment on the rubrics. Tell them that Meetings 1 and 2 will take less time if the prereading is complete. Offer to meet with them to discuss questions or concerns about the rubric contents. You also should adjust the meeting agendas to allow time for committee members to discuss the rubric contents.

Question 2: If you answered “yes” to this question, you can either use the process as it is outlined or use a less formal process. But if you answered “no,” you likely are working with a medium- to large-sized hiring committee. The four priority-setting activities should be conducted first in small groups of three to five members, with the results discussed in the larger group.

Question 3: If you answered “yes” to this question, you may use the priority-setting process as outlined earlier. But if you answered “no,” you should adapt the process. To do so, you may elect to do the following:

- **Set priorities yourself.** If your meeting times are insufficient for the complete rubric-customization process, as the committee facilitator, you may decide to customize the rubrics independently and present them to the committee for review. In this scenario, explaining and discussing the data used to customize the rubrics also can serve as a forum in which to build a common understanding so that members will know how to score candidates’ responses. Be prepared to adjust your priorities and scoring weights with input from the committee.
- **Assign homework.** If meeting time is insufficient, you can request that committee members meet in subcommittees to read, discuss, and prioritize the rubrics. In this scenario, a subcommittee chairperson should be assigned and trained on the priority-setting process. The results of this process then would be presented to the entire committee. Prioritization differences would be discussed by the whole committee, and consensus would be reached about scoring weights.

Question 4: If you answered “yes” to this question, you should provide the committee with school and district information. Longitudinal data on school and district student performance, staffing charts, and other information will be helpful. (You can use the *Washington, DC LEA Scenario* as a template for the types of information provided to the committee about your school or district.)

Question 5: If you answered “yes” to this question, you should consider using the Washington, DC LEA Scenario as a precursor to discuss your own district and school leadership priorities. The scenario can help committees focus on data, rather than politics. It provides committees with a basis for thinking about what is important in the school. After reviewing the Washington, DC LEA Scenario, you should set priorities for the school and the district.

Step 2: Recruiting Candidates, Conducting the Application Screening, and Determining Semifinalists

After you have established the hiring committee and set hiring priorities, you should begin recruiting and screening candidates. Step 2 includes the following tasks:

- Task 2.1: Develop Application Materials
- Task 2.2: Recruit Candidates
- Task 2.3: Manage the Applications
- Task 2.4: Conduct the Application Screening and Determine Semifinalists

TOOLS YOU CAN USE

- QSL-ID agendas for Meetings 2 and 3 (Figures 4 and 5, pages 10-11)
- **Tool 12: Sample Employment Application** (*QSL-ID Toolbox* in Appendix C, page 129)
- **Tool 5: Sample Application-Screening Checklist** (*QSL-ID Toolbox* in Appendix C, page 87)
- *Washington, DC LEA Scenario*

TASK 2.1 Develop Application Materials

Application materials include the following: job announcement and job description, school or district profile, application form, and confirmatory letter. Your school district likely has these items, which the hiring committee may wish to customize. If the district does not have an application form, Appendix C provides a sample for the committee; see **Tool 12: Sample Employment Application.**

Job Announcement and Job Description

The job announcement and job description are the first official documents that internal or external applicants will see, and they provide an important opportunity for marketing the school or district. At minimum, the job announcement should contain an application deadline date, school website information, contact name and information, school or district description, and logo. Desirable leadership characteristics and pay ranges can be included in the job announcement but are optional.

The job description should realistically describe the job demands and desired skills or knowledge of the ideal candidate. The hiring committee also should customize the job description to highlight the unique and attractive characteristics of the district, school, and community.

When developing job descriptions and other supportive information, remember that candidates will be attracted to your district and school based on the following:

- The community characteristics and facilities match their interests.
- The advertised pay range is competitive with other districts in the area and state.
- An accurate description of school performance is provided.

- Special programs or other unique characteristics of the school are highlighted.
- Job supports available in the first year are highlighted. Such supports could include the following:
  - Transition and succession planning
  - Mentoring
  - Professional learning opportunities
  - Reduced principal workload initially (e.g., less committee work, tasks assigned to the assistant principal)
- District instructional priorities are emphasized.
- District or school governance approaches, such as site-based management, are explained.
- District and school academic, athletic, or other rankings are mentioned.

LEA Adaptation Point: Marketing Your School or District

The district and school website, flyers, or other promotional materials are important marketing tools. When interested candidates visit the school or district website to request information, they likely will get an initial impression or the school or district.

Before posting the job announcement, the district should update its website and print materials to make sure the information is accurate and the presentation is appealing to potential candidates. The website and print materials also should reflect the school or district description included in the job announcement. (The district and school information provided in the *Washington, DC LEA Scenario* can be used as examples for your school website or print materials.)

The district should be upfront and transparent about important aspects of the job that could impact a candidate's interest in the position, including the start date, salary range, and interview process timeline.

School or District Profile

The school or district profile is a two- to four-page document that summarizes school or district student performance, staffing, financial situation, and other characteristics with some depth. The profile also should highlight community livability and history, which is helpful in attracting candidates. The school or district profile typically is published on the school website. It also can be available to candidates upon request.

Application Form

The application form should be available for download through the district website and available in electronic or paper form upon request. If possible, candidates should be allowed to complete online forms or submit completed forms by e-mail.

The application form should include the following: (1) basic demographic information and employment history, (2) an essay section, and (3) a checklist of documents required for submission.

A sample application form is available in the *QSL-ID Toolbox i*n Appendix C on page 130 (**Tool 12: Sample Employment Application).**

Essay questions on the application can be selected or adapted from questions in **Tool 6: QSL-ID Interview Question Bank** (*QSL-ID Toolbox* in Appendix C*,* page 89). Our survey research indicates that districts infrequently ask candidates to complete an essay, but such essays can be helpful. Although personal essays may not be entirely representative of candidate skill and knowledge because they can be edited and polished, the personal essay can provide the hiring committee with valuable information about candidate opinions or reactions to hypothetical situations. We suggest avoiding questions that ask candidates for factual information or about their motivation to become a principal.

The application form also could contain a checklist of documents that candidates need to submit for consideration. These documents should include the following:

- Cover letter
- Current professional résumé
- List of reference names, positions, and contact information
- Letters of reference (optional)
- Professional credentials
- Background check results (mailed to the district independent of the application; this could be requested of interview finalists if it is a time-consuming process)
- Official college transcripts (mailed to the district independent of the application)
- Tentative timeline for hiring process

TASK 2.2 Recruit Candidates L M

Each school district takes a different approach to candidate recruitment. We recommend that districts use a mix of formal and informal approaches for raising awareness about the position opening and developing a good candidate pool. Many of these approaches are low- or no-cost strategies.

Districts also may decide to use a head hunter or a search firm to find and recruit principals for open positions. Although often a more expensive option, it is an option that a district might decide to use.

When developing the QSL-ID, we spoke with districts about principal recruitment strategies and categorized the strategies as either “passive” or “active.” A passive strategy is one that builds relationships, references, and raises awareness about the district as a good place to work so that when a principal opening does occur, active recruitment strategies can be engaged. An active strategy involves raising awareness about a principal position opening by engaging multiple communication channels to find potential candidates.

Passive Recruiting

We encourage you to adopt a passive recruiting strategy to candidate recruitment. Passive recruiting can involve the following activities for district and school leaders:

- Building partnerships with principal preparation programs by getting involved in recruitment, consulting on course content, managing interns, or evaluating participants.
- Developing a “grow your own” leadership program that identifies and mentors existing staff, including assistant principals, teachers, and others to become leaders and—potentially—principals.
- Maintaining an accurate website and strong relationships with the local press or the larger media to promote the school or district.
- Getting involved in professional associations for principals.
- Building a personnel database that identifies teacher-leaders and assistant principals with their school/district leadership responsibilities, highest degree earned, performance evaluation scores, and other important information.
- Developing a speakers’ group that provides information about innovative practices in the district or schools to local educator, business, and government groups.

In other words, district and school leaders should continuously seek to develop networks and programs that attract, train, and retain the most talented educators to the school—regardless of any vacancy in a principalship.

Active Recruiting

Active recruiting of principal candidates begins when a vacancy develops. When that vacancy does occur, districts and schools that have successfully developed passive recruiting procedures are well ahead of the game.

During active recruiting, district leaders and the system level administrator must allocate time and funding to candidate recruitment. Most districts, however, allocate very little funding to candidate recruitment. As the hiring committee facilitator, you may need to use low- or no-cost recruitment approaches. Such approaches may include the following:

- Posting online announcements through state or national professional associations, such as the National Association of Secondary School Principals.
- Developing and maintaining contacts with state-recognized administrator preparation programs.
- “Putting out the word” about the vacancy in informal social networks, such as LinkedIn. A referral bonus for those recommending candidates is another approach.

- Posting announcements to statewide or local electronic e-mail lists run by the state department of education or intermediary organizations.
- Reviewing in-house data on teacher-leaders and assistant principals who may be prepared to lead the school and encouraging applications.
- Meeting with principal preparation program staff or principal preparation partnerships to raise awareness about openings.
- Preparing a statement about the current principal's departure, which highlights advances in the school.

An example hiring advertisement is included as **Tool 14: Example Hiring Advertisements** (in the *QSL-ID Toolbox* in Appendix C, page 149). Each low- or no-cost recruitment strategy aims to expand the pool of qualified candidates and should not be interpreted by school or district staff as a signal that talented candidates are not available in the local region. Competition for vacancies is healthy. If properly managed, such competition can provide the school or district with multiple perspectives on the school and point to innovative practices that might be adopted. If the school or district has a recruitment budget, another option is hiring an executive search firm to locate and screen candidates.

TASK 2.3 Manage the Applications

The hiring process must be fair to all candidates, which means that each candidate should have an equal opportunity to show the hiring committee that he or she is qualified for the position. If a legal challenge arises concerning hiring fairness, hiring committee records will be scrutinized. Strong recordkeeping will help the district make the case that the hiring process was fair.

As the hiring committee facilitator, you should be aware of your district's personnel management protocol for collecting and maintaining applicant information. For example, a folder should be created for each applicant's materials. Each folder should contain the following information:

- Application checklist displaying the types of materials received and dates when they were received (see **Tool 5: Sample Application-Screening Checklist,** in the *QSL-ID Toolbox* in Appendix C, page 87)
- The application form, support materials, and other information collected during the hiring process
- All correspondence between the candidate and district about the hire
- Rating forms from the hiring committee

Applicant folders should be securely maintained for a minimum of two years after the hire. Your district personnel director or lawyer should be consulted about specific procedures.

TASK 2.4 Conduct the Application Screening and Determine Semifinalists

The first screening of applications is intended to identify semifinalists for interviews. If you are using the QSL-ID meeting agendas, application screening occurs at Meeting 3 (see agenda in Figure 5 on page 11). Applications must be screened for the following:

- **Completeness.** First, screeners review each candidate's folder to ensure that all required information has been submitted by the deadline. If an application is incomplete by this deadline, a candidate should not advance to the next level of consideration. The completeness screen can be completed by one person.
- **Quality.** Second, screeners evaluate complete application forms and support materials against preestablished criteria for quality. Available evidence should be compared to the QSL-ID rubrics and initial scores calculated. Three to five people should independently score each application for quality, compare results, and reach consensus regarding six to 10 semifinalists for telephone interviews.

The completeness screening requires comparatively little time—approximately 6 minutes per application for each rater. The quality screening takes a little more time because it involves a closer look at a candidate's credentials. Written application materials will not contain adequate information to fully determine candidate quality, but the materials should allow you to narrow down the number of candidates. By the end of this process, you should end up with six to 10 semifinalists. These candidates will be asked to go through the next stage of the process: the telephone screening.

LEA Adaptation Point: Adapting the Application-Screening Process

Districts approach the initial screening of applications differently. You must choose the method that is the most acceptable to the system level administrator and the school board, is the most efficient use of human resources, and allows all stakeholders to provide adequate input into the hiring decision.

Ask Yourself

1. Could a support-staff person screen applications for completeness?
2. Might central office staff or the system level administrator screen applications for quality?
3. Does your system level administrator or school board see an advantage to a centralized quality screen?
4. Could you use e-mail, an intranet webpage, or an electronic survey to facilitate the review?

Key

Question 1: If you answered "yes" to this question, we suggest assigning the completeness screen to a competent support-staff person. Doing so will save you, your committee, and others time. External consultants and executive search firms also will conduct a completeness screen—for a fee.

Questions 2 and 3: If you answered "yes" to either question, or if your district chooses to centralize principal hiring, you should conduct the completeness and quality screenings in-house. An upside of a centralized review is that a small group of well-trained staff controls for quality, so the review is likely more consistent. The downside is that you may have to explain to a local hiring committee why the initial screen resulted in a specific list of candidates.

Question 4: If you answered "yes" to this question, your school or district likely is comfortable using technology. Secure technology may allow reviewers to conduct a review and discuss results without an on-site meeting. Doing so may be more convenient to reviewers and save time. Your district likely maintains an intranet or an electronic survey account, which can house application forms and review forms and thus allows for secure chat space among reviewers.

Step 3: Conducting the Initial Screening and Determining Finalists

Our survey of 187 principal hiring managers found 52 percent of the respondents screened more than 20 applications per open position, and 66 percent of the respondents said fewer than 10 applications were considered high quality. At the end of Step 2, you and your committee conducted two application screens, which reduced the applicant pool to six to 10 semifinalists.

TOOLS YOU CAN USE

- QSL-ID agendas for Meetings 3 and 4 (Figures 5 and 6 on pages 11-12)
- **Tool 6: QSL-ID Interview Question Bank** (*QSL-ID Toolbox* in Appendix C, page 89)
- **Tool 2: Model DC School Leadership Standards** (*QSL-ID Toolbox* in Appendix C, page 73)
- **Tool 4: Weighting Form for the Model DC School Leadership Standards** (*QSL-ID Toolbox* in Appendix C, page 85)

Step 3 consists of telephone or video screening—basically a telephone interview conducted by you and your colleagues. Each telephone interview will last approximately one hour. After all telephone interviews are completed, candidates will again be scored using the QSL-ID rubrics, and finalists will be determined. The telephone screening will reduce the applicant pool to three to five finalists.

Technology and Virtual Interviews

Although the term *telephone interview* is used throughout Step 3, consider how your committee could use free video chatting software (such as Skype, FaceTime, or Google Hangouts) to make the telephone interviews more interactive. However, you also should choose communication technologies that will not fail and offer the best possible fidelity for hearing questions and answers.

Step 3 has the following tasks:

- Task 3.1: Understand the Initial Screening Process
- Task 3.2: Determine the Initial Screening Interview Protocol
- Task 3.3: Orient Interviewers to the Initial Screening Process
- Task 3.4: Set Up the Initial Screening
- Task 3.5: Conduct the Initial Screening
- Task 3.6: Facilitate the Candidate Evaluation Process to Determine Finalists

If you are using the QSL-ID meeting agendas, screening semifinalists corresponds to Meetings 3 and 4 (see Figures 5 and 6 on pages 11-12).

TASK 3.1 Understand the Initial Screening Process L

After you have selected six to 10 semifinalists by reviewing their credentials, the next step is to interview the candidates. The goal of the initial screening is to reduce that application pool by half, or to identify three to five candidates. At this stage of the application process, most school districts conduct telephone interviews to screen the candidates. Districts have multiple options to implement this step, which are outlined in Table 6. A note taker should be listening at each interview to capture questions and responses. If this process is being done with more than one reviewer, it is important to norm how the responses will be evaluated according to the hiring standards.

Table 6. Multiple Options for the Initial Screening Process

Option	Description
Telephone interview	The telephone interview can be conducted by one or two individuals (such as the system level administrator, the HR manager, or the hiring committee facilitator) or by three subcommittee members designated as the interview team.
Telephone or video recording	Recording an interview allows multiple people to watch the interview or allows one person to code the interview for other reviewers.
Video conference	Video conferences can be held with multiple reviewers, which allows the team to compare evidence of the candidates' responses. However, it can be time consuming to coordinate all the team members for each interview.

Interviews often provide hiring committees with the most revealing information about candidates, which helps them determine what the candidate believes, how the candidate makes decisions, and what the candidate's priorities for educational leadership and governance may be. This information is essential in understanding a candidate's decision-making processes and projecting the type of leader he or she will be for the school.

Tips for Conducting an Effective Telephone Interview

The number, type, and approach to interviewing candidates matters. The following tips will help you to conduct effective interviews with semifinalists:

- **Use at least two interviewers.** Multiple interviewers have been shown to be more effective in drawing out candidate responses. For whatever reason, some candidates will be more drawn to one interviewer or another, and multiple interviewers signal to candidates that hiring is a formal, public, and trustworthy process in your district.
- **Use no more than four interviewers.** More than four interviewers can become unwieldy and confusing to candidates, particularly when conducted via speakerphone or conference call.
- **Use a structured question tree or protocol.** Before the interview, the interview team should have an established list of initial questions and follow-up questions that will be asked of each candidate. Interviewers should not deviate from the interview protocol and should be instructed to refrain from commenting on candidates' responses. The purpose

of the interview is to gather the same information from candidates—not to make on-the-spot evaluations of candidate responses.

- **Set time limits.** Tell interviewers and candidates that the interview will last approximately one hour.
- **Designate a lead interviewer.** The lead interviewer should welcome the candidate to the call, introduce the other interviewers, and ask the first question. The lead interviewer also should serve as timekeeper to other interviewers and reserve the right to cut off questioning should time expire or the conversation becomes off-topic.
- **Orient the interview team.** Provide clear instructions and training to the interview team, particularly members who are inexperienced interviewers (see "Task 3.3: Orient Interviewers to the Initial Screening Process"). Remind interviewers of the times and dates of each interview and encourage them to meet or call-in from a quiet space.
- **Orient candidates.** Tell candidates what to expect during the interview because this information will ease their concerns. Determine if candidates require any assistive technology or other supports during the interview so that they can fully hear and respond to interviewer questions. Encourage candidates to participate in the interview in a quiet and uninterrupted space.
- **Limit follow-up questions.** What do we look at to make sure that we cover everything? For consistency and efficiency, interviewers should ask follow-up questions included on the protocol or ask clarifying questions. Follow-up questions require candidates to consider other aspects of a question; clarifying questions require candidates to restate a response in some way. Restricting the interview to these questions limits the possibility of straying off-topic.
- **Think wisely about using technology.** The semifinalist interview is important to you, your committee, and the candidates. Choose communication technologies that will not fail and offer the best possible fidelity for hearing questions and answers. Some districts may choose to record these initial interviews for further review by other hiring committee members. Permission from the candidates must be obtained prior to recording the interview.

TASK 3.2 Determine the Telephone Initial Screening Interview Protocol L

A good interview question can be as insightful as its answer. Such questions are developed across time and through extensive use. The semifinalist interview provides you an opportunity to communicate, through telephone questions, what the school or district deems is important and to learn more about each candidate, including the following:

- How well he or she communicates ideas
- How he or she learns through experience
- What he or she has done in the past and will do in the new position

Each of these areas pertains to a candidate's professional practices and beliefs, which align with the DC Model School Leadership Standards.

To determine your interview protocol, we suggest that you refer to Appendix C and use **Tool 6: QSL-ID Interview Question Bank,** a list of questions that have been developed and used by school districts to screen principal candidates. The QSL-ID interview question bank can help committee members prioritize interview questions. The questions are organized according to the DC Model Education Leadership Standards.

We suggest using a deliberative process to determine the interview protocol. A subcommittee or local hiring committee can review the QSL-ID interview question bank (or other list of questions) and identify questions for the telephone interview. The following activities should result in the development of interview protocol(s) that can be used by individuals or subcommittees to question candidates. These activities will help you select 10-15 questions for your one-hour telephone interview with each candidate.

Activity 1: Review the hiring committee's priorities for the position and highlight important areas of the QSL-ID interview question bank. Remember that the interview bank questions are cross-referenced with the DC Model Education Leadership Standards.

Activity 2: If a committee or subcommittee is setting the interview protocol, have each individual review and prioritize the interview questions by using the QSL-ID interview question bank (Tool 6). Finalist interview questions should be "must know" or high-priority questions. Select the questions associated with high-priority areas (i.e., are rated a "2" by committee members). Each individual reviews and prioritizes the interview questions, and then the committee works to reach consensus about the questions.

The question ranking system allows individuals or the committee to identify essential or "must ask" questions, optional questions, or questions that appear not useful and should not be asked. If your committee chooses to rank-order the questions, we suggest assigning the following rankings: 2 = essential, 1 = useful, 0 = not useful. Then tally and average the committee members' rankings to locate the most popular and least popular questions.

TERMINOLOGY: What's the Difference Between a Structured Interview and Other Types of Interviews?

A **structured interview** is similar to a survey because it requires the interview team to ask only the questions on the protocol. Structured interviews are commonly used during job interviews because they are consistently administered. A structured interview works well when many questions must be answered in a limited amount of time or when there are many questioners. Structured interviews typically involve questions and responses, with little conversation.

A **semistructured interview** includes questions that must be asked as well as follow-up questions that are optional; it allows the interview team to probe the candidate's answers. Semistructured interviews work well with reflective questions from the interview team to the candidate as well as from the candidate to the interview team. Both the candidate and the interview team have time to answer the questions. Semistructured interviews typically involve questions, responses, and follow-up questions but little other conversation.

An **informal interview** is similar to a conversation between a candidate and one or two other people. Informal interviews involve considerable give-and-take between the participants.

LEA Adaptation Point: Questions to Consider

1. What are the priorities for this hire based on school needs and context?
2. What information can we gather from an interview to give us the information that we need to advance candidates to the finalist stage?
3. What interview questions are essential, optional, or not useful?

Activity 3: The interview team should determine when questions should be asked and by whom. The QSL-ID process includes two opportunities to ask questions: the telephone interview and the on-site interview (discussed in Step 4 of the QSL-ID process). You should determine when certain interview questions should be asked and by whom.

As with all aspects of the hiring process, it is important that the committee reach consensus about interview questions prior to meeting with candidates and to consistently use the same interview questions with each candidate so that all candidates answer the same questions. If different questions are asked of different candidates, this situation could be considered biased. This does not mean, however, that committee members cannot ask follow-up questions or clarifying questions to get more information from candidates.

LEA ADAPTATION POINT: Questions to Consider

1. When during the hiring process should we ask this question?
2. What do I need to know now to ascertain candidate competency for advancement to the finalist stage?
3. What information might a candidate provide that would take him or her out of the running?
4. Who is best positioned to ask the question and evaluate the answer (e.g., system-level administrator, committee member, teacher, current principal, parent)?
5. How should the interview questions be ordered so that conversation flows easily?

TASK 3.3 Orient Interviewers to the Initial Screening Process L M

We highly recommend orienting interviewers to the interview process and protocol. An orientation, which can take less than one hour, will help ensure that interviews are efficient and consistent. The information provided during the orientation depends on the experience of your interview team. During the orientation, you should do the following:

- Provide an overview of the interview process and highlight interview strategies. (See "Tips for Conducting an Effective Telephone Interview" on pages 37-38)
- Review the interview protocol and respond to questions about it.
- Discuss questions that are unacceptable to ask. (See the "Reminder" on the next page.)
- Discuss how to mitigate conscious and unconscious biases.
- Assign questions to each interviewer.
- Conduct a mock interview with a hypothetical candidate (optional).

- Review the interview schedule.

REMINDER: Unacceptable Questions

Certain questions cannot appear on application forms or be asked during interviews because they could lead to biased or discriminatory decisions. These inappropriate questions include the following:

1. Are you married or are you planning to get married?
2. Where were you born?
3. What is your sexual orientation?
4. Do you have children or are you planning to have children?
5. Have you ever been arrested?

Asking these questions is a violation of federal law. Candidates' responses to these questions have nothing to do with their abilities to fulfill the job requirements.

TASK 3.4 Set Up the Initial Screening L

After the application screening, we suggest that you, the facilitator, telephone or e-mail semifinalists to establish a date and time for a telephone interview. At this time, however, we suggest that you do *not* send consolation letters to candidates who did not become semifinalists at this point. You may need to return to this application pool if the semifinalists withdraw their application. Furthermore, notifying candidates of their application at this stage could compromise the semifinalists' anonymity. Also, you should instruct staff and committee members not to divulge information about candidates' application status at this time.

TASK 3.5 Conduct the Initial Screening L M

Telephone interviews typically require one hour of time. As facilitator, you should be responsible for beginning and ending the interview on time. Doing so means that you must manage time wisely, and you should help your committee to do so as well. If you choose to record interviews, you will need to inform candidates that they are being recorded prior to asking the first question.

When the interview begins, make sure to introduce all members of the committee to the candidate and establish ground rules for the interview. Reiterate the role of the interview in the hiring process, state that each committee member will ask at least one question and a follow-up question, and ask all committee members to state their name prior to questioning the candidate or interjecting comments.

Throughout the interview, committee members should be encouraged to take notes on candidate responses. At the end of the interview, allow committee members to finalize their notes and discuss responses. We do not recommend that committee members complete a rating form at the end of each interview because such candidate ratings may change after committee members reflect on candidate responses.

TASK 3.6 Facilitate the Candidate Evaluation Process to Determine Finalists L M

After all telephone interviews are completed, conduct Meeting 4 (see agenda in Figure 6 on page 12) by reconvening the interview subcommittee and/or hiring committee. By the end of this meeting, you will have narrowed the pool to between three and five candidates.

Meeting 4 will require you to be an adept facilitator, and you should encourage deliberation and consensus building within the committee. Your committee may not reach a unanimous, consensus decision, but you should reach a decision that all candidates can support and live with.

You also must encourage interviewers to focus on what the candidate said, rather than a general impression of the candidate. Use interviewer notes and recordings to reconstruct candidate responses to questions and gently challenge interviewers to use interview data to rate candidates by using the Model DC School Leadership Standards or another framework. You may find the following approaches helpful when working with the committee.

- **Summarize candidate responses.** Candidate interviews may occur over a few hours or a week. Committee or subcommittee members need to remember candidate responses by reviewing notes. To assist with recall, begin the meeting by summarizing candidate responses to each question.
- **Transcribe interviews.** Committee members may not recall members' responses. If interviews have been recorded, transcripts can be provided to members prior to the meeting.
- **Create a question chart.** Using flipchart paper, display each candidate on the *y*-axis and each question on the *x*-axis. When facilitating group recall of interviews, write a sentence or two about each candidate's response to each interview question in a cell. The display allows the entire committee—not just those on the interview team—to compare candidate responses. The process also requires committee members to focus on candidates' words rather than general impressions.
- **Conduct a fishbowl conversation.** If a subcommittee interviewed candidates, you may want to have the subcommittee talk together about the candidates while other committee members watch. Such dialogue is called a *fishbowl conversation* because the subcommittee's conversation is being watched by others. After the interview team summarizes candidate responses and deliberates the merits of each candidate, encourage the larger committee to ask clarifying questions and challenge individual impressions of candidates. Once complete, the larger committee should rank-order candidates for final consideration.

However you choose to facilitate the meeting, you will want to end the meeting by scoring each candidate against the Model DC School Leadership Standards or another framework and creating a rank-ordered list of scores. After reviewing candidate responses to interview questions and discussing the meaning of their responses, each committee member should independently score each finalist by using **Tool 2: Model DC School Leadership Standards** and **Tool 8: Candidate Rating Form Using the Model DC School Leadership Standards** (both of which are in the *QSL-ID*

Toolbox in Appendix C, pages 73 and 97). Each hiring committee member should submit completed rubrics to you, the facilitator.

After the rubric scores of all committee members have been turned in, analyze the individual scores and look for both agreement and disagreement among the scores as well as any qualitative data collected by the committee that highlights aspects of principal fit with the school. Create a table for each candidate that displays each committee member's score on each domain of the rubric and display the average score for each candidate along with these relevant qualitative data. Display to show individual candidate scores and totals to the committee.

Examine the scores for similarities and differences and discuss the resultant ranking. Then discuss the questions that follow.

QUESTIONS TO CONSIDER

1. Are the candidates' average scores different?
   - If all candidates' *average scores* are within 2 points of each other, the committee may be challenged to differentiate between candidates. You may need to ask the committee members to re-score candidates and discuss candidate differences.
2. Are there clear differences in the ways that committee members scored each candidate?
   - If the candidates' *total scores* or *domain scores* differ by only 2 points, members of the committee have different opinions of candidates. You should facilitate a conversation to determine why members scored candidates differently and re-score candidates if necessary.
3. What are the gaps in our knowledge about candidates at this point? Which domains and areas have little to no information for us to score candidates?

If you anticipate that consensus will be easily reached, then list the top finalists. With the committee, determine the number of finalists to be brought to the school and district for an on-site visit (Step 4 of the QSL-ID process). Use committee responses to Question 3 (above) to choose activities that provide ample information for evaluating the candidates.

If the committee rankings are dissimilar, however, facilitate discussion within the committee to determine the finalists.

- Ask the committee who will speak for the highest score given and who will speak for the lowest.
- Give the floor to anyone who is willing to provide evidence from notes or evidence based on school fit that could convince others to change their score up or down.
- After all those willing to make a case for changing a candidate's score have spoken, ask the committee to re-score the candidate in the domain or area of expertise under discussion. This task can be done by a show of hands, in which members vote for the score you feel is most likely to be reached by consensus.
- If there still is discrepancy in how members score but there is a majority with the same score, ask the group "Is there anyone who cannot live with a score of (*the majority score*)?

- If all can live the majority score, follow the same consensus-building procedure with other domains or other candidates as needed. If consensus is still not reached, facilitate discussion of the evidence again to determine what ranking score can be given that all members can agree to, even if it is not the ranking score they would assign independently.

After the finalists have been determined, they can be invited to on-site visits. We encourage you, as facilitator, to call the finalists and schedule these on-site visits. Again, at this point, we discourage you from sending consolation notes to the semifinalists who did not progress in the process.

Step 4: Conducting the On-Site Screening and Ranking the Finalists

The purpose of the on-site screening is to gather additional information about the principal candidates—including their communication skills, their ability to interact with multiple constituencies, and their ability to diagnose school strengths and challenges—and to further discuss candidate experiences, skills, abilities, and limitations. On-site screening activities should be structured to gather information for each of the Model DC School Leadership Standards or other framework domains. At the end of Step 4, the hiring committee will rank the three to five finalists and confidently ascertain how well each candidate matches the school and district leadership priorities.

TOOLS YOU CAN USE

- QSL-ID agendas for Meetings 4 and 5 (pages 12-13)
- **Tool 6: QSL-ID Interview Question Bank** (page 89)
- **Tool 9: Data Analysis Task** (page 101)
- **Tool 13: Classroom Teacher Observation Tool** (page 134)
- Sample Agenda for Classroom Teacher Observation Task (Table 8, page 54)

During each on-site screening, a single candidate is introduced to the school and district and then asked to complete several tasks. If, for example, the hiring committee identifies five finalists, you and your school will conduct five on-site screenings. During each on-site screening, a finalist visits the school and participates in the following activities:

- Is interviewed by a panel of hiring committee members and others.
- Tours the school and other facilities.
- Is interviewed by the system level administrator.
- Has a question-and-answer meeting with the current principal.
- Completes a Data Analysis Task.
- Completes a Classroom Teacher Observation Task.

Although these activities are introduced in Step 4, you should choose and adapt the activities as you see fit for your school.

The on-site screening is an opportunity for the hiring committee, community members, school staff, and the candidates themselves to further evaluate how well the candidate fits with the school and district. For out-of-district candidates, the on-site meetings may be the first and only time that they visit the school.

After Step 4 is complete, the hiring committee will make hiring recommendations to the system level administrator and school board by creating a rank-order list of three to five finalists. A rank-order list of the top candidates, along with a commentary providing the committee's rationale, allows the system level administrator and school board to select the first choice but also determine the second—or third—choice, should the first choice be unavailable.

The hiring committee also may choose to omit some or all finalists from the rank-order list. In cases when no one is recommended for hire, the system level administrator and school board must determine next steps in hiring. They may ask the committee to select from the current finalists, add other finalists to the list, or delay the hire.

Step 4 has the following tasks:

- Task 4.1: Choose the On-Site Screening Activities
- Task 4.2: Delegate the On-Site Screening Tasks
- Task 4.3: Orient Candidates to the On-Site Screening
- Task 4.4: Prepare for the On-Site Individual and Panel Interviews
- Task 4.5: Develop the On-Site Interview Protocol
- Task 4.6: Select and Prepare the On-Site Interviewers
- Task 4.7: Determine the Process for the On-Site Interviews
- Task 4.8: Conduct the Data Analysis Task
- Task 4.9: Conduct the Classroom Teacher Observation Task
- Task 4.10: Rank the Finalists and Make a Recommendation for Hiring

TASK 4.1 Choose the On-Site Screening Activities L

Careful coordination of the on-site screening logistics is essential and more complex than the previous steps of the hiring process. As facilitator of the hiring committee, you likely will need to work with the system level administrator's office and hiring committee members to ensure that each on-site screening runs smoothly.

Before engaging in logistics, we recommend that you consider the following questions on your own or with others:

QUESTIONS TO CONSIDER

1. How do we wish to present district and school strengths and challenges to candidates?
2. What school or district activities are most important and symbolic of our organization? Which do we wish candidates to see?
3. What are the gaps in our knowledge about each candidate, and how can we create opportunities to close these gaps?
4. Which district, school, and community members' support for candidates is important to the future success of the school principal? Which of these stakeholders, therefore, should participate in the on-site screening?

How you answer these questions will help you to determine what activities should take place and who should be involved in on-site meetings.

The on-site screening may involve individual or panel interviews, completion of authentic tasks, school district office tours, and community tours. The *QSL-ID Toolbox* in Appendix C provides support for the development of interview questions though **Tool 6: QSL-ID Interview Question Bank** (page 89) and includes tools for conducting two authentic tasks: a Data Analysis Task—see **Tool 9: Data Analysis Task (Version for Candidates)** on page 101—and a Classroom Teacher Observation Task—see **Tool 13: Classroom Teacher Observation Tool** on page 134.

TASK 4.2 Delegate the On-Site Screening Tasks L

Successful on-site screenings require coordination among hiring committee members, the system level administrator's office, and the current school leadership team. As hiring committee facilitator, your responsibility is to ensure that the following goals are met:

- All parties, including the candidates, understand their roles and responsibilities.
- On-site screenings are similarly conducted to ensure that all candidates have equal opportunities to compete for the position.
- Data generated from on-site screenings are carefully and systematically collected.

You also should act as liaison to the finalists, which means that you should answer finalists' questions about the on-site screening and chaperone them through on-site activities.

Responsibility for preparing the on-site screenings likely will be divided among the system level administrator's office, school leadership team, and the hiring committee. As hiring committee facilitator, you should not be responsible for all tasks. How tasks are divided depends on your local context and the talents and preferences of individuals in your school or district. You can assign specific tasks to people, or you can work with a subcommittee of the hiring committee to do so.

When you divide tasks, you also should ensure that all subcommittee members are clear about district hiring priorities as well as responsibilities to document each finalist's responses. All subcommittee members should review the hiring priorities set forth in the completed **Tool 4: Weighting Form for Model DC School Leadership Standards.** Subcommittee members, using **Tool 7: Summary of Candidate Strengths and Limitations,** must record their careful observations and notes—not their impressions—about candidates' responses. These tools are available in the *QSL-ID Toolbox* in Appendix C on pages 85 and 93.

TASK 4.3 Orient Candidates to the On-Site Screening L M

On-site screenings can be nerve-racking for the finalists, even if they are currently working within the district or school. This is the first time, for example, that the finalists will be viewed by the school community as a potential principal. Candidates likely will feel as though they are performing and being judged. Although the on-site screening may increase candidate stress, however, this situation allows the hiring committee to see how candidates perform under authentic and pressure-filled conditions.

As facilitator, your job is not to placate candidate stress, but you should ensure that all candidates are well informed and prepared. You can provide each candidate with the same basic information and answer clarifying questions about the screening. If you provide one finalist with additional information, it is your responsibility to provide the same information to all candidates.

Orienting candidates to the on-site screening involves the following tasks:

- Provide candidates with a meeting agenda, including the approximate times of each agenda item and the names and titles of everyone with whom they will meet.
- Ask candidates if they require any physical assistance or have any dietary restrictions that must be accommodated.
- If candidates must travel to the on-site meeting, help them arrange ground or air transportation and hotel accommodations (if necessary).
- If you are asking candidates to make a formal presentation, inform them about their audience and the length of their presentation.

Limiting Candidate Exposure

The on-site screening is the first time that finalist identities will be known. Although candidate confidentiality cannot be preserved during the on-site screening, it is important to limit unnecessary candidate exposure to the public. Opening the on-site screening to the press, community, and other forums creates the possibility that the hiring process will be influenced by less informed sources, which would undercut the hiring committee's hard work.

According to several superintendents who participated in the interviews that we conducted, hiring committees should do the following:

- Avoid inviting the press to cover any portion of the on-site screening.
- Avoid leaking to the press any information about the names of finalists and their current employers.
- Avoid creating open community forums, where any community member can question the finalists.
- Avoid bringing two or more finalists together for joint meetings or interviews.
- Avoid posting public bulletins in newsletters, websites, or other public areas about on-site screenings.
- Avoid involving internal candidates—whether they are finalists or not—in any aspect of an on-site screening.

TASK 4.4 Prepare for the On-site Individual and Panel Interviews L

The purpose of the on-site interviews is for the school or district stakeholders to gather in-depth evidence about each candidate's potential fit with the position. Such interviews provide opportunities for interviewers to observe a candidate's spontaneous responses to carefully selected and posed questions. System level administrators, principals, and other individuals who participated in our focus groups have indicated that in-person interviews are the most powerful method of selecting a school leader.

In addition, the on-site interviews provide an opportunity for each candidate to learn more about the school, district, and community. To attract the strongest candidate, interviewers should emphasize the opportunities that are afforded by the principal position.

As discussed in Step 3, on-site interviews tend to be either semistructured or structured (see "Terminology" on page 39). A *semistructured* interview protocol includes a list of agreed-on questions asked of each candidate, but each interviewer has opportunities to ask follow-up and clarifying questions. In contrast, a *structured* interview protocol provides a list of questions but panelists have few opportunities for follow-up questions.

Each candidate may participate in individual interviews with school and district leaders as well as panel interviews with groups of stakeholders. Table 7 provides information about individual and panel interviews.

Table 7. Individual and Panel Interviews

Category	Individual Interviews	Panel Interviews
Number of interviewers	1 interviewer	3-8 interviewers
Type of protocol	Semistructured	Semistructured or structured
Number of questions	5-8 questions	8-10 questions
Amount of time needed for interview	30-45 minutes	40-60 minutes

To structure the panel interviews, we suggest that a panel chairperson be identified to direct panelists and that the chairperson hold each panelist to a previously agreed-on time allotment. We also recommend that each panelist ask at least one question of the candidate.

TASK 4.5 Develop the On-Site Interview Protocol

Although follow-up questions can be spontaneous, all candidates need to experience a similar interview procedure, meet with the same people, have the same logistical arrangements, and be asked the same questions. (*Note:* Questions for the on-site interviews were previously selected from **Tool 6: QSL-ID Interview Question Bank** by the hiring committee during Step 3.) After reviewing those questions, you should determine the interview logistics by considering the following questions:

QUESTIONS TO CONSIDER

1. Are these interview questions the most appropriate to match our hiring priorities?
2. How should the interview questions be ordered so that the conversation flows easily?
3. Who (e.g., system level administrator, committee member, teacher, current principal, parent) is best positioned to ask the question and evaluate the answer?

Review the Model DC School Leadership Standards rubrics and hiring priorities and reevaluate the interview questions chosen based on these priorities. Depending on the number of individuals you want to involve and the amount of time that can be scheduled for on-site interviews, it may be necessary to adjust the number of questions originally selected—as well as their order.

TASK 4.6 Select and Prepare the On-Site Interviewers L

Following is a list of considerations for determining who should be involved as interviewers in the on-site interview process:

- Plan to have at least one committee member present in all interviews to record responses and monitor the process.
- Strategically include key stakeholders to represent those with whom the new principal will need to work closely and effectively. These individuals can include school board members, teacher union representatives, current teachers, students, and office staff.
- Choose interviewers who can represent the school, district, and community. Their input in attracting the strongest candidate to the position is as important as discerning who that candidate may be.
- Select prospective interviewers for the candid and thoughtful perspective that they can bring to the process; also, choose individuals who will broaden your committee's diversity in terms of gender, age, and ethnicity.
- Ensure that these individuals will be able to give candidates further insights into the school's culture as well as provide the hiring committee with feedback from their perspective.

- Check schedules and availability; plan in advance for potential absences.

From the start, set clear expectations with all interviewers that their evaluation of candidates is only one aspect of the decision-making process. Although the interviewers will inform the hiring decision, the final choice ultimately will be made by the system level administrator.

Provide noncommittee member interviewers with an overview of the QSL-ID process and explain the necessity of making evidence-based evaluations rather than opinion-based evaluations. Also, emphasize the importance of their role in gathering well-rounded evidence from multiple perspectives that can be considered according to the QSL-ID rubrics that the hiring committee thoughtfully prioritized or weighted in **Tool 4: Weighting Form for Model DC School Leadership Standards** (in the *QSL-ID Toolbox* in Appendix C, page 85).

TASK 4.7 Determine the Process for the On-Site Interviews L

As mentioned earlier, questions to be included in the on-site interviews were selected for inclusion by the committee from the question bank during Step 3. Prior to scheduling meetings in which the chosen questions will be posted to the finalist candidates, meet with the participating committee members and review the rubrics that will be used to rate responses.

Prepare in advance an outline or script for the welcome and introduction that will precede questioning. Determine who will be responsible for leading each scheduled interview and plan for the lead to document that each candidate is asked the same questions.

The process for the on-site interviews is as follows:

- Before the interview begins, schedule a time when noncommittee members can meet with you and/or committee members to communicate their feedback and contribute evidence from the interviews to be used by the committee when scoring candidates.
- During each interview, interviewers listen to the candidate and take notes—keeping in mind the QSL-ID rubric domains, areas of expertise, and descriptors.
- Immediately following the interview meeting (or as soon as possible), interviewers use their notes to complete **Tool 7: Summary of Candidate Strengths and Limitations** and score the candidate using **Tool 8: Candidate Rating Form Using the Model DC School Leadership Standards.** Both tools are available in the *QSL-ID Toolbox* in Appendix C, pages 93 and 97.
- After all finalist candidates have completed the on-site screening, the hiring committee members will meet again to discuss their observations and scores.

Tips for Conducting an Effective On-Site Interview

- Welcome the candidate. Set a positive and professional tone from the start.
  - Dress appropriately.
  - Stay actively engaged throughout the interview. Be courteous and respectful. Never argue with a candidate.

- Create a comfortable atmosphere that encourages free-flowing conversation.
- Adhere to the interview protocol. Respect the schedule so that all interviewers can be involved as planned.
  - Plan for monitoring the time and communicating among interviewers if adjustments are necessary.
  - Be aware that follow-up questions are acceptable, provided they do not disrupt the interview schedule.
  - Keep all follow-up questions job related.
- Always listen and observe carefully.
  - Note the candidate's verbal responses, word choices, and nonverbal behaviors.
  - Do not dominate the discussion; the candidate ought to be talking approximately 80 percent of the time during the interview.
- To minimize distractions, take notes discretely during the interview.
  - As accurately as possible, document the candidate's actual responses—not the impressions or implications of the answers.
  - Do not document theories, conclusions, or identifying information that could be interpreted as discriminatory.
- As soon as possible after the interview, review and add details to your notes while the interview is still fresh in your mind. Committee members should apply the QSL-ID rubrics at this time as well.

TASK 4.8 Conduct the Data Analysis Task L M

The Data Analysis Task used in the QSL-ID process is an authentic task that gauges how well a principal finalist can use data and how he or she might work with teachers and others to use data for instructional improvement. These abilities are important because instructional leaders are required to access, interpret, and use data to identify and solve instructional problems in their work.

The *QSL-ID Toolbox* in Appendix C contains **Tool 9: Data Analysis Task (Version for Candidates)** on page 101, an optional on-site screening activity that requires candidates to react to a common data set containing middle school student test scores by writing answers to questions or selecting the most appropriate answer. Candidate responses are checked against a scoring guide, **Tool 10: Data Analysis Task With Answer Key (Version for Task Facilitator),** which also is in the *QSL-ID Toolbox* in Appendix C, page 115.

Overview of the Data Analysis Task

Principals are required to interpret and use data to inform school management and instructional support. The Data Analysis Task provides the hiring committee with insights into areas of candidate strength and weakness with respect to analyzing and using data to inform instructional leadership decisions. During this task, a candidate is asked to review three scenarios and react to several short-answer questions. The scenarios and process used in this task have been adapted from a set of scenarios by Means, Padilla, DeBarger, and Bakia (2009), who created a validated instrument for assessing teacher capabilities to make data-based instructional decisions.

LEA Adaptation Point

The Data Analysis Task is a validated tool, but it does not include specific data for the District of Columbia. If analyzing that data is an important priority for the school or LEA, consider adapting the task using that data.

As indicated earlier, the Data Analysis Task has two versions: one for candidates (Tool 9) and another for the task facilitator (Tool 10, which contains an answer key). Note that Tool 9 provides blank spaces for candidates to input their answers, whereas Tool 10 provides scoring rubrics for grading the candidate responses.

You also may use these data as the basis for a simulated presentation by a candidate. If you choose this approach, ask each candidate to construct and make a 10-minute presentation of the data and indicate his or her understanding of trends and issues within the data. Principals are routinely asked to discuss performance data with school board members, faculty, and parents. Such a presentation helps the hiring committee to assess a candidate's communication skills. (For more information on communication, see QSL-ID Domain 1 in **Tool 2: Model DC School Leadership Standards** in the *QSL-ID Toolbox* in Appendix C, page 73.)

Candidate Activities

Each candidate will review the three scenarios and respond to several questions. The hiring committee also may require each candidate to do a short presentation of the data presented in the task to a constituent group. If the committee has chosen this option, discuss this requirement with a candidate, assist him or her with any technology needed for the presentation (e.g., presentation software, projector, microphone), and tell him or her about the intended audience (e.g., concerned parents, faculty members).

Facilitator Activities

All candidates should have the same opportunities to respond to the questions in the Data Analysis Task:

- Use **Tool 9: Data Analysis Task (Version for Candidates)** for each candidate. This version, available in the *QSL-ID Toolbox*, has a blank area for candidate responses.
- Give the candidate a quiet space in which to work.
- Allot 45 minutes for each candidate to complete the questions.
- Ensure that the candidate has access to a calculator, which is helpful in analyzing the data.
- Ensure that you (as facilitator) have a strong understanding of the data task and are prepared to answer any questions.
- Be on hand to answer candidates' clarifying questions about the task or questions but do not assist them in interpreting scenarios. The scenarios provide adequate information for candidates to complete the assessment.

After a candidate has completed the Data Analysis Task, collect the completed Tool 9, review the responses, and assign points to responses by comparing the candidate's responses to the rubrics in **Tool 10: Data Analysis Task With Answer Key (Version for Task Facilitator).** Record the scores on **Tool 11: Data Analysis Task Scoring Form.** Both forms are available in the *QSL-ID Toolbox* in Appendix C, pages 115 and 129. After you complete the review, place both Tool 9 and Tool 11 into the candidate's folder. The results will be used by the hiring committee later when making determinations about the finalists. The hiring committee will discuss candidate scores and evaluate the candidate using the QSL-ID rubrics for the "Leading Learning" interview.

If the committee also is requiring candidates to construct and deliver a presentation, allot an additional 30 minutes for preparation time as well as 30 minutes for the actual presentation. Budgeting 30 minutes for the presentation allows you to set up the presentation, have the candidate speak for 10 to 15 minutes, and allows time for some audience questions.

Possible audience questions:

- How did you feel about the data presentation?
- How do you use data in your current role?
- What strategies do you use to communicate about data?

TASK 4.9 Conduct the Classroom Teacher Observation Task L M

The Classroom Teacher Observation Task used in the QSL-ID process is an authentic task that gauges the ability of each finalist to observe instructional practice; assess the quality of instruction; and provide teachers with timely, meaningful feedback about instructional quality. One tool for completing this activity is **Tool 13: Classroom Teacher Observation Tool**, which is in the *QSL-ID Toolbox* in Appendix C. *Note:* Other teacher observation tools also may be used for this activity.)

TOOLS YOU CAN USE

- **Tool 13: Classroom Teacher Observation Tool** (*QSL-ID Toolbox* in Appendix C, page 134)
- Video of classroom observation teaching activity

During this portion of the on-site screening, the finalist candidates are shown a video of a classroom with teacher-student interactions. The candidate then rates the teaching observed (using a teacher observation tool), discusses his or her observations, and makes recommendations for instructional improvement. (*Note:* All candidates should view the same video, which does not involve any teacher or students from the district.)

After the candidate completes the observation, interviewers will conduct the "Leading Learning" interview. This interview consists of several open-ended questions. Then the candidate is escorted to the next activity in the on-site meeting.

Afterward, members of the hiring committee will evaluate the candidate's ratings, observations, and recommendations relating to the teaching video using the QSL-ID rubrics for the "Leading Learning" and "Promoting and Maintaining a Safe and Effective Learning Environment" domains.

Preparing for the Classroom Teacher Observation Task

Prior to the on-site meeting, all interviewers involved in the "Leading Learning" interview need to review the video, observation tool, and "Leading Learning" protocol. Discuss as a group who will pose which questions after the video is shown. Like the structured telephone interview, the "Leading Learning" discussion is structured; all candidates must be asked the same questions. Review with the "Leading Learning" interviewers the schedule and agenda that will be used.

Table 8 provides a sample agenda for the Classroom Teacher Observation Task.

Table 8. Sample Agenda for Classroom Teacher Observation Task

Time Needed	Task
10 minutes	Introduce yourself and provide an overview of the Classroom Teacher Observation Task. Provide time for the candidate to review the observation tool (such as **Tool 13: Classroom Teacher Observation Tool,** available in the *QSL-ID Toolbox* in Appendix C) that will be used while viewing the video.
10-15 minutes	Show the classroom video without commentary. While viewing the video, the candidate takes notes relating to his or her observations.
30 minutes	Allow time for the candidate to complete the observation forms and complete the reflection on the video. Then collect the observation tool.
30 minutes	Bring interviewers into the room and allow time for them to ask the candidate various questions relating to the observation. (This interview is called the "Leading Learning" interview.)
5 minutes	Allow time for the candidate to ask questions of the interviewers.
2 minutes	Thank the candidate for his or her time, explain next steps, and close the interview. Have someone escort the candidate to the next activity of the on-site interview.
25-30 minutes	Allow time for the interviewers to score the candidate's observations and responses using the QSL-ID rubrics that relate to the observation tool used.

Choosing a Video

We recommend that a video—and not a "live" observation—of classroom teaching be used for this activity. Using a video ensures that all candidates will see and rate the same teaching activities, which provides the hiring committee with a basis for comparison of the finalists. Viewing a video also requires fewer logistics to manage.

The video that you choose should include the following:

- Examples of teacher-student interactions
- Strong sound quality, to ensure that each principal candidate can hear the students' and teacher's speech during instruction
- Examples of small-group and large-group interactions
- Content that is accessible to multiple audiences, regardless of background, and is exemplary of the type of content being taught in the school.

LEA Adaptation Point

Your district already may have a sample video of classroom teaching (that aligns with school priorities and goals) that can be used for this activity. If not, you may wish to create a video of classroom teaching; if this option is chosen, we recommend that the video not include teachers and students currently in the school because the final chosen candidate may be asked to lead these individuals in the future. Other options include obtaining a teaching video from a local college or university, purchasing a teaching video from an educational multimedia production company, or downloading a teaching video from the Internet (see “Sources for Teaching Videos,” which follows).

The hiring committee also could consider prioritizing aspects of the school context that are not in the video in other parts of the interview process.

Sources for Teaching Videos

You can search for and view various teaching videos online. Decide which video and how much of the video you will have time to show during the Classroom Teacher Observation Task. When possible, ensure that the teacher’s grade level in the video is the same as the level for which the principal is being hired (i.e., an elementary teacher should be observed by an elementary principal candidate).

Teaching Videos Available Through the Reformed Teaching Observation Protocol

The Reformed Teaching Observation Protocol (RTOP) was developed by the Arizona Collaborative for Excellence in the Preparation of Teachers (ACEPT, 2007) with funding from the National Science Foundation. RTOP tools are available online at no cost at the RTOP website. The online version of an RTOP teacher workshop contains three 15-minute classroom video segments and an RTOP score for each video that was completed by two trained observers. The RTOP videos were filmed in high school science classrooms.

Video 2 and Video 3 of the three RTOP videos include both lecture and student interactions, which will lead to more diverse analysis by the observer than what is possible by observing only a teacher lecturing (as shown in Video 1). Video 3, in particular, has greater potential to lead to discussion about how the teacher could improve his practice.

Other Teaching Videos Available Online

A variety of classroom teaching videos are available online at Teacher Tube, School Tube, and You Tube.

To conduct searches for teaching videos in search engines such as Google or Yahoo, use keywords such as “elementary classroom” or “classroom observation.” Such searches will generate numerous potential sources available for download or purchase.

LEA Adaptation Point: Choosing a Teacher Observation Tool

Regardless of where you find a teaching video, we recommend using an observation tool to guide the candidate's observations and facilitate comparison across candidates. In the *QSL-ID Toolbox* in Appendix C, we have provided **Tool 13: Classroom Teacher Observation Tool** for this purpose.

Whatever observation tool you use, it should maximize the hiring committee's opportunities for learning about candidate's strengths and weaknesses in the QSL-ID rubrics related to Domain 3 (Leading Learning) and Domain 4 (Promoting and Maintaining a Safe and Effective Learning Environment) areas of expertise. In addition to the observation tool for candidates to use, select follow-up questions that will reveal their vision for excellence in teaching and learning and their approaches to the following:

- Coaching others and facilitating reflection to change practices.
- Identifying and using relevant formative data to evaluate instruction practices.
- Balancing time management and coaching others.
- Developing ideas for working with others to identify problems and set goals based on data.
- Considering the physical, emotional, and cognitive safety implied by the teaching video example.

Conducting the "Leading Learning" Interview

After a candidate rates the classroom teacher practice shown in the teaching video, he or she is asked a series of questions by the interviewers. First, interviewers can pose open-ended questions that allow the candidate to explain his or her observations. Following are some possible questions; you may wish to customize or replace these questions to align the prompts more explicitly with the school, district, and community in which the principal will work.

- What observations did you make that you feel are most significant? What feedback would you provide to the teacher observed, and how would you give the feedback?
- What coaching would you provide for the teacher?
- How do teacher observations such as this fit into your plan for improving teacher instruction and student learning?

Next, the interviewers may ask questions relating to the candidate's areas of expertise in the "Leading Learning" and "Promoting and Maintaining a Safe and Effective Learning Environment" domains:

- **Collaborative Professional Learning Opportunities** ("Leading Learning" domain): How do you understand, implement, and actively support teacher professional development, coaching/mentoring, and teacher network programs?
- **Monitoring the Quality of Teaching** ("Leading Learning" domain): How do you ensure that teachers are operating at a high level?

- **Allocation of Instructional Resources** (“Leading Learning” domain): How do you prioritize the allocation of resources toward teacher planning schedules and student schedules?
- **Physical, Emotional, and Cognitive Safety** (“Promoting and Maintaining a Safe and Effective Learning Environment” domain): How do you promote students’ and teachers’ physical, emotional, and cognitive safety?

Scoring the Candidate Responses

As soon as possible (preferably immediately) following the “Leading Learning” interview, convene the interviewers who participated. Begin with 10-15 minutes of quiet time in which interviewers work individually to complete their notes. If possible, make copies of the candidate’s notes taken on the observation instrument for interviewers to review.

Facilitate an evidence-based discussion of candidate strengths and weaknesses observed. Ensure that all interviewers have opportunities to share their observations and chart the key points raised. After all interviewers have contributed their primary evidence and observations, provide time for hiring committee members to score the candidate with the rubrics in the “Leading Learning” domain. Later, committee members will bring their notes and rubric scores to the final committee meeting to contribute to the overall candidate scoring.

TASK 4.10 Rank the Finalists and Make a Recommendation for Hiring

After the on-site meeting is completed, reconvene the hiring committee to determine the final recommendation for the hire. Meeting 5 is the critical meeting in the hiring process and one that may challenge your facilitation skills. (See the agenda for Meeting 5 in Figure 7 on page 13.) Your goal is to bring the committee to a consensus decision—or, at least, a decision that most of the committee members can support and live with. Your committee may not reach consensus on a single candidate or unanimously agree on the rank ordering of candidates. Some committee members may believe that one or more finalists are unqualified for the position. Regardless of individuals’ opinions, the committee must work together to make a recommendation.

The system level administrator or school board should provide you and the hiring committee with a list of acceptable types of recommendations. Types of recommendations may include the following:

- A rank ordering of candidates for hire
- The name of a single candidate for hire
- Reopening of the entire or part of the hiring process to locate more viable candidates
- No hire

Although the committee may make a recommendation, the system level administrator is ultimately responsible for making the final decision. In offering the job to someone, the system level administrator will determine whether to follow the committee’s recommendations. It is also possible that a candidate may decline the system level administrator’s offer or that the first (or second) choice is no longer available. The committee should be prepared for these possibilities.

When facilitating Meeting 5, you should encourage the committee to focus on evidence that has been collected on each candidate and the committee's previously determined hiring priorities. During Meeting 5, the hiring committee will do the following:

- Analyze and score the on-site interview and site visit data.
- Reach a decision about the recommendation to the system level administrator or school board.
- Select leaders who will move forward with introducing the new hire to key stakeholders, should an offer be made and accepted.

Preparing for Meeting 5

Prior to Meeting 5, the finalists' folders must contain all the requisite information. Copies of the folders should be disseminated to the committee members for review. This final, complete read-through will help reduce the amount of meeting time necessary to reach consensus.

After reviewing the candidate information, each committee member should independently score each finalist by using **Tool 2: Model DC School Leadership Standards** and **Tool 8: Candidate Rating Form Using the Model DC School Leadership Standards** (in the *QSL-ID Toolbox* in Appendix C, pages 73 and 97)**.** If you chose to use the Teacher Observation Task or Data Analysis Task, candidate scores should be available to the committee and should be considered when completing the rubrics. Each hiring committee member should submit completed rubrics to you, the facilitator, prior to Meeting 5.

After the rubric scores of all committee members have been turned in, analyze the individual scores and look for both agreement and disagreement among the scores. Create a table for each candidate that displays each committee member's score on each domain of the rubric. Then calculate an average score for each candidate. After these scores are complete, you should be able to provide each committee member with the tally form and average score of each candidate. Have either an overhead display or projected view of these sheets to reference during the meeting.

Facilitating Meeting 5

The agenda for this meeting needs to include time for revisiting committee ground rules. Highlight the importance of the following:

- Acknowledge each members' contributions to the process: careful observations, evidence-based notes, and thoughtful attention to the committee's rubric-based scoring commitment.
- Engage in evidence-based discussions, particularly ones that reference the rubric scores, information located in the candidates' folders, and other qualitative evidence that would speak to the fit of the principal to the school.
- Commit to reaching a consensus or at least reaching a decision that all committee members can live with.
- Commit to helping the new school principal to be successful.

To open the discussion, provide time for the committee to discuss candidates' affective qualities. Ask the committee to answer questions such as the following:

- How did the candidates and key stakeholders respond to each other? What body language did you observe?
- What style and tone of interaction did you observe among the candidates and the interviewers? How might those characteristics fit with the school culture and staff expectations?

Next, using an overhead display or flipchart paper, display how the committee ranked each candidate and notes that they have on qualitative data that will impact principal fit with the school. Note similarities and differences in the way the committee members scored the candidates. Then consider the following questions for discussion:

QUESTIONS TO CONSIDER

1. Are the candidates' average scores different?
   - If all candidates' *average scores* are within 1 to 2 points of each other, the committee may be challenged to differentiate between candidates. You may need to ask the committee members to re-score candidates and discuss candidate differences.
2. Are there clear differences in the ways that committee members scored each candidate?
   - If the candidates' *total scores* or *domain scores* are different by more than 2 points, members of the committee have different opinions of candidates. You should facilitate a conversation to determine why members scored candidates differently and re-score candidates if necessary.

If you anticipate that consensus will be easily reached for ranking the finalists, the rubric discussion may be a general review and acknowledgment of similarities in the scoring. In this case, the committee can spend more time discussing areas of expertise that the top candidates may need help in developing and consider strategies for supporting that growth.

If the committee rankings are dissimilar, however, facilitate discussions about each finalist to determine which domains or areas of expertise show the greatest variation in scores:

- Ask the committee who will speak for the highest score given and who will speak for the lowest.
- Give the floor to anyone who is willing to provide evidence from notes that could convince others to change their score up or down.
- After all those willing to make a case for changing a candidate's score have spoken, ask the committee to re-score the candidate in the domain or area of expertise under discussion. This task can be done by a show of hands, in which members vote for the score that is most likely to be reached by consensus.
- If there still is discrepancy in how members score but there is a majority with the same score, ask the group "Is there anyone who cannot live with a score of (*the majority score*)?

- If all can live the majority score, follow the same consensus-building procedure with other domains or other candidates as needed. If consensus is still not reached, facilitate discussion of the evidence again to determine what ranking score can be given that all members can agree to, even if it is not the ranking score they would assign independently.

To conclude Meeting 5, facilitate the committee in developing a list of key points that support their rationale for the ranking. Summarize all candidates' potential strengths and challenges, as noted during the committee discussions and scoring, so that this information can be included in the recommendation given to the system level administrator and school board.

Finish the meeting by congratulating your hiring committee for making an evidence-based and data-driven decision that will significantly increase the chance that the new hire selected will be the best fit among all candidates for the school, district, and community. Then give the committee's recommendations to the system level administrator and school board president.

Next Steps

As indicated previously, the system level administrator is ultimately responsible for making the final decision of whom to hire as the new principal. Next steps for the system level administrator or school board involve making the offer, negotiating salary, and determining relocation arrangements if necessary. After the selected candidate has accepted the position, consolation letters can be mailed to the other finalists.

Used successfully, the QSL-ID process is intended to result in a strong match between the new hire and the school in which he or she will be serving as well as improved support for an effective transition. At the end of Meeting 5, you discussed who in the committee would volunteer to introduce and present the new hire to the various key stakeholder groups (e.g., teacher union, teachers, other principals in the district, parent-teacher organizations, and school board). You also identified with the committee when and where opportunities to effectively introduce the new hire would occur. The goal of these situations is to show support by the hiring committee for the new hire and to initiate positive relationships with key stakeholder groups.

The work of the hiring committee is not over yet, however. Meeting 6 (see the agenda on page 14) involves a celebration as well as reflection and debriefing activities. During this meeting, you and the committee can establish a timeline for transition as well as finalize the leadership succession plan. Be sure to reflect on the QSL-ID experience and produce an outline of recommendations for future use of QSL-ID. You also may wish to host a welcoming reception for the new hire to both celebrate the hard work of the hiring committee and introduce the new hire to committee members as part of an ongoing support network.

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Appendix A. Facilitator Instructions for Using the *Washington, DC LEA Scenario*

Note: The following instructions provide helpful information for the facilitator who wishes to use the *Washington, DC LEA Scenario* as a tool for training the principal hiring committee.

Overview

The *Washington, DC LEA Scenario* is a QSL-ID tool that provides fictional district, school, and candidate profiles. It is to be used in conjunction with other QSL-ID tools so the hiring committee can practice hiring priorities (through “Task A: Setting Priorities”) and establish interrater reliability across committee members (through “Task B: Scoring a Candidate”). This scenario includes a template that helps LEAs create a narrative description of their own LEA/school that could be helpful for LEAs to use as they determine the needs for a school leader. This template can be found as an appendix in the *Washington, DC LEA Scenario*. Instructions for Task A and Task B are provided in this appendix. Read the following “Questions to Consider” to determine whether your committee would benefit from using the *Washington, DC LEA Scenario*.

LEA ADAPTATION POINT: Questions to Consider: Would your hiring committee benefit from using the *Washington, DC LEA Scenario*?

Ask Yourself

1. Does the committee lack experience in making data-based hiring decisions?
2. Does the committee have strong opinions about school leadership needs that are not informed by data?
3. Does the hiring committee need help understanding the QSL-ID rubrics?
4. Does the committee have limited experience in rating applications against a set of rubrics?

Key

If you answered “yes” to Questions 1 or 2, the hiring committee can use the *Washington, DC LEA Scenario* to practice priority setting.

If you answered “yes” to Questions 3 or 4, the hiring committee can use the *Washington, DC LEA Scenario* to establish interrater reliability among the committee members.

The *Washington, DC LEA Scenario* contains the following components:

- **District Profile.** Charts and graphs for a fictional District USA in Washington, DC provide staffing trends, financial trends, and student performance. These items will be used for Task A.
- **School Profile.** Charts and graphs for a fictional Atlantic Middle School provide disaggregated staffing and student performance trends. These items also will be used for Task A.
- **Candidate Profile.** Candidate application materials (letter of application, résumé, and application form) are provided for a fictional principal candidate named Jan Hazelwood. *These items will be used for Task B.*

Instruct the committee members to review these materials for "homework" prior to engaging in Task A or Task B together. When engaging in these tasks, encourage committee members to think only about the information provided and not to read too deeply into the text. This approach will help them to focus on priority setting and candidate ratings based on evidence, rather than on instinct or preconceived ideas.

As you and your committee members become familiar with the profiles of DC LEA, Atlantic Middle School, and Jan Hazelwood (the principal candidate), you will notice that they do not represent an ideal district, school, or candidate. Therefore, Task A and Task B are designed to replicate an authentic hiring process and simulate the difficult conversations and choices that the committee must face under typical circumstances.

As you prepare to facilitate Task A or Task B, ask your committee to think about the district, school, and candidate information. What are the strengths and challenges in each? You will notice the following:

- **DC LEA** is experiencing budget cuts due, in part, to declining enrollments. Consequently, the district cannot afford to hire a master principal with many years of experience; instead, the district must select a new principal who can accomplish more of the district's goals with less funding. Both issues should inform the hiring committee's priority-setting process.
- **Atlantic Middle School** has established a vision of teaching and learning that its staff members believe in and that appears to be working. Rather than needing a "visionary" leader, the school likely needs a practical leader who is capable of building consensus to sustain the vision. This new principal also must be able to raise questions, when necessary, about the applicability of the school's vision for all learners.

  On the surface, Atlantic Middle School appears to have relatively strong student achievement scores—as shown in the charts on pages 12–13 of the *Washington, DC LEA Scenario*. But a closer look at the data reveals that students in the lower socioeconomic status tier are not scoring as high on standardized tests. This finding raises questions about the efficacy of the school's current instructional approach for all students and points to the need for a leader who is unafraid to raise questions.
- **The principal candidate (Jan Hazelwood)** holds principal certification and is an assistant principal at an elementary school. She is a National Board Certified Teacher with the National Board for Professional Teaching Standards and has extensive teacher leadership experience at the elementary and middle school levels. She also has led schoolwide committees and has a strong background in curriculum and instruction as well as teacher induction and mentoring. However, Atlantic Middle School would be her first full principalship.

Instructions for Task A: Setting Priorities

Task A provides an opportunity for committee members to use the *Washington, DC LEA Scenario* to set leadership priorities. Such priority setting requires committee members to consider the school and district situation based on performance, politics, culture, and finances. To lead the committee in practicing priority setting, you will need to do the following:

> **LEA Adaptation Point: Tasks for the Hiring Committee to Complete**
>
> The following pages provide instructions for two tasks, which you can work through with the hiring committee:
>
> - **Instructions for Task A: Setting Priorities.** Task A provides an opportunity for committee members to use the *Washington, DC LEA Scenario* to set leadership priorities.
> - **Instructions for Task B: Scoring a Candidate.** Task B provides an opportunity for committee members to use the *Washington, DC LEA Scenario* to score a potential candidate for the principal position.
>
> These tasks are optional. You may choose to use one and/or both tasks.

- Introduce the *Washington, DC LEA Scenario* and ask committee members to read through and analyze the data relating to DC LEA and Atlantic Middle School.
- Ask committee members to describe the current situation in DC LEA and Atlantic Middle School.
- Set hiring priorities for the district and school.

To complete Task A, 50 minutes will be needed during Meeting 2 (see the agenda for Meeting 2 in Figure 4 on page 10 in this *Guidebook*).

Introducing the *Washington, DC LEA Scenario* to Your Committee

At the end of Meeting 1, refer committee members to the *Washington, DC LEA Scenario* Encourage committee members to read the district profile (DC LEA) and school profile (Atlantic Middle School) prior to Meeting 2. Explain that these profiles are fictional and written in narrative form.

Clearly state that the committee is reviewing the fictional DC LEA and Atlantic Middle School profiles to establish a common understanding of the hiring procedure and to use the QSL-ID rubrics.

The familiarity of committee members with district-level and school-level data will vary greatly. Because reviewing district and school performance is an essential part of setting agreed-on priorities for the hire, you should work with committee members to ensure that they understand the data and are comfortable analyzing it.

Describing the Situation

At the beginning of Meeting 2, ask each individual committee member to brainstorm a list of attributes for DC LEA and Atlantic Middle School. Then, next to each attribute, have them list the current assets and gaps. An *asset* is a current strength in the school or district that should continue to exist after the hire and should be managed by the new principal; for example, an asset of Atlantic Middle School is its established, well-supported instructional mission. A gap is a need that could be addressed by the new school principal; for example, a gap of Atlantic Middle School is that the mission has not been fully institutionalized in programs, and the new instructional efforts are succeeding for some but not all students.

Then reconvene the hiring committee and ask everyone to indicate assets and gaps. Synthesize the identified assets and gaps on flipchart paper. To save time, ask committee members not to mention an asset or gap that already has been listed on the flipchart paper.

As committee members are identifying their assets and gaps, ask them to provide examples from the data that support their ideas. Insisting that interpretations be backed by evidence from the data is pivotal for establishing an expectation among committee members that priority setting is an evidence-based versus opinion-based process. You also can ask the committee what additional information would be necessary to better characterize the district and school. This process allows committee members to voice their ideas and assumptions; it also reinforces the importance of using data in hiring decisions.

After the assets and gaps are identified, ask the entire committee to comment on the list.

- What assets or gaps do they agree with, and why?
- What assets or gaps do they disagree with, and why?
- How should language be modified to be more accurate or representative?

Answering these questions helps the group reach consensus about the leadership needs of DC LEA and Atlantic Middle School and requires them to reflect on information provided to them.

Setting Hiring Priorities for the District and School

After determining the assets and gaps for DC LEA and Atlantic Middle School, the committee should review **Tool 2: Model DC School Leadership Standards** (in the *QSL-ID Toolbox* in Appendix C, page 73) and then determine which areas of expertise and domains are high priorities for the district and school when selecting a principal.

Follow the process for weighting the rubrics (see Question 3 of the “LEA Adaptation Point: Adapting the Priority-Setting Process” on page 29 in this *Guidebook*) specifically for DC LEA and Atlantic Middle School. Each committee member should use **Tool 4: Weighting Form for the Model DC School Leadership Standards** (in the *QSL-ID Toolbox* in Appendix C, page 85) to rate the importance of each area of expertise and domain with respect to hiring. Have committee members place a 1, 2, or 3 next to each area of expertise to correspond with its priority: 3 = high priority, 2 = medium priority, 1 = low priority. Then have the committee members do the same for each overall domain. Remind the committee that not all areas can be rated a “3” and that priorities should represent the current school situation. Also remind them to keep notes about their rationale for ratings because these notes will be referenced during subsequent discussions.

Each committee member should then submit his or her completed Tool 3 to you. Copy each score to the flipchart paper but do not identify committee members by name. Then do a quick analysis of the scores:

- If the group identified areas of expertise and domains with weights that are all within 1 point of one another, your group has strong consensus.
- If there is little variation (e.g., almost all items are rated 3), committee members are not differentiating among domains. Everything is considered equally important, and the committee may struggle to differentiate among candidates.
    - Ask committee members to review their evidence again and identify which domains should be high and low priorities.
- If any scores differ by 2 points, your group lacks the consensus needed to weight and use the rubrics effectively.
    - Circle the scores recorded on chart paper that are different by 2 points.
    - Remind the group that a score reached by consensus is one that all members can agree to, even if it is not exactly the score they chose.
    - For each circled item, do the following:
        - Ask committee members to explain, using evidence, why highest or lowest scores were selected.
        - Encourage members to raise questions about the reasoning behind the scores.
        - Determine which score the majority supports and ask the committee whether there is anyone who cannot live with that score.

With the *Washington, DC LEA Scenario*, the committee will likely reach consensus quickly because the situation is fictional. For this reason, using *Washington, DC LEA Scenario* data to understand the QSL-ID process and develop consensus-building strategies can be a valuable experience for you and your hiring committee.

Instructions for Task B: Scoring a Candidate

Task B provides an opportunity for committee members to use the *Washington, DC LEA Scenario* to score a potential candidate for the principal position. During this task, committee members will score each candidate against the QSL-ID rubrics by reviewing available information. Assigning scores to candidates is challenging for at least three reasons:

- Committee members may make assumptions about candidates that are not represented in the information provided.
- Committee members may not have a strong understanding of how to use rubrics or what the QSL-ID rubrics contain.
- Among the group, ratings of a single candidate may vary widely, which means that there is little interrater reliability or agreement within the committee.

These challenges will slow the candidate scoring process and stymie consensus-building efforts. Using Task B to practice scoring a candidate can reduce these challenges.

Whether the committee practiced priority setting (Task A), committee members can complete Task B. In Task B, the committee will rate a fictional candidate named Jan Hazelwood. To practice rating this candidate, they should review the sample candidate letter, résumé, candidate application, and DVD of a candidate interview.

Prior to the meeting and as "homework," have each committee member read Jan Hazelwood's letter, résumé, and application. Then bring the committee together and show the DVD of the interview. Ask committee members to review the candidate's information and write their responses using **Tool 7: Summary of Candidate Strengths and Limitations** (in the *QSL-ID Toolbox* in Appendix C, page 93). Then ask them to independently score this candidate using **Tool 8: Candidate Rating Form Using the Model DC School Leadership Standards** (in the *QSL-ID Toolbox,* page 97)—but without talking or discussing scores.

Then collect the completed Tool 8 from each committee member. Indicate the results on flipchart paper. Again, identify domains in which there is not strong agreement about scores and discuss how and why the scores were determined. Discuss reasons for scoring. Finally, ask the committee the following questions:

- What information did you use to arrive at your score, and why did you use it?
- How did you determine your score?
- What, if any, additional information would you have liked to have to score the candidate?
- How can the scoring process be improved once we go "live" with the hiring process?

To complete Task B, 15 minutes will be needed for viewing the DVD during Meeting 4; about 45 minutes (or more) will be needed for scoring the candidate during Meeting 5. (See the agendas for Meetings 4 and 5 in Figures 6 and 7 on pages 12 and 13 in this *Guidebook*.)

Appendix B. Relevant Research

Related to the Introduction

FROM OUR RESEARCH: Hiring Quality School Leaders

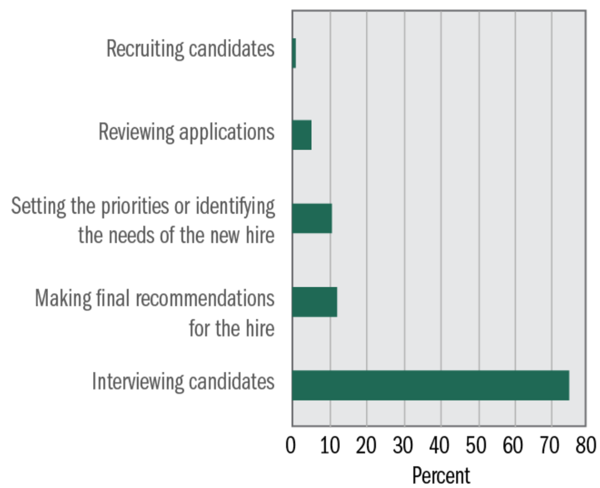
As part of our QSL-ID work, we conducted a literature review of the research on effective principal hiring. We also looked at the current expectations and responsibilities for school leaders, the updated leadership standards, and the changing demographics of the new generation of school principals.

The resulting QSL-ID Issue Brief, titled *Hiring Quality School Leaders: Challenges and Emerging Practices* (Clifford, 2012), provides an overview of the expectations for principals as well as the common challenges faced by the system level administrator and the hiring committee during the principal hiring process. It also offers practical strategies to ensure that talented, effective school leaders are recruited and hired. The brief is available online.

Related to Task 1.1

FROM OUR RESEARCH: Why use a local hiring committee?

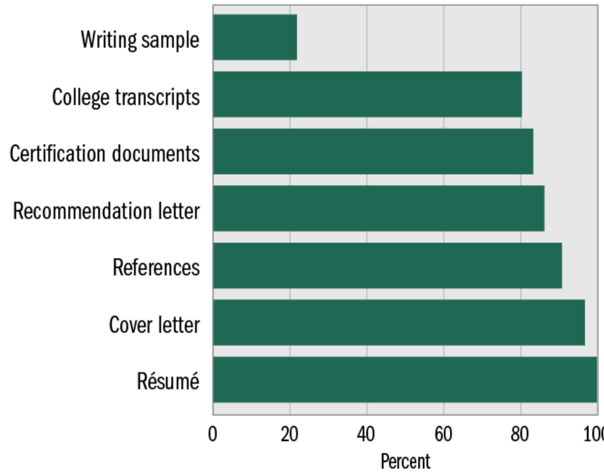
Our survey of 187 superintendents found that local hiring committees have the following tasks:



Related to Task 2.1

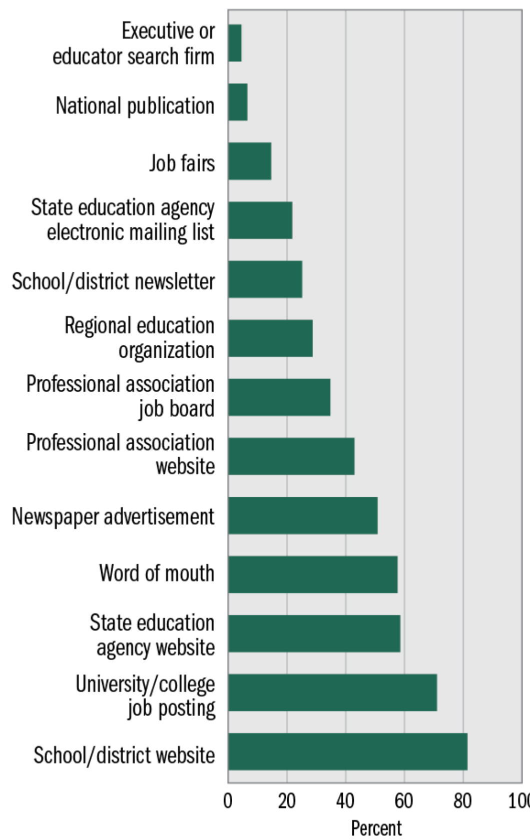
FROM OUR RESEARCH: What do school districts typically ask candidates to submit in an application form?

More than 730 superintendents responded to our survey about principal hiring practices. We asked them to indicate the typical types of information requested in application forms. The percentages of their indicated responses were as follows:



FROM OUR RESEARCH: How do superintendents recruit principal candidates?

More than 730 superintendents responded to our survey about principal hiring practices. We asked them to indicate venues that they use to recruit principal candidates. The percentages of their indicated responses were as follows:



Appendix C. Toolbox Contents

Tool 1: Principal Qualities

Directions: Use the four categories to brainstorm your ideas about principal qualities.

My list of key principal qualities is . . .	**Our district needs a principal who . . .**
This school's current principal has the following strengths …	**Our district would not be well served by a principal who . . .**

Tool 2: Model DC School Leadership Standards

Overview

After classroom teaching, school leadership is the most significant school influence on student performance.[4] Just as the quality of classroom teaching matters, the quality of principals' work makes a difference in schools. Principals' everyday practice affects school-wide systems and culture, supports teacher collaboration, instructional improvement, and other conditions important to each child's academic and social development.[5] And just like that of teachers, principals' practice continues to grow and become more powerful across time and through professional learning.

The Office of the State Superintendent of Education (OSSE) provided the Model DC School Leadership Standards to support principal hiring, development, and evaluation. Tools in the QSL-ID process are aligned to the Model DC School Leadership Standards, although local hiring committees may opt to use another set of standards to inform hiring.

The standards clearly describe the type of school leadership that the diverse schools in the District of Columbia region need and that our students deserve. The Model DC School Leadership Standards reflect the best research on effective school leadership and national professional standards for educational leaders. The leadership actions described by the standards are considered essential to advancing achievement and equity. The standards, for example, are aligned with the national Professional Standards for Educational Leaders, which were released in 2015.

The Model DC School Leadership Standards have the following characteristics:

- **Activities oriented:** The standards focus on principal behaviors and actions rather than attitudes, knowledge, or dispositions.
- **High leverage:** The standards are intended to represent only the most important actions that might be evaluated.
- **Focused:** The standards describe principals' actions that can be observed or measured, rather than providing descriptions of practice accumulated across time.
- **Accessible:** The standards should include language that is accessible across diverse school contexts and is inclusive of principal practice at the high, middle, and elementary grade levels.

The Model DC School Leadership Standards are written at the "effective" level, meaning that the standards, indicators, and descriptors describe what an effective principal does. The principal hiring process should provide evidence for local hiring committee members to evaluate the degree to which candidates meet the indicators and descriptors. The hiring committee will use a checklist that provides a rating scale on each standard and indicator.

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[4] Branch, Hanushek, & Rivkin (2011); Hallinger & Heck (1998); Leithwood, Louis, Anderson, & Wahlstrom (2004).
[5] Clifford, Behrstock, & Fetters (2012).

When reading the standards, it is important to keep in mind the following organization:

1. **Standard:** A high-level area of work responsibilities that may not be directly observable and measurable in everyday practice
2. **Indicator:** Major work responsibilities within standards that focus on principals' organizational management and change management
3. **Descriptor:** Observable and measurable actions that comprise indicators

1 Standard: School Mission and Vision	**Definition:** Effective principals develop and implement a shared school mission and vision to promote each student's social, emotional, and academic development.
What principals can demonstrate	**Descriptors**
Indicator 1: Effective principals enact and enhance a shared school mission and vision, which clearly define what the school strives to do and why the school does its work.	• Aligns school mission and vision statements with the district mission, vision, and direction. • Ensures that the mission and vision statements address the social, emotional, and academic success of every student and the need for the school to focus on equity, inclusiveness, and achievement gap reduction. • Develops and maintains feasible yet ambitious, school-wide plans to meet the mission and vision at prescribed intervals. • Requires school staff to use the school mission and vision as a rationale for decisions. • Clearly communicates the school mission and vision to stakeholders within and beyond the school. • Fosters shared ownership of the school mission and vision among staff.
Indicator 2: Effective principals employ methods of continuous improvement to ensure that the school meets its mission and goals.	• Uses school data to evaluate how well the school is progressing toward its mission, vision, and goals for equity, inclusion, and achievement for each student in collaboration with teachers and others. • Convenes stakeholders to routinely revisit the mission and vision statements to ensure that they remain vital and representative of school, district, and community values.

2 Standard: Professionalism	**Definition:** Effective principals act ethically, equitably, and according to professional norms to promote each student's social, emotional, and academic development.
What principals can demonstrate	**Descriptors**
Indicator 1: Effective principals model ethical, equitable, and professional behavior.	• Acts with integrity, fairness, and empathy with each child's development in mind. • Acts with cultural competence in the school and community. • Safeguards individual student and other stakeholder freedoms and responsibilities. • Works within policies, procedures, laws, and rules of conduct applicable to principals' conduct. • Leads with sensitivity and consideration for children and others' social and emotional contexts. • Allocates time to complete important leadership activities. • Perseveres through difficulty and seeks alternative approaches when necessary. • Takes appropriate professional responsibility when successes and mistakes occur.
Indicator 2: Effective principals engage in professional learning.	• Engages in reflection, study, and improvement. • Sets professional learning goals based on performance evaluation and other data. • Improves practice in response to feedback from others on his or her leadership practices.

3 Standard: Student Equity and Inclusion	**Definition:** Effective principals improve and sustain a school environment that is inclusive, equitable, caring, and culturally competent to promote each student's social, emotional, and academic improvement.
What principals can demonstrate	**Descriptors**
Indicator 1: Effective principals maintain policies, procedures, and practices that safeguard student equity and inclusivity.	• Ensures that each student is treated fairly, respectfully, and with empathy. • Maintains a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student. • Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social supports, and other resources. • Maintains positive, fair, and unbiased student behavior policies that emphasize relationship reconciliation and behavioral change. • Works closely with teachers and staff to recognize and employ each student's strengths and differences as assets for teaching and learning. • Communicates expectations to staff that the school should be an inclusive, caring environment in which each student is known and valued. • Develops workplace conditions for teachers and other professional staff that promote and safeguard student equity and inclusivity. • Ensures that instructional staff have a clear understanding of the district's instructional expectations for student performance and how to address gaps in student learning. • Maintains school matriculation practices that promote student growth, particularly for students facing disadvantages pertaining to socioeconomic status or prior academic performance.

Indicator 2: Effective principals continuously improve organizational inclusiveness, equity, and cultural competence.

- Confronts and changes institutional biases of student marginalization and low expectations associated with race, class, culture, language, gender, sexual orientation, and disability or special status.
- Promotes relationships among students, faculty, parents, and others that build trust and value individuality and inclusiveness.
- Leads routine, critical reflections on school inclusiveness, equity, and institutional bias.
- Use student performance and placement data, as well as school culture data, to promote greater inclusiveness, caring, equity, and closure of achievement gaps.
- Uses student performance and placement data, as well as school culture data, to identify improvements to school programs, procedures, and practices to promote inclusiveness, equity, and caring.
- Initiates school staff reflection on and confronts individual and organizational biases that affect student access to resources and success in learning.

4 Standard: Curriculum, Instruction, and Assessment	**Definition:** Effective principals support and enhance the intellectual rigor and coherence of curriculum, instruction, and assessment systems to promote each student's social, emotional, and academic development.
What principals can demonstrate	**Descriptors**
Indicator 1: Effective principals maintain a rigorous, aligned system of curriculum, instruction, and assessment.	• Sets high expectations for academic learning among staff and students. • Promotes instructional practices that are consistent with research on effective pedagogy, cognitive growth, social development, and emotional development. • Ensures that curriculum, instruction, assessment, and social support systems are coordinated across subject areas and grade levels within the school and between schools. • Frequently observes instruction and provides effective feedback to teachers, both formally and informally. • Communicates the importance of student engagement in school and community activities for the purposes of learning. • Develops workplace conditions for teachers and other professional staff that promote the use of rigorous, aligned curriculum, instruction, and assessment. • Oversees alignment of academic and social supports to meet the range of learning needs for each student and with pertinent academic and other standards. • Ensures that instructional practice is intellectually challenging and differentiated for students. • Supports the effective integration of learning technologies to support every student's learning.

Indicator 2: Effective principals lead efforts to evaluate and increase rigor, coherence, impact, and equity of curriculum, instruction, and assessment.	• Appropriately uses a variety of data to monitor student progress; inform student support programming; and assess the effectiveness of curriculum, instruction, and assessment. • Leads routine curriculum, instruction, and assessment alignment based on data. • Requires teachers to use assessment data and other evidence to identify strengths and weaknesses in curriculum, instruction, and assessment. • Evaluates the rigor, implementation, and effectiveness of curriculum instruction and assessments. • Assesses curriculum, instruction, and assessment coherence, in terms of both planning and implementation. • Encourages teacher leadership for curriculum, instruction, and assessment improvement. • Supports teachers in taking instructional risks aimed at improving the rigor and impact of curriculum, instruction, and assessment. • Manages competing initiatives, politics, and priorities when making strategic improvements to curriculum, instruction, and assessment.

5 Standard: Professional Culture	**Definition:** Effective principals foster a professional culture focused on improving the capacity of each educator to promote each student's social, emotional, and academic development.
What principals can demonstrate	**Descriptors**
Indicator 1: Effective principals manage educator talent systems to select, support, and retain highly skilled, committed teachers and staff.	• Systematically recruits and hires teachers and other professional staff based on their ability to advance the school mission. • Sets teaching assignments by strategically matching teacher talent to student learning needs. • Plans for and manages staff turnover, projecting vacancies and communicating hiring priorities in coordination with district- or system-level staff. • Coordinates teacher induction and mentoring opportunities. • Provides staff time to meet in teams or departments for co-planning, reflection, and professional development. • Promote mutual accountability among teachers and other staff for student academic success and social-emotional development. • Encourages open, productive, and trusting working relationships among administrators, teachers, and staff to promote improvement of professional practice. • Ensures that each teacher and staff member receives regular, evidence-based, actionable performance feedback. • Ensures that each teacher and staff member has an ambitious, yet feasible, professional learning plan. • Coordinates professional learning, providing staff equitable access to learning resources that advance practices. • Fosters staff leadership by recognizing excellent work, encouraging advanced credentialing, and providing formal and informal opportunities for staff to lead.

Indicator 2: Effective principals develop the professional capacity of school personnel through coaching, supervision, and personalized support.	• Orients teachers to the school through induction and coaching. • Provides frequent, high-quality feedback on instructional practice. • Links professional learning opportunities for teachers to performance evidence. • Evaluates teaching according to the district's policies and procedures. • Empowers teachers to take risks that hold potential for advancing student academic and social-emotional development. • Promotes opportunities for collaborative examination of practice, collegial feedback, and collective learning.
Indicator 3: Effective principals foster improvement of the quality, rigor, and equity of professional support systems.	• Uses survey or other data collected from staff to inform professional culture improvements. • Improves job-embedded and other professional development quality, rigor, and accessibility based on quality assessment and impact data. • Improves staffing plans based on educator performance evaluation, attendance, retention, and other human resources data. • Convenes the school leadership team, district staff, and other staff members to coordinate improvements in human resources supports. • Improves performance evaluation, hiring, induction, and performance evaluations practices, in coordination with district- or systems-level staff. • Manages competing priorities, politics, and risks when improving educator support systems.

6 Standard: Community Engagement

Definition: Effective principals engage parents, families, and the community—especially those who are marginalized or traditionally unable to actively participate—in meaningful, reciprocal, and mutually beneficial ways to promote each student's social, emotional, and academic development.

What principals can demonstrate	Descriptors
Indicator 1: Effective principals maintain open communications with stakeholders, especially those who are marginalized or traditionally unable to actively participate in the school community, in the service of students and to advance the school mission.	• Maintains open, welcoming access for communication with families and community members. • Provides for routine, two-way communication with families and community members about school activities and culture, student performance and development, and school challenges and accomplishments. • Ensures that school staff implement the communications plan for keeping families—especially those families who may be disengaged from the school—informed about school happenings and individual students' development. • Develops productive relationships with other schools and community agencies to improve student management. • Maintains productive relationships with school district staff members and the school board. • Advocates to community groups on behalf of the school, its teachers, and its students. • Creates or sustains positive, collaborative, and productive relationships with families and community members for the benefit of students.
Indicator 2: Effective principals develop and sustain meaningful and mutually beneficial partnerships with school stakeholders.	• Evaluates and improve the effectiveness of the community outreach and communications plan. • Evaluates and improves the effectiveness of strategic partnerships with external organizations with input from school staff and community members. • Convenes routine strategy discussions to identify new partners or expand existing partnerships to meet emergent needs.

7 Standard: Operational Systems

Definition: Effective principals strategically manage operational systems to promote each student's social, emotional, and academic development.

What principals can demonstrate	Descriptors
Indicator 1: Effective principals manage school finances, human resources, and other operational aspects of the school to maximize staff productivity and comply with the law.	• Communicates operational priorities, resource allocations, and resource limitations to teachers, school staff, and systems-level staff. • Knows and complies with pertinent local, state, and federal laws, rights, policies, and regulations governing school operations. • Consistently makes personnel, financial, programmatic, and other decisions that advance the school's mission and promote equity. • Carefully manages financial, material, and other resources to prioritize each student's academic development and well-being. • Protects teacher and student work time from unnecessary disruptions. • Strategically places teaching talent and expertise to ensure that students have access to the right expertise at critical developmental points.
Indicator 2: Effective principals work to optimize operational systems.	• Uses technology to improve the quality and efficiency of operations, management, and communications. • Distributes leadership for school operations to qualified personnel. • Maintains operational budgets according to timelines. • Evaluates how well the school is managed and adjusts approaches to reflect data.

Tool 3: Principal Responsibilities Crosswalk

Directions: Different LEAs assign responsibilities to principals differently. For example, in some districts, the principal is responsible for the maintenance of the building while in other LEAs, this responsibility is handled by an operations person. Or in some LEAs, a chief academic officer creates and disseminates all professional learning for teachers whereas in other LEAs the principal is responsible for professional learning. The hiring committee can use the chart below to list the core responsibilities of a school leader and then crosswalk the list with the LEAs principal standards. This information can be used to prioritize standards during the hiring process.

Leadership Responsibilities	Standards Cross Walk For each key responsibility, note the aligned standard(s)
Ex: Implementing an instructional vision	Ex: Standards 1 and 4
Ex: Coaching teachers and coaches	
Ex: Overseeing school level operations	
Ex: Managing school and LEA budgets	

Tool 4: Weighting Form for the Model DC School Leadership Standards

Directions: Referring to the desired qualities for the new principal (as determined in **Tool 1: Principal Qualities**) and the definitions for the indicators (as defined in **Tool 2: Model DC School Leadership Standards**), weight each indicator according to the priority level for the school: 3 = high priority, 2 = moderate priority, and 1 = low priority. For each area of expertise, enter a 1, 2, or 3 in the right column.

Standard 1: School Mission and Vision		School's Weighted Priority for Each Area
Indicators	Effective principals enact and enhance a shared school mission and vision, which clearly define what the school strives to do and why the school does its work.	
	Effective principals employ methods of continuous improvement to ensure that the school meets its mission and goals.	

		School's Weighted Priority for Each Area
Standard 1: School Mission and Vision		
Standard 2: Professionalism		
Indicators	Effective principals model ethical, equitable, and professional behavior.	
	Effective principals engage in professional learning.	
Standard 3: Student Equity and Inclusion		
Indicators	Effective principals maintain policies, procedures, and practices that safeguard student equity and inclusivity.	
	Effective principals continuously improve organizational inclusiveness, equity, and cultural competence.	
Standard 4: Curriculum, Instruction, and Assessment		
Indicators	Effective principals maintain a rigorous, aligned system of curriculum, instruction, and assessment.	
	Effective principals lead efforts to evaluate and increase rigor, coherence, impact, and equity of curriculum, instruction, and assessment.	
Standard 5: Professional Culture		
Indicators	Effective principals manage educator talent systems to select, support, and retain highly skilled, committed teachers and staff.	
	Effective principals develop the professional capacity of school personnel through coaching, supervision, and personalized support.	
	Effective principals foster improvement of the quality, rigor, and equity of professional support systems.	
Standard 6: Community Engagement		
Indicators	Effective principals maintain open communications with stakeholders, especially those who are marginalized or traditionally unable to actively participate in the school community, in the service of students and to advance the school mission.	
	Effective principals develop and sustain meaningful and mutually beneficial partnerships with school stakeholders.	
Standard 7: Operational Systems		
Indicators	Effective principals manage school finances, human resources, and other operational aspects of the school to maximize staff productivity and comply with the law.	
	Effective principals work to optimize operational systems.	

Tool 5: Sample Application-Screening Checklist

Directions: After creating a folder to hold each applicant's written materials, insert a copy of this form and use it to keep track of materials received. Use this form during the first screening, when an applicant's written application materials are evaluated.

APPLICATION-SCREENING CHECKLIST

Applicant Name: ________ Screening Date:________ Name of Screener:______

CHECK ALL THAT APPLY:

Application Completion

The application contains all required materials, including the following:

- ☐ Cover letter
- ☐ Completed application form
- ☐ Current professional resume
- ☐ Copy of transcripts
- ☐ Official transcripts
- ☐ Signed background check agreement
- ☐ Professional credentials or certification documents
- ☐ Letters of recommendation
- ☐ Personal statement or essay
- ☐ Portfolio
- ☐ Other: ____
- ☐ Other: ____

Certification

Candidate is . . .

- ☐ Certified as a principal by the state
- ☐ Completing principal certification requirements
- ☐ Not certified or working toward principal certification

Educational Background

- ☐ Holds a doctorate
- ☐ Working toward a doctorate
- ☐ Holds a master's degree
- ☐ Working toward a master's degree
- ☐ Holds an undergraduate degree

Educational background is:

☐ Very strong ☐ Strong ☐ Weak

Scores on pertinent screening tools or other tests suggest the candidate is

☐ Very strong ☐ Strong ☐ Weak

- ☐ The candidate's personal history contains no issues that may be an embarrassment to the school or district.
- ☐ The candidate's criminal background check is clean.

Other Information

Recommendations suggest the candidate is . . .

- ☐ Highly responsible
- ☐ Well organized
- ☐ Dependable
- ☐ A good teacher
- ☐ A strong leader

☐ The candidate essay meets or exceeds established criteria for excellence.

Disposition

- ☐ I recommend the candidate for a telephone interview.
  Explain:

- ☐ I do not recommend the candidate for the telephone interview.
  Explain:

Tool 6: QSL-ID Interview Question Bank

Directions: For each interview question, choose the appropriate ranking: 2 = essential, 1 = useful, 0 = not useful. Then determine where to ask the question: application essay, telephone interview, or on-site interview. Ensure that all candidates are asked the same set of questions so that the hiring process is fair.

Writing good questions is an art form. To create the QSL-ID interview question bank, we asked superintendents for their best principal-candidate questions and scoured websites to locate and categorize the best question. We aligned the interview questions with the DC Model School Leadership Standards.

Core Interview Questions	Standard Number	Committee's Ranking 2: Essential 1: Useful 0: Not Useful	Where to Ask the Question • Application Essay • Telephone Interview • On-Site Interview
Experience and Perspective Questions			
1. Tell us about how you strategically communicate the mission and vision to the school staff. How do you ensure that the messages are being received?	1		
2. Tell us about a time when you had to make a difficult decision and you knew that whatever you decided, some people would be unhappy. What alternative approaches might have been taken, and why was this approach chosen?	1		
3. Discuss a time when your leadership approach did not appear to work. What happened and how did you adjust?	2		
4. How have you assisted teachers in their first year in the school, whether they are veterans or teachers new to the profession? What is important for the new teachers to know and do? What must be in place to assist them?	5		
5. Tell us about a difficult conflict-resolution situation that you had to deal with. Who was involved, and what methods or strategies did you use to resolve the conflict? *Follow-up question: Ask about conflict-resolution strategies for student, teacher, and parent-teacher conflicts.*	5		
6. Have you had to develop a shared vision for a school in which multiple visions existed? How did you go about it? Please describe the process. *Follow-up question: Based on your knowledge of this school and district, what changes, if any, should occur to meet this vision for learning?*	1		

Core Interview Questions	Standard Number	Committee's Ranking 2: Essential 1: Useful 0: Not Useful	Where to Ask the Question • Application Essay • Telephone Interview • On-Site Interview
7. In your current position, what steps have you taken, or advocated for, to close the achievement gaps? Explain why.	4		
8. How do you determine the learning needs of teachers and then assign staff to support those needs?	5		
9. Tell us about a difficult student-discipline situation that you have dealt with. What lessons do you take from this situation? Would you say that you use this method often?	3		
10. Please describe your experience in developing a schedule of classes for a school. Who or what should be involved, and when should the process begin? How do you address multiple, competing priorities in scheduling?	3, 5, 7		
11. What are your three best leadership qualities? Describe at least one situation in which one of these qualities was exemplified.	All		
12. What is the role of a mission statement? What should be the key elements of a good mission statement?	1		
Scenario Questions			
13. In your school, you have observed several occasions in which a highly experienced teacher has exhibited poor instructional practices, particularly with students. What is your approach to working with this teacher?	1		
14. Suppose you have a new idea for parent-school communication that you want to try. How would you go about it? *Follow-up question: How responsive should the school be to community pressure on curriculum?*	5		
15. What steps would you follow if a teacher did not comply with your recommendations after a classroom visit?	5		
16. An unexpected shortfall of 20 percent in the budget has occurred, and you are asked to take a 10 percent cut across the board. What do you do?	7		
17. If you were to take us on a tour three years from now, what would you say is significant about the educational program and philosophy of the school?	All		

Core Interview Questions	Standard Number	Committee's Ranking 2: Essential 1: Useful 0: Not Useful	Where to Ask the Question • Application Essay • Telephone Interview • On-Site Interview
Knowledge and Attitude Questions			
18. What should a principal expect from teachers and staff, and what should teachers and staff expect from the principal?	4		
19. What are the major qualities you look for when hiring new teachers? Why are these qualities important to you and the school?	4		
20. What do you feel are your greatest assets, skills, and talents that you would personally bring to this school to enhance its academic program and school community?	2		
21. What criteria will you use to judge your success as a principal, and why are these criteria most important?	2		
22. What are the most important first steps that a principal should take in a new district? What expectations would you set for your first 100 days?	2, 4		
23. How would you express your understanding of what our school stands for? How does this idea fit with your personal education philosophy?	1		
24. What is the impact of inclusion on the school community?	4		
25. What methods do you use to evaluate your school and its programs?	4		
26. What instructional strategies would you want new teachers to be sure to employ? How would you ensure this usage?	4		
27. What should a principal expect from teachers and staff, and what should teachers and staff expect from the principal?	4		
28. Discuss the relationship between instructional improvement, teacher evaluation, and staff development.	3, 4		
29. Describe how you would improve teaching and learning in our school, and indicate why your suggested strategies will make sense for this school and community.	4, 5		
30. Describe your knowledge and experience in using data to inform decisions. What are the upsides and downsides of data use?	4		
31. What do you expect to see in quality lesson plans? How do you use lesson plans as data about performance?	4		

Core Interview Questions	Standard Number	Committee's Ranking 2: Essential 1: Useful 0: Not Useful	Where to Ask the Question • Application Essay • Telephone Interview • On-Site Interview
32. How do you determine what to do on a staff development day?	5		
33. How do you ensure an atmosphere of trust and openness to foster risk taking and change? How do you balance transparency and openness with confidentiality?	5		
34. What do you consider to be the essence of good leadership?	All		
35. Describe your leadership qualities that you think would be most beneficial to this school, using the DC Model School Leadership Standards as a guide	All		
36. Are there any questions that we did not ask you but you wish that we had? If so, what are they?	General closing questions		
37. Are there any final comments regarding your pursuit of this position that you would like to share with us?	General closing questions		

Tool 7: Summary of Candidate Strengths and Limitations

Directions: Referring to the areas of expertise as defined in ***Tool 2: Model DC School Leadership Standards,*** summarize the candidate's strengths and limitations for each area of expertise.

Candidate Name: ____

Area of Expertise	Summary of Strengths	Summary of Limitations
Standard 1: School Mission and Vision		
Effective principals enact and enhance a shared school mission and vision, which clearly define what the school strives to do and why the school does its work.		
Effective principals employ methods of continuous improvement to ensure that the school meets its mission and goals.		

Area of Expertise	Summary of Strengths	Summary of Limitations
Standard 2: Professionalism		
Effective principals model ethical, equitable, and professional behavior.		
Effective principals engage in professional learning.		

Area of Expertise	Summary of Strengths	Summary of Limitations
Standard 3: Student Equity and Inclusion		
Effective principals maintain policies, procedures, and practices that safeguard student equity and inclusivity.		
Effective principals continuously improve organizational inclusiveness, equity, and cultural competence.		

Area of Expertise	Summary of Strengths	Summary of Limitations
Standard 4: Curriculum, Instruction, and Assessment		
Effective principals maintain a rigorous, aligned system of curriculum, instruction, and assessment.		
Effective principals lead efforts to evaluate and to increase rigor, coherence, impact, and equity of curriculum, instruction, and assessment.		

Tool 8: Candidate Rating Form Using the Model DC School Leadership Standards

Directions: *Follow the steps to complete this form.*

1. Using your notes on each candidate (as indicated on **Tool 6: Summary of Candidate Strengths and Limitations**) and the DC Model School Leadership Standards, determine whether candidates meet or do not meet the standard.
2. Referring to your completed **Tool 3: Weighting Form for the Model DC School Leadership Standards,** enter the score (3 = high priority, 2 = moderate priority, 1 = low priority) for the school's weighted priority in column 2.
3. Multiply the numbers in column 1 and column 2 to calculate the candidate's weighted score for each area. Enter that number in column 3.
4. For each domain, add all the candidate's weighted scores in column 3 and enter the total in column 4.
5. Referring again to **Tool 3: Weighting Form for Model DC School Leadership Standards,** enter the score (3 = high priority, 2 = moderate priority, 1 = low priority) for the school's weighted priority for each standard in column 5.
6. Multiply the numbers in column 4 and column 5 and enter the final number in column 6. This number is the candidate's final score based on the Model DC School Leadership Standards.

Candidate Name: ____

	Candidate's Level of Performance in Each Area (0–4)	School's Weighted Priority for Each Area (1-3)	Candidate's Weighted Score for Each Area	Candidate's Total Weighted Score for the Domain	School's Weighted Priority for Each Domain (1-3)	Candidate's Final Score
Standard 1: School Mission and Vision						
Effective principals enact and enhance a shared school mission and vision, which clearly define what the school strives to do and why the school does its work.		x	=		x	
Effective principals employ methods of continuous improvement to ensure that the school meets its mission and goals.		x	=			

	Candidate's Level of Performance in Each Area (0–4)	School's Weighted Priority for Each Area (1-3)	Candidate's Weighted Score for Each Area	Candidate's Total Weighted Score for the Domain	School's Weighted Priority for Each Domain (1-3)	Candidate's Final Score
Standard 2: Professionalism						
Effective principals model ethical, equitable, and professional behavior.		x	=		x	
Effective principals engage in professional learning.		x	=			
Standard 3: Student Equity and Inclusion						
Effective principals maintain policies, procedures, and practices that safeguard student equity and inclusivity.		x	=		x	
Effective principals continuously improve organizational inclusiveness, equity, and cultural competence.		x	=			
Standard 4: Curriculum, Instruction, and Assessment						
Effective principals maintain a rigorous, aligned system of curriculum, instruction, and assessment.		x	=		x	
Effective principals lead efforts to evaluate and increase rigor, coherence, impact, and equity of curriculum, instruction, and assessment.		x	=			

	Candidate's Level of Performance in Each Area (0–4)	School's Weighted Priority for Each Area (1-3)	Candidate's Weighted Score for Each Area	Candidate's Total Weighted Score for the Domain	School's Weighted Priority for Each Domain (1-3)	Candidate's Final Score
Standard 5: Professional culture						
Effective principals manage educator talent systems to select, support, and retain highly skilled, committed teachers and staff.						
Effective principals develop the professional capacity of school personnel through coaching, supervision, and personalized support.						
Effective principals foster improvement of the quality, rigor, and equity of professional support systems.						
Standard 6: Community Engagement						
Effective principals maintain open communications with stakeholders, especially those who are marginalized or traditionally unable to actively participate in the school community, in the service of students and to advance the school mission.						
Effective principals develop and sustain meaningful and mutually beneficial partnerships with school stakeholders.						

	Candidate's Level of Performance in Each Area (0–4)	School's Weighted Priority for Each Area (1-3)	Candidate's Weighted Score for Each Area	Candidate's Total Weighted Score for the Domain	School's Weighted Priority for Each Domain (1-3)	Candidate's Final Score
Standard 7: Operational Systems						
Effective principals manage school finances, human resources, and other operational aspects of the school to maximize staff productivity and comply with the law.						
Effective principals work to optimize operational systems.						

Tool 9: Data Analysis Task (Version for Candidates)

Directions: This Data Analysis Task is intended to gather information about how you interpret and use data to inform school-level leadership decisions. To complete this activity, carefully review the three scenarios and then respond to the short-answer questions. Your responses will be reviewed by hiring committee members.

Scenario A: Using Data for Instructional Planning

You are leading a middle school in which seventh graders' performance on the state mathematics test last year was relatively low. Your school subscribes to a computer-based student data system, which can generate multiple grade-level data for the school and district. For each student, the system has the following information:

- Scores on previous years' state standardized assessments (Grades 3, 5, 7, 9, 11)
- Scores on another annual standardized assessment
- Subject-area report card grades
- Ethnicity
- Gender
- Free or reduced-price lunch status

The student database gathers and reports individual student record data per year. Educators can examine individual student data over time and performance by subgroup (e.g., gender type, grade level).

QUESTION A.1. To help you understand the seventh graders' low performance on the state test, the computer-based data system can provide you with student data from every grade in your school. What data queries would you ask of the system to help you understand the scope and nature of problems and determine courses of action to improve the seventh graders' performance? Be specific about the types of student information that you want to see, and explain your choices.

QUESTION A.2. What additional information would you like to gather to identify problems with Grade 7 student learning in mathematics?

QUESTION A.3. After you have a better understanding about the scope and nature of student learning issues in Grade 7 mathematics, how would you proceed to make a change in the school?

Scenario B: Interpreting Data

Table 1 is the kind of data table produced by some student data systems. This table displays Grade 7 student mathematics data, broken down by gender, ethnicity, and proficiency level. An additional notable factor is that all Grade 7 students (100 percent) in this school were tested.

Table 1. Grade 7 (Middle School) Mathematics Student Data

Gender	Ethnicity	Number of Students Tested	Percentage of Students Tested	Mean Scale Score	Number Students at Each Proficiency Level			
					Below Basic	Basic	Proficient	Advanced
Female	American Indian	12	5%	458	2	5	3	2
	Asian/Pacific Islander	7	3%	482	1	2	2	2
	African American	24	10%	478	5	12	4	3
	Hispanic	95	40%	465	20	34	25	16
	Caucasian	100	42%	468	22	33	23	22
	Total Female	**238**	**100%**	**468**	**50**	**86**	**57**	**45**
Male	American Indian	5	2%	489	2	2	1	0
	Asian/Pacific Islander	7	3%	495	0	2	4	1
	African American	15	6%	462	2	6	4	3
	Hispanic	110	44%	470	23	36	31	20
	Caucasian	109	45%	501	22	37	30	20
	Total Male	**246**	**100%**	**478**	**49**	**83**	**70**	**44**

Following are some questions about how you would interpret the data in this table.

QUESTION B.1. Suppose that you are working with Grade 7 teachers at this school and they are interested in examining how their students performed in terms of the mathematics skills measured on this test. What do the data in Table 1 indicate about whether boys and girls performed differently in Grade 7?

QUESTION B.2. Following are a series of statements that a teacher might make about different aspects of the Grade 7 data in Table 1. For each statement, please indicate whether you agree or disagree with the teacher and the reasons why you came to that decision. Remember to provide your rationale as you write down your answer.

Statement 1: A majority of seventh graders at this school have not achieved proficiency in mathematics, as measured by this test. (Do you agree or disagree? Please explain your answer.)

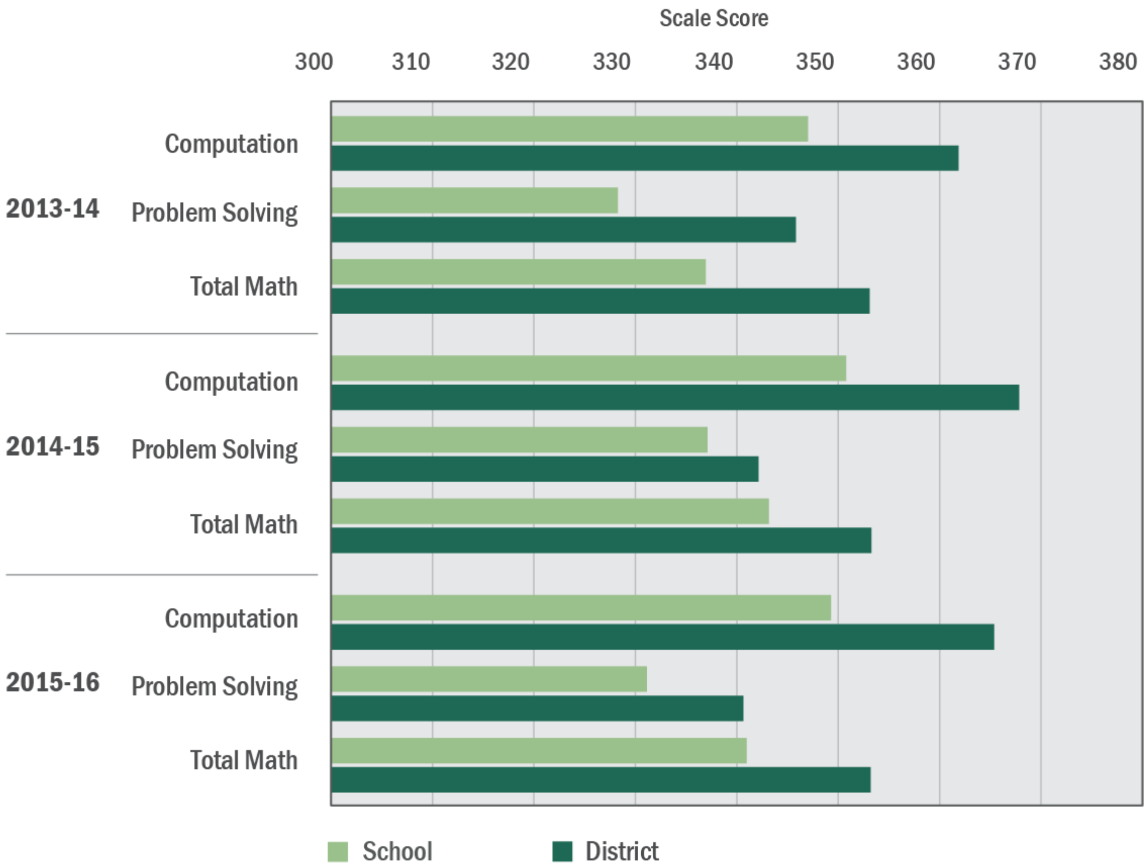
Statement 2: In Grade 7, boys were more likely than girls to score below basic on this assessment. (Do you agree or disagree? Please explain your answer.)

Statement 3: Of those students who scored below basic in Grade 7, most were Hispanic. (Do you agree or disagree? Please explain your answer.)

Scenario C: Reading a Bar Graph

Figure 1 is a bar graph of Grade 6 student mathematics scores on the annual state test. Three years of data are displayed for the school and the district: 2013-14, 2014-15, and 2015-16. The scores are separated into computation, problem solving, and total mathematics scores.

Figure 1. Grade 6 Mathematics Exam Results, Disaggregated by Skill Set



Use the information from Figure 1 to answer the following questions.

QUESTION C.1. What does the graph tell you about sixth graders' mathematics achievement at this school, compared to the district? Explain your answer.

QUESTION C.2. Following are a series of statements that a teacher might make about the data in Figure 1. Please respond to each statement, indicating whether you agree or disagree with the teacher's statement and the reasons why.

Statement 1: In Grade 6 mathematics, the school does better than the whole district. (Do you agree or disagree? Please explain your answer.)

Statement 2: Relative to the whole district, the school's sixth graders have been getting better in their problem-solving skills. (Do you agree or disagree? Please explain your answer.)

Statement 3: The school's progress in narrowing the Grade 6 mathematics achievement gap with the rest of the district has been in problem solving rather than computation. (Do you agree or disagree? Please explain your answer.)

QUESTION C.3. Suppose the school had started using a new mathematics program at the beginning of the 2014-15 school year while the rest of the district continued with the old program. Looking at these data, what are your thoughts about the new curriculum?

QUESTION C.4. Going beyond changes to the curriculum, what other issues or possible explanations should be considered? Please explain your answer.

Scenario D: Analyzing Teacher Data

Tables 1-3 represent the kind of data table produced by some teacher evaluation systems. These tables represent data produced by the Pennsylvania System of School Assessment (PSSA). The tables display teacher data by teacher name, teacher certification area, subject taught, student annual test data, teacher observation and practice ratings, and domain ratings.

PSSA results are reported as the percentage of students scoring Below Basic (BB), Basic (B), Proficient (P), and Advanced (A).

Domain Rating Assignment		Conversion to Performance Rating		Domain	
Rating	Value	Rating	Total Earned Points	Domain	Abbreviation
Failing	0	Failing	0.00-0.49	Planning & Preparation	PP
Needs Improvement	1	Needs Improvement	0.50-1.49	Classroom Environment	CE
Proficient	2	Proficient	1.50-2.49	Instruction	I
Distinguished	3	Distinguished	2.50-3.00	Professional Responsibility	PR

Table 1: 2013 Data

			PSSA Performance				Teacher Observation and Practice		Domain Rating			
Teacher Name	Certification Area	Subject Taught	BB	B	P	A	Performance Rating	Numerical Rating	PP	CE	I	PR
Teacher A	Math	Math 7	16.3	77.0	5.9	0.7	Proficient	2.4	3	2	2	3
Teacher B	Generalist	Math 6	6.2	15.4	77.7	0.8	Proficient	1.5	2	1	2	1
Teacher C	Math	Math 8	64.3	10.7	21.4	3.6	Distinguished	2.7	3	3	2	3
Teacher D	Math	Math 6	78.1	15.6	5.5	0.8	Needs Improvement	0.5	1	0	1	1
Teacher E	Math	Math 8	76.3	16.8	6.1	0.8	Proficient	2.3	2	3	2	2
Teacher F	Math	Math 8	0.0	10.8	89.2	0.0	Distinguished	2.5	2	2	3	3
Teacher G	Math	Math 7	0.0	11.1	88.9	0.0	Distinguished	2.8	2	3	3	3

Table 2: 2014 Data

			PSSA Performance				Teacher Observation and Practice		Domain Rating			
Teacher Name	Certification Area	Subject Taught	BB	B	P	A	Performance Rating	Numerical Rating	PP	CE	I	PR
Teacher A	Math	Math 7	35.6	49.4	14.9	0.0	Proficient	2.2	2	2	2	3
Teacher B	Generalist	Math 6	35.7	48.8	15.5	0.0	Needs Improvement	1.2	1	1	1	2
Teacher C	Math	Math 8	81.8	18.2	0.0	0.0	Distinguished	2.7	3	3	2	3
Teacher D	Math	Math 6	34.1	50.0	15.9	0.0	Proficient	1.8	2	2	2	1
Teacher E	Math	Math 8	61.5	15.4	23.1	0.0	Proficient	2.0	3	2	2	1
Teacher F	Math	Math 8	0.0	8.1	61.5	30.4	Distinguished	2.8	2	3	3	3
Teacher G	Math	Math 7	0.0	8.7	90.0	1.3	Distinguished	2.8	3	3	3	2

Table 3: 2015 Data

			PSSA Performance				Teacher Observation and Practice		Domain Rating			
Teacher Name	Certification Area	Subject Taught	BB	B	P	A	Performance Rating	Numerical Rating	PP	CE	I	PR
Teacher A	Math	Math 7	12.9	25.8	41.7	19.7	Distinguished	2.5	2	3	2	3
Teacher B	Generalist	Math 6	7.6	22.3	37.1	33.0	Proficient	2.0	2	2	2	2
Teacher C	Math	Math 8	100.0	0.0	0.0	0.0	Distinguished	3.0	3	3	3	3
Teacher D	Math	Math 6	21.1	38.0	32.4	8.5	Proficient	2.3	2	2	3	2
Teacher E	Math	Math 8	83.0	17.0	0.0	0.0	Proficient	2.2	3	2	2	2
Teacher F	Math	Math 8	0.0	12.2	54.3	33.5	Distinguished	2.6	2	3	3	2
Teacher G	Math	Math 7	0.2	9.9	81.3	8.6	Distinguished	2.5	3	3	2	2

Use the information from Tables 1-3 to answer the following questions.

QUESTION D.1. What conclusions can be drawn regarding student PSSA scores and teacher performance ratings? Explain your answer.

QUESTION D.2. Recent PSSA scores for Teachers C have trended lower in the past few years. What action can be planned or taken by you?

QUESTION D.3. During the 2013 school year, Teacher D earned a performance rating of needs improvement. During the same year, 93.7% of the students in the classroom scored below basic or basic. Describe the types of support that you would recommend for this teacher.

Tool 10: Data Analysis Task With Answer Key (Version for Task Facilitator)

Overview

Principals are required to interpret and use data to inform school management and instructional support. The Data Analysis Task is intended to provide the hiring committee with insights into areas of candidate strength and weakness with respect to analyzing and using data to inform instructional leadership decisions. During this activity, a candidate is asked to review three scenarios and react to several short-answer questions. The scenarios in this activity have been adapted from a set of scenarios used by Means, Padilla, DeBarger, and Bakia (2009), who created a validated instrument for assessing teacher capabilities to make data-based instructional decisions.

The Data Analysis Task has two versions: one for the task facilitator (Tool 9, which contains an answer key) and another for candidates (Tool 8). This version of the activity, aimed at the task facilitator, describes what a candidate needs to complete the task and provides rubrics for grading the candidate responses.

You also may use these data as the basis for a simulated presentation by a candidate. If you choose this approach, ask each candidate to construct and make a 10-minute presentation of the data and indicate his or her understanding of trends and issues within the data. Principals are routinely asked to discuss performance data with school board members, faculty, and parents.

Candidate Activities

Each candidate will review the four scenarios and respond to several questions. Scenario A asks the candidate to determine which data should be used for instructional planning. Scenario B asks the candidate to read a data table and interpret the data. Scenario C asks the candidate to interpret a bar graph and respond to questions. All questions have accompanying scoring rubrics.

The hiring committee also may require each candidate to do a short presentation of the school data to a constituent group. If the committee has chosen this option, discuss this requirement with the candidate, assist him or her with any technology needed for the presentation (e.g., presentation software, projector, microphone), and tell him or her about the intended audience (e.g., concerned parents, faculty members).

Facilitator Activities

All candidates should have the same opportunities to respond to multiple-choice questions:

- Use **Tool 8: Data Analysis Task (Version for Candidates)** for each candidate. This version has a blank area for candidate responses.
- Allot 45 minutes for each candidate to complete the multiple-choice questions.
- Give the candidate a quiet space in which to work.

- Ensure that the candidate has access to a calculator, which is helpful in analyzing the data.
- Ensure that you have a strong understanding of the data tasks and are prepared to answer questions.
- Be on hand to answer candidates' clarifying questions about the task or questions but do not assist them in interpreting scenarios. The scenarios provide adequate information for candidates to complete the assessment.

After a candidate has completed the task, collect the completed Tool 8, review the responses, and assign points to responses by comparing the candidate's responses to the rubrics in **Tool 9: Data Analysis Task With Answer Key (Version for Task Facilitator).** Record the scores on **Tool 10: Data Analysis Task Scoring Form.** After you complete the review, place both Tool 8 and Tool 10 into the candidate's folder. The results will be used by the hiring committee when making determinations about finalists.

If the committee also is requiring candidates to construct and deliver a presentation, allot an additional 30 minutes for preparation time as well as 30 minutes for the actual presentation. Budgeting 30 minutes for the presentation allows you to set up the presentation, have the candidate speak for 10 to 15 minutes, and have time for some audience questions.

Tool 10: Data Analysis Task With Answer Key (Version for Task Facilitator)

Scenario A: Using Data for Instructional Planning

You are leading a middle school in which seventh graders' performance on the state mathematics test last year was relatively low. Your school subscribes to a computer-based student data system, which can generate multiple grade-level data for the school and district. For each student, the system has the following information:

- Scores on previous years' state standardized assessments (Grades 3, 5, 7, 9, 11)
- Scores on another annual standardized assessment
- Subject-area report card grades
- Ethnicity
- Gender
- Free or reduced-price lunch status

The student database gathers and reports individual student record data per year. Educators can examine individual student data over time and performance by subgroup (e.g., gender type, grade level).

QUESTION A.1. To help you understand the seventh graders' low performance on the state test, the computer-based data system can provide you with student data from every grade in your school. What data queries would you ask of the system to help you understand the scope and nature of problems and determine courses of action to improve the seventh graders' performance? Be specific about the types of student information that you want to see, and explain your choices.

Scoring Rubric:

2: Candidate picks a logical group (either previous year's seventh graders or current seventh graders) ***AND*** selects a logical measure for that group (either Grade 6 state test scores or Grade 7 district fall test scores for current seventh graders).

1: Candidate picks a logical group (either previous year's seventh graders or current seventh graders) ***OR*** candidate selects a logical measure for that group (either Grade 6 state test scores or Grade 7 district fall test scores for current seventh graders).

0: Incorrect ***OR*** candidate does not know ***OR*** scorer cannot conclude whether the answer is correct or incorrect.

QUESTION A.2. What additional information would you like to gather to identify problems with Grade 7 student learning in mathematics?

Scoring Rubric:

2: Candidate names one or more queries that can be run ***AND*** the choice of queries is logical in that it pertains to student data and performance ***AND*** the candidate explains why the data from those queries will be important.

1: Candidate names one or more queries that can be run ***OR*** the choice of queries is logical in that it pertains to student data and performance ***OR*** the candidate explains why the data from those queries will be important.

0: Incorrect ***OR*** candidate does not know ***OR*** scorer cannot conclude whether the answer is correct or incorrect.

QUESTION A.3. After you have a better understanding about the scope and nature of student learning issues in Grade 7 mathematics, how would you proceed to make a change in the school?

Scoring Rubric:

2: Candidate logically and coherently discusses how he or she will engage staff, in small groups or as a whole group, in reviewing and discussing data ***AND*** discusses the importance of gathering more information about instructional and curriculum quality.

1: Candidate discusses the importance of involving teachers in instructional decision making, but the plan does not include gathering information about instructional or curriculum quality. The plan is otherwise logical and coherent.

0: Candidate does not know or does not respond ***OR*** the plan lacks a logical explanation or is incoherent.

Scenario B: Interpreting Data

Table 1 is the kind of data table produced by some student data systems. This table displays Grade 7 student mathematics data, broken down by gender, ethnicity, and proficiency level. An additional notable factor is that all Grade 7 students (100 percent) in this school were tested.

Table 1. Grade 7 (Middle School) Mathematics Student Data

Gender	Ethnicity	# of Students Tested	% of Students Tested	Mean Scale Score	Number Students at Each Proficiency Level			
					Below Basic	Basic	Proficient	Advanced
Female	American Indian	12	5%	458	2	5	3	2
	Asian/Pacific Islander	7	3%	482	1	2	2	2
	African American	24	10%	478	5	12	4	3
	Hispanic	95	40%	465	20	34	25	16
	Caucasian	100	42%	468	22	33	23	22
	Total Female	**238**	**100%**	**468**	**50**	**86**	**57**	**45**
Male	American Indian	5	2%	489	2	2	1	0
	Asian/Pacific Islander	7	3%	495	0	2	4	1
	African American	15	6%	462	2	6	4	3
	Hispanic	110	44%	470	23	36	31	20
	Caucasian	109	45%	501	22	37	30	20
	Total Male	**246**	**100%**	**478**	**49**	**83**	**70**	**44**

Following are some questions about how you would interpret the data in this table.

QUESTION B.1. Suppose that you are working with Grade 7 teachers at this school and they are interested in examining how their students performed in terms of the mathematics skills measured on this test. What do the data in Table 1 indicate about whether boys and girls performed differently in Grade 7?

Scoring Rubric:

2: Candidate mentions the 10-point difference in mean scores between boys' and girls' scores ***AND*** analyzes which group had more students performing below proficiency.

1: Candidate mentions the 10-point difference in mean scores between boys' and girls' scores ***OR*** analyzes which group had more students performing below proficiency.

0: Incorrect ***OR*** candidate does not know ***OR*** scorer cannot conclude whether the answer is correct or incorrect.

QUESTION B.2. Following are a series of statements that a teacher might make about different aspects of the Grade 7 data in Table 1. For each statement, please indicate whether you agree or disagree with the teacher and the reasons why you came to that decision. Remember to provide your rationale as you write down your answer.

Statement 1: A majority of seventh graders at this school have not achieved proficiency in mathematics, as measured by this test. (Do you agree or disagree? Please explain your answer.)

Scoring Rubric:

2: Agree, with an explanation that 55 percent of students are less than "proficient" (268 [50 + 86 + 49 + 83] divided by 484 [238 + 246] = 55 percent).

1: Agree, but with no explanation or explanation is not logical.

0: Disagree ***OR*** candidate does not know ***OR*** scorer cannot conclude whether answer is correct or incorrect.

Statement 2: In Grade 7, boys were more likely than girls to score below basic on this assessment. (Do you agree or disagree? Please explain your answer.)

Scoring Rubric:

2: Disagree, with explanation that it is difficult to know if a 2 percent difference (21 percent of girls and 19 percent of boys scoring below basic) is meaningful.

1: Disagree (49 boys are almost equal to 50 girls), but with no explanation or explanation is not logical.

0: Agree ***OR*** candidate does not know ***OR*** scorer cannot conclude whether the answer is correct or incorrect.

Statement 3: Of those students who scored below basic in Grade 7, most were Hispanic. (Do you agree or disagree? Please explain your answer.)

Scoring Rubric:

2: Disagree, with an explanation that it is an even split between Hispanic and Caucasian students.

1: Disagree, with no explanation or explanation is not logical.

0: Agree ***OR*** candidate does not know ***OR*** scorer cannot conclude whether the answer is correct or incorrect.

QUESTION B.3. Assume that you are a Grade 7 teacher and these Grade 7 data are for midyear student performance on a benchmark test. If you think that a particular group of seventh graders will be most likely to have trouble scoring at the basic level or higher on the state test at the end of the year, please point out their data in this table. Explain your answer.

Scoring Rubric:

2: Candidate mentions groups in which 20 percent or more students are scoring below basic (African-American females, American Indian males, Hispanic females and males, Caucasian females and males)

1: Candidate mentions that not all groups are identified or that the identified groups do not align with the data.

0: Candidate does not identify any groups ***OR*** candidate does not know ***OR*** scorer cannot conclude whether answer is correct or incorrect.

QUESTION B.4. Now let's go back to the Grade 7 data in Table 1. Assume that these data are for last year's seventh graders. If there have been no major changes in the school's student body, teachers, or curriculum, what would you expect this year's data to look like?

Scoring Rubric:

2: Candidate has a clear and logical response that states an opinion ***AND*** has provided a rationale for his or her thinking.

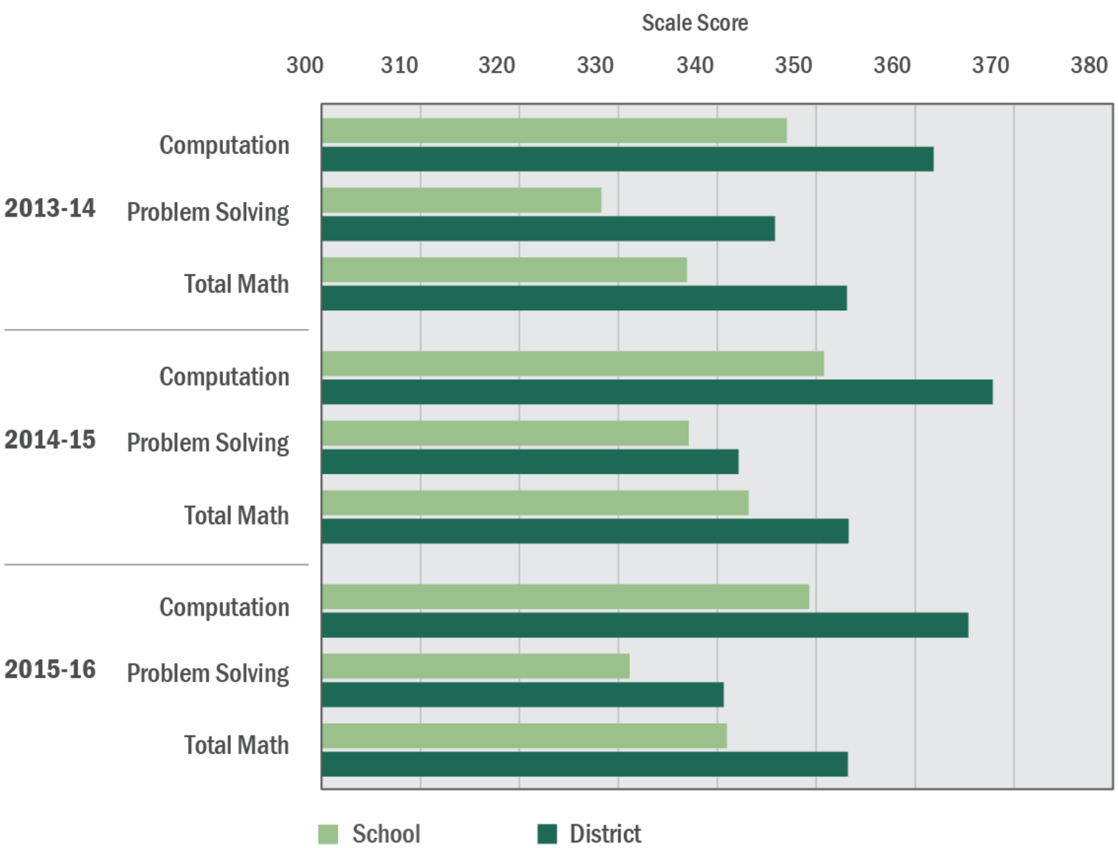
1: Candidate's response is clear but lacks logic or is insufficiently supported with reason.

0: Candidate does not have a clear response ***OR*** does not know ***OR*** scorer cannot conclude whether the answer is correct or incorrect.

Scenario C: Reading a Bar Graph

Figure 1 is a bar graph of Grade 6 student mathematics scores on the annual state test. Three years of data are displayed for the school and the district: 2013-14, 2014-15, and 2015-16. The scores are separated into computation, problem solving, and total mathematics scores.

Figure 1. Grade 6 Mathematics Exam Results, Disaggregated by Skill Set



Use the information from Figure 1 to answer the following questions.

QUESTION C.1. What does the graph tell you about sixth graders' mathematics achievement at this school, compared to the district? Explain your answer.

Scoring Rubric:

2: Candidate points out at least two obvious facts (the school's scores are consistently lower than the district's scores; and there is a marginal increase in scores in the middle, which plateaus or decreases slightly in the third year) ***AND*** provides explanations for these situations.

1: Candidate lists observations without a logical or coherent explanation.

0: Candidate does not have a clear response ***OR*** does not know ***OR*** scorer cannot conclude whether the answer is correct or incorrect.

QUESTION C.2. Following are a series of statements that a teacher might make about the data in Figure 1. Please respond to each statement, indicating whether you agree or disagree with the teacher's statement and the reasons why.

Statement 1: In Grade 6 mathematics, the school does better than the whole district. (Do you agree or disagree? Please explain your answer.)

Scoring Rubric:

2: Disagree (the school's total mathematics scores are lower than the district's mathematics scores).

1: Disagree, but with no explanation.

0: Agree ***OR*** candidate does not know ***OR*** scorer cannot conclude whether the answer is correct or incorrect.

Statement 2: Relative to the whole district, the school's sixth graders have been getting better in their problem-solving skills. (Do you agree or disagree? Please explain your answer.)

Scoring Rubric:

2: Agree (based on a *clearly identifiable comparison* of problem-solving scores for the school and the district).

1: Agree (based only on the school data; no clear, identifiable comparison with district) ***OR*** agree with no explanation.

0: Disagree ***OR*** candidate does not know ***OR*** scorer cannot conclude whether the answer is correct or incorrect.

Statement 3: The school's progress in narrowing the Grade 6 mathematics achievement gap with the rest of the district has been in problem solving rather than computation. (Do you agree or disagree? Please explain your answer.)

Scoring Rubric:

2: Agree, with the explanation that the gap between school and district scores decreases more for problem solving than for computation.

1: Agree, but with no explanation.

0: Disagree ***OR*** candidate does not know ***OR*** scorer cannot conclude whether the answer is correct or incorrect.

QUESTION C.3. Suppose the school had started using a new mathematics program at the beginning of the 2014-15 school year while the rest of the district continued with the old program. Looking at these data, what are your thoughts about the new curriculum?

Scoring Rubric:

2: Candidate acknowledges the marginal increase in total mathematics scores in 2014-15 but says that this improvement cannot be conclusively attributed to the new mathematics curriculum introduced ***AND*** lists some other variables (such as extra coaching) that could have contributed to the increase in mathematics scores ***AND*** states the need for more data to prove the link.

1: Candidate agrees or disagrees that the curriculum might have made a difference but offers no explanation.

0: Candidate agrees that the curriculum made a difference ***OR*** does not know ***OR*** scorer cannot conclude whether answer is correct or incorrect.

QUESTION C.4. Going beyond changes to the curriculum, what other issues or possible explanations should be considered? Please explain your answer.

Scoring Rubric:

2: Candidate lists at least three other explanations for the marginal increase in mathematics scores for Grade 6 students in the school ***AND*** these explanations are logical explanations.

1: Candidate lists at least three other explanations for the marginal increase in mathematics scores for Grade 6 students in the school, but the explanations are not well reasoned or lack sufficient support by referencing the data.

0: Candidate does not have a clear response ***OR*** does not know ***OR*** the scorer cannot conclude whether the answer is correct or incorrect.

Scenario D: Analyzing Teacher Data

Tables 1-3 represent the kind of data table produced by some teacher evaluation systems. The tables display teacher data by teacher name, teacher certification area, subject taught, student annual test data, teacher observation and practice ratings, and domain ratings.

Table 1: 2013 Data

			PSSA Performance				Teacher Observation and Practice		Domain Rating			
Teacher Name	Certification Area	Subject Taught	BB	B	P	A	Performance Rating	Numerical Rating	PP	CE	I	PR
Teacher A	Math	Math 7	16.3	77.0	5.9	0.7	Proficient	2.4	3	2	2	3
Teacher B	Generalist	Math 6	6.2	15.4	77.7	0.8	Proficient	1.5	2	1	2	1
Teacher C	Math	Math 8	64.3	10.7	21.4	3.6	Distinguished	2.7	3	3	2	3
Teacher D	Math	Math 6	78.1	15.6	5.5	0.8	Needs Improvement	0.5	1	0	1	1
Teacher E	Math	Math 8	76.3	16.8	6.1	0.8	Proficient	2.3	2	3	2	2
Teacher F	Math	Math 8	0.0	10.8	89.2	0.0	Distinguished	2.5	2	2	3	3
Teacher G	Math	Math 7	0.0	11.1	88.9	0.0	Distinguished	2.8	2	3	3	3

Table 2: 2014 Data

			PSSA Performance				Teacher Observation and Practice		Domain Rating			
Teacher Name	Certification Area	Subject Taught	BB	B	P	A	Performance Rating	Numerical Rating	PP	CE	I	PR
Teacher A	Math	Math 7	35.6	49.4	14.9	0.0	Proficient	2.2	2	2	2	3
Teacher B	Generalist	Math 6	35.7	48.8	15.5	0.0	Needs Improvement	1.2	1	1	1	2
Teacher C	Math	Math 8	81.8	18.2	0.0	0.0	Distinguished	2.7	3	3	2	3
Teacher D	Math	Math 6	34.1	50.0	15.9	0.0	Proficient	1.8	2	2	2	1
Teacher E	Math	Math 8	61.5	15.4	23.1	0.0	Proficient	2.0	3	2	2	1
Teacher F	Math	Math 8	0.0	8.1	61.5	30.4	Distinguished	2.8	2	3	3	3
Teacher G	Math	Math 7	0.0	8.7	90.0	1.3	Distinguished	2.8	3	3	3	2

Table 3: 2015 Data

			PSSA Performance				Teacher Observation and Practice		Domain Rating			
Teacher Name	Certification Area	Subject Taught	BB	B	P	A	Performance Rating	Numerical Rating	PP	CE	I	PR
Teacher A	Math	Math 7	12.9	25.8	41.7	19.7	Distinguished	2.5	2	3	2	3
Teacher B	Generalist	Math 6	7.6	22.3	37.1	33.0	Proficient	2.0	2	2	2	2
Teacher C	Math	Math 8	100.0	0.0	0.0	0.0	Distinguished	3.0	3	3	3	3
Teacher D	Math	Math 6	21.1	38.0	32.4	8.5	Proficient	2.3	2	2	3	2
Teacher E	Math	Math 8	83.0	17.0	0.0	0.0	Proficient	2.2	3	2	2	2
Teacher F	Math	Math 8	0.0	12.2	54.3	33.5	Distinguished	2.6	2	3	3	2
Teacher G	Math	Math 7	0.2	9.9	81.3	8.6	Distinguished	2.5	3	3	2	2

PSSA results are reported as the percentage of students scoring Below Basic (BB), Basic (B), Proficient (P), and Advanced (A)

Domain Rating Assignment		Conversion to Performance Rating		Domain	
Rating	Value	Rating	Total Earned Points	Domain	Abbreviation
Failing	0	Failing	0.00-0.49	Planning & Preparation	PP
Needs Improvement	1	Needs Improvement	0.50-1.49	Classroom Environment	CE
Proficient	2	Proficient	1.50-2.49	Instruction	I
Distinguished	3	Distinguished	2.50-3.00	Professional Responsibility	PR

Use the information from Tables 1-3 to answer the following questions.

Scoring Rubric:

2: Candidate lists at least three action steps to address Teacher C's trending decrease in PSSA student scores ***AND*** these actions are logical, realistic, and best practice research based.

1: Candidate lists at least three action steps to address Teacher C's trending decrease in PSSA student scores, but the action is not well reasoned, realistic, or lack sufficient support by referencing the data.

0: Candidate does not have a clear response ***OR*** does not know ***OR*** the scorer cannot conclude whether the answer is correct or incorrect.

Question D.1. What conclusions can be drawn regarding student PSSA scores and teacher performance ratings? Explain your answer.

Question D.2. Recent PSSA scores for Teachers C have trended lower in the past few years. What action can be planned or taken by you?

Scoring Rubric:

2: Candidate lists at least three conclusions or connections between the PSSA scores and the teacher performance ratings ***AND*** these explanations are logical explanations.

1: Candidate lists at least three conclusions or connections between the PSSA scores and the teacher performance ratings, but the explanations are not well reasoned or lack sufficient support by referencing the data.

0: Candidate does not have a clear response ***OR*** does not know ***OR*** the scorer cannot conclude whether the answer is correct or incorrect.

Question D.3. During the 2013 school year, Teacher D earned a performance rating of needs improvement. During the same year, 93.7% of the students in the classroom scored below basic or basic. Describe the types of support that you would recommend for this teacher.

Scoring Rubric:

2: Candidate lists at least three support structures for Teacher D ***AND*** these explanations are logical explanations.

1: Candidate lists at least three support structures for Teacher D, but the explanations are not well reasoned or lack sufficient support by referencing the data and best practice research-based strategies.

0: Candidate does not have a clear response ***OR*** does not know ***OR*** the scorer cannot conclude whether the answer is correct or incorrect.

Tool 11: Data Analysis Task Scoring Form

Directions: After a candidate has completed **Tool 8: Data Analysis Task (Version for Candidates),** use the rubrics in **Tool 9: Data Analysis Task With Answer Key (Version for Task Facilitator)** to determine the candidate's scores. Then record the scores below.

Candidate Name: ____

Date Accessed: __________

Scorer Name and Date: ____

Items	Score
Scenario A: Using Date for Instructional Planning	
A.1 Choosing a query	
A.2 Planning to acquire additional information	
A.3 Making data public	
Scenario B: Interpreting Data	
B.1 Identifying differences among groups	
B.2. Statement 1	
B.2 Statement 2	
B.2 Statement 3	
B.3 Identifying groups that struggle	
B.4 Expectations for next year	
Scenario C: Reading a Bar Graph	
C.1 Understanding the graph	
C.2 Statement 1	
C.2 Statement 2	
C.2 Statement 3	
C.3 Performance of new curriculum	
C.4 Possible explanations for data	
Scenario D: Analyzing Teacher Data	
D.1 Possible conclusions from data	
D.2 Possible action steps by principal	
D.3 Possible support for teacher	
Total	36 possible points

Tool 12: Sample Employment Application

Directions: Please fill in all the blanks. Do **not** state "See attached resume" or leave questions unanswered. This application form will be used as a working document.

EMPLOYMENT APPLICATION

Applicant Information

Full name: ____
Last First M.I.

Date: ____________________

Street address ______________________________Apartment/Unit #______

City ____________________________________State______ ZIP________

Phone: (_____) __________ E-mail address: ________________________

Date available: __________________ Social Security No.:_______________

Desired salary: $__________ Position applied for: ____________________

Can you begin on the start date of (insert) __________________

Current position: ____

Are you a citizen of the United States? ☐ Yes ☐ No

If no, are you authorized to work in the United States? ☐ Yes ☐ No

Have you applied for a job with us before? ☐ Yes ☐ No

Are you under contract? ☐ Yes ☐ No

If yes, explain: ____

Have you ever been convicted of a crime, felony, or misdemeanor, which would substantially relate to the position you are applying for within the district or which would affect your ability to be bonded? ☐ Yes ☐ No

If yes, explain: ____

Have you ever been discharged or requested to resign? ☐ Yes ☐ No

If yes, explain: ____

Where did you receive information about this position? ____________________

What are your hobbies or avocations? ______________________________

____

Community service and honors: ____________________________________

____

Professional organization membership: ______________________________

____

Additional professional activities: __________________________________

____

Certification

Type: ______________________________

Endorsement area(s): ______________________________

State issued in: ____ License/Certificate #: ______________ Expiration date: ________

Type: ______________________________

Endorsement area(s): ______________________________

State issued in: ____ License/Certificate #: ______________ Expiration date: ________

Type: ______________________________

Endorsement area(s): ______________________________

State issued in: ____ License/Certificate #: ______________ Expiration date: ________

Education

High School: ______________________________

Address: ______________________________

From: __________ To: __________ Did you graduate? ☐ Yes ☐ No

Degree: ____________________

College: ______________________________

Address: ______________________________

From: __________ To: __________ Degree earned: ______________

GPA: ________ Major: ____________________ Minor: ______________

College: ______________________________

Address: ______________________________

From: __________ To: __________ Degree earned: ______________

GPA: ________ Major: ____________________ Minor: ______________

Other: ______________________________

Address: ______________________________

From: __________ To: __________ Degree earned: ______________

GPA: ________ Major: ____________________ Minor: ______________

References

Please list four professional references.

Full name: ______________________ Organization: ______________

Relationship: ______________________ Phone: (_____) __________

Address: ____

May we contact this reference? ☐ Yes ☐ No

Full name: ______________________ Organization: ______________

Relationship: ______________________ Phone: (_____) __________

Address: ____

May we contact this reference? ☐ Yes ☐ No

Full name: ______________________ Organization: ______________

Relationship: ______________________ Phone: (_____) __________

Address: ____

May we contact this reference? ☐ Yes ☐ No

Full name: ______________________ Organization: ______________

Relationship: ______________________ Phone: (_____) __________

Address: ____

May we contact this reference? ☐ Yes ☐ No

Current Employment

School: ____

Phone: (_____) __________ Job title: ______________________

Address: ____

Grade level: ________ Starting salary: $ __________ Ending salary: $ __________

Subject area: ____

From: __________ To: __________ Supervisor: ______________________

Reason for leaving: ____

May we contact your previous supervisor for a reference? ☐ Yes ☐ No

Previous Employment

School: ____

Phone: (_____) __________ Job title: ______________________

Address: ____

Grade level: ________ Starting salary: $ __________ Ending salary: $ __________

Subject area: ____

From: ____________ To: ____________ Supervisor: ______________________________

Reason for leaving: ____

May we contact your previous supervisor for a reference? ☐ Yes ☐ No

School: ____

Phone: (______) _______________ Job title: ____

Address: ____

Grade level: __________ Starting salary: $ ______________ Ending salary: $ ______________

Subject area: ____

From: ____________ To: ____________ Supervisor: ______________________________

Reason for leaving: ____

May we contact your previous supervisor for a reference? ☐ Yes ☐ No

School: ____

Phone: (______) _______________ Job title: ____

Address: ____

Grade level: __________ Starting salary: $ ______________ Ending salary: $ ______________

Subject area: ____

From: ____________ To: ____________ Supervisor: ______________________________

Reason for leaving: ____

May we contact your previous supervisor for a reference? ☐ Yes ☐ No

Personal Statement

Prepare a handwritten statement to include any experience or talent that in your estimation will contribute to your success in the position to which you are applying.

OR

Provide more detailed information on your qualifications to serve as principal and any other pertinent information.

OR

Why are you interested in becoming a principal in this school district, and what skills or special abilities will you bring to the position?

OR

The leadership style of the building principal greatly influences schools. What would this school look like if you were to become the building principal? How will you ensure success for all students?

Disclaimer and Signature

I authorize the school district to investigate the statements above and hereby certify that my statements on this application are true.

I acknowledge further that falsification of any part of this application is cause for dismissal or rejection of employment

Signature: ____ Date: ______________

Nondiscrimination Statement

This school district does not discriminate based on sex, race, national origin, religion, marital status, age, or handicap in admission or access to or treatment in its programs and activities.

Candidate Checklist

Does your completed application packet include each of the following?

- ☐ Cover letter
- ☐ Current professional résumé
- ☐ Four current references
- ☐ Letters of recommendation (optional)
- ☐ Professional credentials or certification documents
- ☐ Copy of transcripts (*Note:* Official transcripts will be required of the successful candidate.)

THANK YOU!

Please return this completed form to [Name of System Level Administrator]

Address line 1: ____

Address line 2: ____

City, State, ZIP Code: ____

Phone: (______) ______________ Fax: (______) ______________

E-mail: ____

CLOSING DATE: ______________ ALL MATERIALS MUST BE RECEIVED BY [INSERT DATE].

Tool 13: Classroom Teacher Observation Tool

For principals, one of the key functions of the job entails teacher development: encouraging teachers to continue reflecting on their practice, helping them develop as instructors, and supporting their career growth. Observation of teacher classroom practice is the linchpin to that developmental process.

For principal candidates, observing classroom practice and reflecting on those observations is a key indicator of the “leading learning” function of a school leader. By thinking through a principal candidate's observations of classroom instruction and student engagement in that instruction, a hiring committee can get a strong sense of how the candidate will respond in providing feedback to an actual classroom teacher.

A Note on Using Video Observation Versus an Observation of a Live Teacher

For the purposes of the hiring process, a videotape of a classroom teacher is recommended for use. Beyond logistical reasons, recorded classroom lessons can be used consistently with every candidate in the process, increasing the reliability of the use of these data for the overall hiring rubric and hiring committee decision.

Although no one episode of classroom instruction is fully representative of a teacher's full set of skills and talents for instructional practice, conducting an observation of a classroom teacher during a principal-hiring process supports a key element of school leadership: leading learning.

For the purposes of the hiring process, a videotape of a classroom teacher is recommended for use. Beyond logistical reasons, recorded classroom lessons can be used consistently with every candidate in the process, increasing the reliability of the use of these data for the overall hiring rubric and hiring committee decision.

About This Observation Tool

The Classroom Teacher Observation Tool was developed in collaboration with the University of Illinois at Chicago’s Center for the Study of Learning, Instruction, and Teacher Development—part of the Learning Sciences Research Institute. This tool is designed to guide the careful and systematic part of the Learning Sciences Research Institute. As such, it is intended primarily for principals to provide teachers with constructive feedback as part of an overall formative evaluation process.

The Classroom Teacher Observation Tool uses the *How People Learn* (HPL) framework (Bransford, Brown, & Cocking, 2000) to provide a substantial foundation for how to organize evidence of teaching and learning for the most effective combination of applied professional development; instructional practices; and documented skills, processes, and professional insights.

Many teacher observation frameworks exist. This framework was chosen because it is available publicly. Although you may use a different teaching framework, this one allows candidates to be evaluated on how well they can use and apply a neutral framework. This may not be the framework you are using, but a team can consider developing follow-up questions that are school or LEA specific during the interview portion of the candidate review.

The HPL framework helps bring meaning to the instructional competencies that are critical in a classroom and frames how teachers can best organize and orchestrate learning experiences to maximize these competencies.

User Instructions and Steps

Overview: During the recorded lesson, principal candidates will complete up to nine five-minute loops of classroom observation. A “loop” is a two-step process of observing and recording narrative notes about student and teacher activities, behaviors, materials, and other areas for five minutes and then transferring those notes into discrete items within a list of checkboxes, located on the right side of each page (pages 136-144 of the guidebook). This record of the observation is descriptive rather than evaluative in nature. The summary pages (pages 146-148) serve to summarize the instruction and learning, as well as the feedback shared with the classroom teacher.

1. Each loop is five minutes long. Begin the observation by recording the start time and then taking narrative notes about objective observations of teacher and student behaviors in the left-hand text box to describe what is happening in the classroom. Note: Be sure to complete the five minutes of observation before completing the right-hand side of the page to indicate the specific behaviors that were observed.
2. After the five minutes, stop observing the classroom and use the right-hand list of checkboxes to indicate the presence of particular activities that were observed during those five minutes. Specific items within the checkbox list should correspond to the notes taken on the left-hand side during the observation. The observer can take as long as necessary to complete this part.
3. After completing the checkboxes for the first loop page, move to the second loop page and continue to observe throughout the class period or designated observation period using the same process of collecting narrative notes and transferring those into specific items on the checkbox list. Space is available to repeat this loop process up to nine times. The amount of observation loop data amassed in the observation period will depend on the total length of the observation (e.g., a 45-minute observation might have 6-8 loops within it; a 20-minute observation might have 3-4 loops within it).
4. When the series of nine loops is completed, manually transfer the checkmarks from each loop to the Loop Checkmark Summary (page 145). This Loop Checkmark Summary allows the observer to analyze patterns of behavior across the observation period.
5. Review page 146. This page overviews the *How People Learn* (HPL) framework and provides guiding questions for each of the four domains of the framework.
6. On page 147, record specific feedback you would share with this classroom teacher for each of the four domains of the HPL framework based on the notes you have recorded and the Loop Checkmark Summary on page 145. Refer to the guiding questions for each domain on page 146 to provide your feedback.
7. Complete each of the questions on page 148 of the observation tool to summarize your reflections and analysis of this classroom lesson, the feedback you would share with this teacher, and what it means to lead learning in the school.

Notes for Loop 1

Observe and write notes below for five minutes. After five minutes, mark checkboxes at right. Use one sheet per loop.

Loop Start Time: ______________________

Teacher Activity
- ☐ Lecturing (content)
- ☐ Questioning
- ☐ Listening/observing (from one spot, moving around, or among groups)
- ☐ Modeling/demonstrating
- ☐ Providing feedback
- ☐ Managing and directing
- ☐ No interaction with students

Class Configuration
- ☐ Whole class
- ☐ Small groups
- ☐ Independent

Content Focus
- ☐ Language arts
- ☐ Reading
- ☐ Literacy
- ☐ Science
- ☐ Social studies
- ☐ Mathematics
- ☐ Other
- ☐ Facts/procedures
- ☐ Concepts/principles
- ☐ Examples
- ☐ Strategies
- ☐ Prior knowledge
- ☐ Behavior/management

Student Activity
- ☐ Listening to teacher
- ☐ Questioning
- ☐ Responding to questions
- ☐ Note-taking
- ☐ Reading
- ☐ Independent seat work
- ☐ Listening to other students
- ☐ Hands on activity
- ☐ Peer collaboration (includes discussion among peers)
- ☐ Presenting content
- ☐ Sharing personal experiences/knowledge
- ☐ Peer assessing
- ☐ Self-assessing
- ☐ Off-task

Materials/Resources
- ☐ Worksheets
- ☐ Outside experts/community members
- ☐ Technology
- ☐ Texts
- ☐ Books other than texts (e.g., novels)
- ☐ Other print materials
- ☐ Hands-on materials (includes manipulatives, arts and crafts, science labs)
- ☐ Other

Notes for Loop 2

Observe and write notes below for five minutes. After five minutes, mark checkboxes at right. Use one sheet per loop.

Loop Start Time: ______________________

Teacher Activity

- ☐ Lecturing (content)
- ☐ Questioning
- ☐ Listening/observing (from one spot, moving around, or among groups)
- ☐ Modeling/demonstrating
- ☐ Providing feedback
- ☐ Managing and directing
- ☐ No interaction with students

Class Configuration

- ☐ Whole class
- ☐ Small groups
- ☐ Independent

Content Focus

- ☐ Language arts
- ☐ Reading
- ☐ Literacy
- ☐ Science
- ☐ Social studies
- ☐ Mathematics
- ☐ Other
- ☐ Facts/procedures
- ☐ Concepts/principles
- ☐ Examples
- ☐ Strategies
- ☐ Prior knowledge
- ☐ Behavior/management

Student Activity

- ☐ Listening to teacher
- ☐ Questioning
- ☐ Responding to questions
- ☐ Note-taking
- ☐ Reading
- ☐ Independent seat work
- ☐ Listening to other students
- ☐ Hands on activity
- ☐ Peer collaboration (includes discussion among peers)
- ☐ Presenting content
- ☐ Sharing personal experiences/knowledge
- ☐ Peer assessing
- ☐ Self-assessing
- ☐ Off-task

Materials/Resources

- ☐ Worksheets
- ☐ Outside experts/community members
- ☐ Technology
- ☐ Texts
- ☐ Books other than texts (e.g., novels)
- ☐ Other print materials
- ☐ Hands-on materials (includes manipulatives, arts and crafts, science labs)
- ☐ Other

Notes for Loop 3

Observe and write notes below for five minutes. After five minutes, mark checkboxes at right. Use one sheet per loop.

Loop Start Time: ______________________

Teacher Activity
- ☐ Lecturing (content)
- ☐ Questioning
- ☐ Listening/observing (from one spot, moving around, or among groups)
- ☐ Modeling/demonstrating
- ☐ Providing feedback
- ☐ Managing and directing
- ☐ No interaction with students

Class Configuration
- ☐ Whole class
- ☐ Small groups
- ☐ Independent

Content Focus
- ☐ Language arts
- ☐ Reading
- ☐ Literacy
- ☐ Science
- ☐ Social studies
- ☐ Mathematics
- ☐ Other
- ☐ Facts/procedures
- ☐ Concepts/principles
- ☐ Examples
- ☐ Strategies
- ☐ Prior knowledge
- ☐ Behavior/management

Student Activity
- ☐ Listening to teacher
- ☐ Questioning
- ☐ Responding to questions
- ☐ Note-taking
- ☐ Reading
- ☐ Independent seat work
- ☐ Listening to other students
- ☐ Hands on activity
- ☐ Peer collaboration (includes discussion among peers)
- ☐ Presenting content
- ☐ Sharing personal experiences/knowledge
- ☐ Peer assessing
- ☐ Self-assessing
- ☐ Off-task

Materials/Resources
- ☐ Worksheets
- ☐ Outside experts/community members
- ☐ Technology
- ☐ Texts
- ☐ Books other than texts (e.g., novels)
- ☐ Other print materials
- ☐ Hands-on materials (includes manipulatives, arts and crafts, science labs)
- ☐ Other

Notes for Loop 4

Observe and write notes below for five minutes. After five minutes, mark checkboxes at right. Use one sheet per loop.

Loop Start Time: ______________________

Teacher Activity

- ☐ Lecturing (content)
- ☐ Questioning
- ☐ Listening/observing (from one spot, moving around, or among groups)
- ☐ Modeling/demonstrating
- ☐ Providing feedback
- ☐ Managing and directing
- ☐ No interaction with students

Class Configuration

- ☐ Whole class
- ☐ Small groups
- ☐ Independent

Content Focus

- ☐ Language arts
- ☐ Reading
- ☐ Literacy
- ☐ Science
- ☐ Social studies
- ☐ Mathematics
- ☐ Other
- ☐ Facts/procedures
- ☐ Concepts/principles
- ☐ Examples
- ☐ Strategies
- ☐ Prior knowledge
- ☐ Behavior/management

Student Activity

- ☐ Listening to teacher
- ☐ Questioning
- ☐ Responding to questions
- ☐ Note-taking
- ☐ Reading
- ☐ Independent seat work
- ☐ Listening to other students
- ☐ Hands on activity
- ☐ Peer collaboration (includes discussion among peers)
- ☐ Presenting content
- ☐ Sharing personal experiences/knowledge
- ☐ Peer assessing
- ☐ Self-assessing
- ☐ Off-task

Materials/Resources

- ☐ Worksheets
- ☐ Outside experts/community members
- ☐ Technology
- ☐ Texts
- ☐ Books other than texts (e.g., novels)
- ☐ Other print materials
- ☐ Hands-on materials (includes manipulatives, arts and crafts, science labs)
- ☐ Other

Notes for Loop 5

Observe and write notes below for five minutes. After five minutes, mark checkboxes at right. Use one sheet per loop.

Loop Start Time: ____________________

Teacher Activity
- ☐ Lecturing (content)
- ☐ Questioning
- ☐ Listening/observing (from one spot, moving around, or among groups)
- ☐ Modeling/demonstrating
- ☐ Providing feedback
- ☐ Managing and directing
- ☐ No interaction with students

Class Configuration
- ☐ Whole class
- ☐ Small groups
- ☐ Independent

Content Focus
- ☐ Language arts
- ☐ Reading
- ☐ Literacy
- ☐ Science
- ☐ Social studies
- ☐ Mathematics
- ☐ Other
- ☐ Facts/procedures
- ☐ Concepts/principles
- ☐ Examples
- ☐ Strategies
- ☐ Prior knowledge
- ☐ Behavior/management

Student Activity
- ☐ Listening to teacher
- ☐ Questioning
- ☐ Responding to questions
- ☐ Note-taking
- ☐ Reading
- ☐ Independent seat work
- ☐ Listening to other students
- ☐ Hands on activity
- ☐ Peer collaboration (includes discussion among peers)
- ☐ Presenting content
- ☐ Sharing personal experiences/knowledge
- ☐ Peer assessing
- ☐ Self-assessing
- ☐ Off-task

Materials/Resources
- ☐ Worksheets
- ☐ Outside experts/community members
- ☐ Technology
- ☐ Texts
- ☐ Books other than texts (e.g., novels)
- ☐ Other print materials
- ☐ Hands-on materials (includes manipulatives, arts and crafts, science labs)
- ☐ Other

Notes for Loop 6

Observe and write notes below for five minutes. After five minutes, mark checkboxes at right. Use one sheet per loop.

Loop Start Time: ______________________

Teacher Activity

- ☐ Lecturing (content)
- ☐ Questioning
- ☐ Listening/observing (from one spot, moving around, or among groups)
- ☐ Modeling/demonstrating
- ☐ Providing feedback
- ☐ Managing and directing
- ☐ No interaction with students

Class Configuration

- ☐ Whole class
- ☐ Small groups
- ☐ Independent

Content Focus

- ☐ Language arts
- ☐ Reading
- ☐ Literacy
- ☐ Science
- ☐ Social studies
- ☐ Mathematics
- ☐ Other
- ☐ Facts/procedures
- ☐ Concepts/principles
- ☐ Examples
- ☐ Strategies
- ☐ Prior knowledge
- ☐ Behavior/management

Student Activity

- ☐ Listening to teacher
- ☐ Questioning
- ☐ Responding to questions
- ☐ Note-taking
- ☐ Reading
- ☐ Independent seat work
- ☐ Listening to other students
- ☐ Hands on activity
- ☐ Peer collaboration (includes discussion among peers)
- ☐ Presenting content
- ☐ Sharing personal experiences/knowledge
- ☐ Peer assessing
- ☐ Self-assessing
- ☐ Off-task

Materials/Resources

- ☐ Worksheets
- ☐ Outside experts/community members
- ☐ Technology
- ☐ Texts
- ☐ Books other than texts (e.g., novels)
- ☐ Other print materials
- ☐ Hands-on materials (includes manipulatives, arts and crafts, science labs)
- ☐ Other

Notes for Loop 7

Observe and write notes below for five minutes. After five minutes, mark checkboxes at right. Use one sheet per loop.

Loop Start Time: ____________________

Teacher Activity

- ☐ Lecturing (content)
- ☐ Questioning
- ☐ Listening/observing (from one spot, moving around, or among groups)
- ☐ Modeling/demonstrating
- ☐ Providing feedback
- ☐ Managing and directing
- ☐ No interaction with students

Class Configuration

- ☐ Whole class
- ☐ Small groups
- ☐ Independent

Content Focus

- ☐ Language arts
- ☐ Reading
- ☐ Literacy
- ☐ Science
- ☐ Social studies
- ☐ Mathematics
- ☐ Other
- ☐ Facts/procedures
- ☐ Concepts/principles
- ☐ Examples
- ☐ Strategies
- ☐ Prior knowledge
- ☐ Behavior/management

Student Activity

- ☐ Listening to teacher
- ☐ Questioning
- ☐ Responding to questions
- ☐ Note-taking
- ☐ Reading
- ☐ Independent seat work
- ☐ Listening to other students
- ☐ Hands on activity
- ☐ Peer collaboration (includes discussion among peers)
- ☐ Presenting content
- ☐ Sharing personal experiences/knowledge
- ☐ Peer assessing
- ☐ Self-assessing
- ☐ Off-task

Materials/Resources

- ☐ Worksheets
- ☐ Outside experts/community members
- ☐ Technology
- ☐ Texts
- ☐ Books other than texts (e.g., novels)
- ☐ Other print materials
- ☐ Hands-on materials (includes manipulatives, arts and crafts, science labs)
- ☐ Other

Notes for Loop 8

Observe and write notes below for five minutes. After five minutes, mark checkboxes at right. Use one sheet per loop.

Loop Start Time: ______________________

Teacher Activity
- ☐ Lecturing (content)
- ☐ Questioning
- ☐ Listening/observing (from one spot, moving around, or among groups)
- ☐ Modeling/demonstrating
- ☐ Providing feedback
- ☐ Managing and directing
- ☐ No interaction with students

Class Configuration
- ☐ Whole class
- ☐ Small groups
- ☐ Independent

Content Focus
- ☐ Language arts
- ☐ Reading
- ☐ Literacy
- ☐ Science
- ☐ Social studies
- ☐ Mathematics
- ☐ Other
- ☐ Facts/procedures
- ☐ Concepts/principles
- ☐ Examples
- ☐ Strategies
- ☐ Prior knowledge
- ☐ Behavior/management

Student Activity
- ☐ Listening to teacher
- ☐ Questioning
- ☐ Responding to questions
- ☐ Note-taking
- ☐ Reading
- ☐ Independent seat work
- ☐ Listening to other students
- ☐ Hands on activity
- ☐ Peer collaboration (includes discussion among peers)
- ☐ Presenting content
- ☐ Sharing personal experiences/knowledge
- ☐ Peer assessing
- ☐ Self-assessing
- ☐ Off-task

Materials/Resources
- ☐ Worksheets
- ☐ Outside experts/community members
- ☐ Technology
- ☐ Texts
- ☐ Books other than texts (e.g., novels)
- ☐ Other print materials
- ☐ Hands-on materials (includes manipulatives, arts and crafts, science labs)
- ☐ Other

Notes for Loop 9

Observe and write notes below for five minutes. After five minutes, mark checkboxes at right. Use one sheet per loop.

Loop Start Time: ______________________

Teacher Activity
- ☐ Lecturing (content)
- ☐ Questioning
- ☐ Listening/observing (from one spot, moving around, or among groups)
- ☐ Modeling/demonstrating
- ☐ Providing feedback
- ☐ Managing and directing
- ☐ No interaction with students

Class Configuration
- ☐ Whole class
- ☐ Small groups
- ☐ Independent

Content Focus
- ☐ Language arts
- ☐ Reading
- ☐ Literacy
- ☐ Science
- ☐ Social studies
- ☐ Mathematics
- ☐ Other
- ☐ Facts/procedures
- ☐ Concepts/principles
- ☐ Examples
- ☐ Strategies
- ☐ Prior knowledge
- ☐ Behavior/management

Student Activity
- ☐ Listening to teacher
- ☐ Questioning
- ☐ Responding to questions
- ☐ Note-taking
- ☐ Reading
- ☐ Independent seat work
- ☐ Listening to other students
- ☐ Hands on activity
- ☐ Peer collaboration (includes discussion among peers)
- ☐ Presenting content
- ☐ Sharing personal experiences/knowledge
- ☐ Peer assessing
- ☐ Self-assessing
- ☐ Off-task

Materials/Resources
- ☐ Worksheets
- ☐ Outside experts/community members
- ☐ Technology
- ☐ Texts
- ☐ Books other than texts (e.g., novels)
- ☐ Other print materials
- ☐ Hands-on materials (includes manipulatives, arts and crafts, science labs)
- ☐ Other

Loop Checkmark Summary

Refer to this summary when discussing the *How People Learn* assessment, community, knowledge, and learner focuses on pages 148-149.

Teacher Activity	1	2	3	4	5	6	7	8	9
Lecturing (content)	g	g	g	g	g	g	g	g	g
Questioning	g	g	g	g	g	g	g	g	g
Listening/observing (from one spot, moving around, or among groups)	g	g	g	g	g	g	g	g	g
Modeling/demonstrating	g	g	g	g	g	g	g	g	g
Providing feedback	g	g	g	g	g	g	g	g	g
Managing and directing	g	g	g	g	g	g	g	g	g
No interaction with students	g	g	g	g	g	g	g	g	g
Class Configuration	1	2	3	4	5	6	7	8	9
Whole class	g	g	g	g	g	g	g	g	g
Small groups	g	g	g	g	g	g	g	g	g
Independent	g	g	g	g	g	g	g	g	g
Content Focus	1	2	3	4	5	6	7	8	9
Language arts	g	g	g	g	g	g	g	g	g
Reading	g	g	g	g	g	g	g	g	g
Literacy	g	g	g	g	g	g	g	g	g
Science	g	g	g	g	g	g	g	g	g
Social studies	g	g	g	g	g	g	g	g	g
Mathematics	g	g	g	g	g	g	g	g	g
Other	g	g	g	g	g	g	g	g	g
Facts/procedures	g	g	g	g	g	g	g	g	g
Concepts/principles	g	g	g	g	g	g	g	g	g
Examples	g	g	g	g	g	g	g	g	g
Strategies	g	g	g	g	g	g	g	g	g
Prior knowledge	g	g	g	g	g	g	g	g	g
Behavior/management	g	g	g	g	g	g	g	g	g
Student Activity	1	2	3	4	5	6	7	8	9
Listening to teacher	g	g	g	g	g	g	g	g	g
Questioning	g	g	g	g	g	g	g	g	g
Responding to questions	g	g	g	g	g	g	g	g	g
Note-taking	g	g	g	g	g	g	g	g	g
Reading	g	g	g	g	g	g	g	g	g
Independent seat work	g	g	g	g	g	g	g	g	g
Listening to other students	g	g	g	g	g	g	g	g	g
Hands on activity	g	g	g	g	g	g	g	g	g
Peer collaboration (includes discussion among peers)	g	g	g	g	g	g	g	g	g
Presenting content	g	g	g	g	g	g	g	g	g
Sharing personal experiences/knowledge	g	g	g	g	g	g	g	g	g
Peer assessing	g	g	g	g	g	g	g	g	g

Self-assessing	g	g	g	g	g	g	g	g	g
Off-task	g	g	g	g	g	g	g	g	g
Materials/Resources	1	2	3	4	5	6	7	8	9
Worksheets	g	g	g	g	g	g	g	g	g
Outside experts/community members	g	g	g	g	g	g	g	g	g
Technology	g	g	g	g	g	g	g	g	g
Texts	g	g	g	g	g	g	g	g	g
Books other than texts (e.g., novels)	g	g	g	g	g	g	g	g	g
Other print materials	g	g	g	g	g	g	g	g	g
Hands-on materials (includes manipulatives, arts and crafts, science labs)	g	g	g	g	g	g	g	g	g
Other	g	g	g	g	g	g	g	g	g

HPL Framework

The *How People Learn* (HPL) framework (Bransford, Brown, & Cocking, 2000) can help bring meaning to the instructional competencies that are critical in a classroom and can frame how teachers best organize and orchestrate learning experiences to maximize these competencies. The Classroom Teacher Observation Tool uses the HPL framework to provide a substantial foundation for how to organize evidence of teaching and learning for the most effective combination of applied professional development; instructional practices; and documented skills, processes, and professional insights.

Guiding Questions

The goal of **assessment-centered instruction** is to provide ongoing insight into students' knowledge construction so classroom activities can be tuned. • Does the teacher monitor students' understanding as it evolves? • Does the teacher constantly refine instructional practice in light of his or her student's understanding? • Does the teacher provide appropriate formative assessment to individuals? • Does the teacher help students assess their own learning and understanding? • Does the teacher help students assess their ability to work in a group or contribute to the community?	The goal of **community-centered instruction** is to connect students' knowledge construction with the multiple community contexts in which the knowledge is situated. These contexts include the school and classroom community, the child's larger social community, and a community of practice in which any knowledge is used. • Does the teacher create a learning community in the classroom in which all students feel that they have a stake in the knowledge-construction process? • Does the teacher help students connect their knowledge-construction activities with the larger community in which they live? • Does the teacher help students understand the community of practice in which any knowledge is used?
The goal of a **knowledge-centered classroom** is to create flexible, adaptive understandings of the ideas, skills, and important information of a given domain. • Does the teacher construct conceptual knowledge and competencies that allow flexible, adaptive reasoning?	The goal of **learner-centered instruction** is to help students build on the conceptual and cultural knowledge that they already have and to help them develop better skills and practices for future learning. • Does the teacher develop a model of the students' existing knowledge, skills,

• Does the teacher help students understand how the knowledge is used in a larger context or community of practice?	attitude, and communicative practices? • Does the teacher give students ample time, tools, and opportunities to construct knowledge?

HPL Summary

Based on the notes you have recorded and the Loop Checkmark Summary on page 145, reflect on the four domains of the HPL framework and the kinds of instruction happening during the lesson. Refer to the guiding questions for each domain on page 138 to provide your feedback.

The goal of **assessment-centered instruction** is to provide ongoing insight into students' knowledge construction so classroom activities can be tuned.

Feedback:

The goal of **community-centered instruction** is to connect students' knowledge construction with the multiple community contexts in which the knowledge is situated. These contexts include the school and classroom community, the child's larger social community, and a community of practice in which any knowledge is used.

Feedback:

Analyze and summarize the lesson: How did the parts of the lesson and the four domains of the HPL framework contribute to the whole learning experience?

The goal of a **knowledge-centered classroom** is to create flexible, adaptive understandings of the ideas, skills, and important information of a given domain.

Feedback:

The goal of **learner-centered instruction** is to help students build on the conceptual and cultural knowledge that they already have and to help them develop better skills and practices for future learning.

Feedback:

Classroom Observation Summary

Based on the observation you have just completed, reflect on the following guiding questions.

Reflect and Analyze

What do you know about student learning in this classroom?

What do you know about teaching practices in this classroom?

What feedback would you present to this teacher to improve his or her instructional practice?

How do your observations of this teacher inform how you might better develop this individual's talent?

Leading Learning

How do you use classroom observations in monitoring teaching?

How do you use classroom observations in monitoring learning?

How do you engage teachers in using classroom observations to enhance their professional learning?

Tool 14: Example Hiring Advertisements[6]

School or District Logo

School Principal

We are seeking a dynamic and highly effective building administrator to lead our school and its team of talented educators as we strive for increased success for our school and each student. **The successful candidate will be a strategic leader**—one who will inspire the learning community to commit to a shared and compelling vision of student learning and instructional practice; advance the school mission through collaborative processes that focus and drive the organization toward the vision; lead with a sense of urgency and achieve the highest results for students and adults; and ensure that teaching and learning is the primary focus of the organization by leading the implementation of a rigorous, relevant, and balanced curriculum. This leader will have the skills and knowledge to create systems, structures, policies, and procedures that support students socially, emotionally, and intellectually in their development, learning, and achievement while also inspiring and nurturing a culture of high expectations, where actions support the common values and beliefs of the organization. In addition, the leader we seek will be a reflective practitioner who continually strives for improvement and works well with others in the pursuit of excellence in teaching and learning.

WHY SHOULD YOU
consider a career as a leader with [LEA]?

Amazing students	[insert text]
Supportive community	[insert text]
Talented staff	[insert text]
Striving for excellence in teaching and learning [or insert district motto]	If you are interested in being part of a workforce of high-performing educators who are aligned in purpose, teamed in their efforts, and motivated to succeed in delivering the highest quality instruction to all students, send [Include a link to the full job description].
Location	[LEA] is located in [describe location within city]. We offer a great working environment, leadership and growth opportunities, and competitive pay and benefits, including opportunities to increase your earnings based on performance.

[6] Adapted from Maine Schools for Excellence. (n.d.). *Employment advertisements.* Augusta, ME: Author. Retrieved from at http://www.maine.gov/doe/excellence/resources/employment.html

WANTED
School Principal

We are seeking a dynamic and highly effective building administrator to lead our school and its team of talented educators as we strive for increased success for our school and each student.

The successful candidate will be a strategic leader—one who will inspire the learning community to commit to a shared and compelling vision of student learning and instructional practice; advance the school mission through collaborative processes that focus and drive the organization toward the vision; lead with a sense of urgency and achieve the highest results for students and adults; and ensure that teaching and learning is the primary focus of the organization by leading the implementation of a rigorous, relevant, and balanced curriculum. This leader will have the skills and knowledge to create systems, structures, policies, and procedures that support students socially, emotionally, and intellectually in their development, learning, and achievement while also inspiring and nurturing a culture of high expectations, where actions support the common values and beliefs of the organization. In addition, the leader we seek will be a reflective practitioner who continually strives for improvement and works well with others in the pursuit of excellence in teaching and learning.

Why should YOU consider a career as a leader with [LEA]?	
Amazing students	[insert text]
Supportive community	[insert text]
Talented staff	[insert text]
Striving for excellence in teaching and learning [or insert district motto]	If you are interested in being part of a workforce of high-performing educators who are aligned in purpose, teamed in their efforts, and motivated to succeed in delivering the highest quality instruction to all students, send [include a link to the full job description].
Location	[LEA] is located in [describe area of the city]. We offer a great working environment, leadership and growth opportunities, and competitive pay and benefits, including opportunities to increase your earnings based on performance.

Appendix D. Principal Hiring Scorecard

The Principal Hiring Scorecard will help you assess where your LEA is currently and can help you pinpoint which sections of the *Guidebook* will be most useful to you.

Navigate to...

- Introduction
- Getting Started
- Step 1
- Step 2
- Step 3
- Step 4

A high-quality principal hiring process has far-ranging impacts on the leadership and student learning in a given school. From our perspective, the principal hiring should be fair, rigorous, and data-driven, and its results should inform new principal induction and mentoring processes. The first step in developing a strong principal hiring process is to identify strengths and areas of growth for your current principal hiring process. What elements of the process do you currently do well, and what aspects can you improve upon?

Please circle the response for each question that best describes the principal hiring process in your district. After you complete the scorecard you will go back and score it.

1. Outside Recruitment

a. There is no central source for handling the recruitment process. Recruitment is typically done through word of mouth and few electronic or print advertisements to publicize offerings. We primarily publicize openings in one or two venues.

b. We have a principal recruitment plan that is coordinated by a single office or officer. The district uses word of mouth and electronic or print advertising to publicize openings, as well as also through school/district and state education agency websites and state postings at universities/colleges. We use a mix of methods (more than two or three), and we publicize throughout our surrounding region.

c. We have a principal recruitment plan that is coordinated by a single office or officer, and we conduct a targeted search based on school/district leadership needs. The district uses a mix of methods to publicize openings, including word of mouth, print advertising, websites, email, social media, and job fairs. We publicize throughout our surrounding region, and, occasionally, at the national level.

2. Internal Recruitment

a. We encourage candidates within the district or school to apply for open positions. All candidates, of course, must meet basic qualifications. We do not have a structured process in place to build teacher-leader or assistant principal skills and knowledge to prepare them to become principals. We provide incentives to assistant principals and teachers to encourage them to obtain their administrative licenses.

b. We encourage candidates within the district or school to apply for open positions, and all candidates must meet basic qualifications. We have trained current principals to mentor assistant principals and teachers to build their skills as leaders, but we do not have performance evaluation processes in place to determine whether or not new leaders are capable and effective. Special leadership positions or additional responsibilities are not available to new leaders. We provide incentives to assistant principals and teachers to encourage them to get their administrative licenses.

c. We encourage candidates within the district or school to apply for open positions, and all candidates must meet basic qualifications. We provide incentives to assistant principals and teachers to encourage them to get their administrative licenses. We also have a “grow your own” leadership program that includes mentoring from principals or other leaders, evaluation of new leaders’ skills and competencies, and formalized opportunities to lead school-wide efforts.

3. Recruitment Effectiveness

a. As a result of our recruitment efforts, we receive less than ten applications per opening. Typically, one or two of these applications are viable or high quality.

b. As a result of our recruitment efforts, we receive 10 to 15 applications per opening. Typically, three to five of these applications are viable or high quality.

c. As a result of our recruitment efforts, we receive 10 to 15 applications per opening. Typically, five or more of these applications are viable or high quality.

4. Pace of Initial Candidate Review

a. Once applications are received, they are reviewed in one or more weeks.

b. Once applications are received, they are reviewed within a week or so.

c. Once applications are received, they are reviewed within a day or two.

5. Quality of Initial Candidate Review

a. The initial review is typically conducted by one person. Criteria for the review may or may not be specified. Documentation of the review may or may not occur.

b. The initial review is typically conducted by two or more people, who independently review candidate credentials. Criteria used for the review are not specified. Documentation of the review may or may not occur.

c. The initial review is typically conducted by two or more people, who independently review candidate credentials. Reviewers use the same criteria when reviewing candidate credentials. Documentation of the review process occurs and records are kept.

6. Breadth of Information Used for Review

Below is a list of documents or processes used to evaluate principal candidates:

- Resume
- Cover letter
- Letter(s) of recommendation
- Transcripts
- Certification
- References
- Writing sample

- Telephone interview by district/school personnel
- In-person interview by district staff
- In-person interview by school staff and/or community members

a. My district relies primarily on items 1 to 5 of the above measures to assess principal candidates.

b. My district primarily relies on items 1 to 8 of the above measures to assess principal candidates.

c. My district primarily relies on items 1 to 10 to assess principal candidates.

7. Selection of Candidate Reviewers

a. Candidate reviewers do not receive any training. They are intelligent people, after all, and know how to hire people and know what a good school leader must do.

b. Candidate reviewers receive some training about the hiring process, and the legalities of that process. However, training does not include discussion of criteria for assessing candidates or hiring priorities.

c. Candidate reviewers receive some training about the hiring process, and the legalities of the process. Training also includes discussion of criteria for assessing candidates and hiring priorities. We establish some reliability among the candidate reviewers to ensure that they are on the same page.

8. Fairness of the Review

a. All candidates have to submit the same basic information about their credentials to be considered for the position. However, we are not very consistent with our use of interview questions or additional methods of evaluating candidates. We do not consistently maintain applicant records.

b. All candidates have to submit the same basic information about their credentials to be considered for the position. Interviewers generally ask the same questions of all candidates, and generally use the same additional methods for evaluating candidates. We consistently maintain applicant records.

c. All candidates have to submit the same basic information about their credentials to be considered for the position. Interviewers ask the same questions of all candidates, and 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.

9. Candidates Match to School

a. We hire the same type of candidate regardless of school leadership needs or community characteristics.

b. We sometimes make efforts to take school leadership needs or community characteristics into account. However, our process does not involve much input from school members or review of school-based or community-based information. When we set priorities for a hire, we may or may not follow these priorities.

c. We consistently make an effort to take school leadership needs or community characteristics into account. Our process intentionally involves priority setting that takes the school and community situation into account. We often review school- or community-based information when setting priorities. When we set priorities for a hire, we generally follow these priorities.

10. Extent to Which Data Inform the Process

a. The hiring committee does not require candidates to demonstrate their skills in using data to inform the hiring process.

b. The hiring committee partially requires candidates to demonstrate their skills in using data. Candidates are asked about the emphasis they place on using data and their skill at using it, but there are no assessments as part of the hiring process.

c. The hiring committee has a clear emphasis on candidates’ skills of using data to inform the hiring process. A number of questions in the interview emphasize the candidate’s skills using data. Also, candidates are presented with scenarios using data that they need to complete and on which they are rated.

11. Criteria for Hiring Process

a. We do not have explicit criteria for hiring a new principal. Decision-makers apply their own criteria, and deliberate which criteria are most important.

b. We have some “home grown” criteria for hiring a new principal that are generally accepted by a core group of staff.

c. We have criteria for hiring a new principal that are tied to national/state standards and based on research on what good principals must know and do. These criteria are written down and applied. The criteria are generally accepted by a core group of staff.

12. Effectiveness of the Hiring Process

a. We do not measure the effectiveness of the hiring process in any meaningful way. We generally do not collect information from candidates about the ease of the hiring process. We do not collect information from schools or others about how well the new principal meets school needs. We do not consider principal performance or retention information when revising our recruitment and hiring process.

b. We consider information from schools or others on how well the new principal meets school needs and performs. We consider principal performance and retention information when revising our recruitment and hiring process. We do not collect information from schools or others about how well the new principal meets school needs.

c. We consider information from schools or others on how well the new principal meets school needs and performs. We consider principal performance and retention information when revising our recruitment and hiring process. We generally do collect information from candidates about the ease of the hiring process.

13. Alignment to Human Capital Management Systems

a. Information gathered during the hiring process is not used to plan induction or mentoring services to new principals. We generally do not offer induction programs, mentoring support, and/or reduced workloads to new principal or principals who are new to the school or district.

b. Information gathered during the hiring process is not used to plan induction or mentoring services to new principals. We do offer induction programming, mentoring support, and/or reduced workloads to new principals or principals who are new to the school or district.

c. Information gathered during the hiring process is considered when planning induction or mentoring services to new principals. We do offer induction programming, mentoring support, and/or reduced workloads to new principals or principals who are new to the school or district.

Scoring Instructions

Part A

Now that you have finished the quiz please calculate your overall score on the quiz by tallying the number of points for each question. The scoring system is as follows: "a" = 1 point, "b" = 2, and "c" = 3. The levels of scoring below indicate the quality of your principal hiring process. This quiz has not been validated but is a quick and easy way to gauge your district's process.

- 30 to 39 points = Wow, you're doing a terrific job. You should share your practices with others.
- 26 to 30 points = Pretty good! There may be some things that you want to focus on in order to improve the recruitment and/or hiring processes, or the consistency with which recruitment and hiring occurs.
- 13 to 26 points = Not bad,but could be better. You may want to consider changing your hiring and recruitment processes and adding components/steps to the process.

Part B

Now that you have reflected on your overall process, you can use the following guide to determine how to use the Guidebook to Competency-Based Leadership Hiring.

- If you chose "a or b" on questions 1-6, please consider reviewing Step 2, Recruiting Candidates, Conducting the Application Screening, and Determining Semifinalist section of the Guidebook.
- If you chose "a or b" on questions 7-8, please consider reviewing Step 1, Forming the Hiring Committee and Setting Priorities section of the Guidebook.
- If you chose "a or b" on questions 9 and 11, please consider reviewing Task 1.4 of the Guidebook.

- If you chose “a or b” on question 10, please consider reviewing Step 4, Conducting the On-Site Screening and Ranking the Finalists section of the Guidebook.
- If you chose “c” for every question, again, congratulations! However, you could still pick up a strategy or two from the guidebook by choosing the topic that is most relevant or interesting for your LEA/school and enjoy!

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Kenneth M. Arndt, Ph.D.
Former Superintendent
Community Unit School District 300
Carpentersville, Illinois

Elaine Aumiller, Ed.D.
Superintendent
Mt. Prospect School District 57
Mt. Prospect, Illinois

David Behlow, Ph.D.
Superintendent
North Shore School District 112
Highland Park, Illinois

Jane Dargatz
Principal
Sycamore Middle School
Sycamore Community Unit School District 427
Sycamore, Illinois

Troyce Fisher, Ed.D.
Leadership Grant Director
School Administrators of Iowa
Clive, Iowa

Bill Gavaghan
Executive Director
Indiana Principal Leadership Academy
Indiana Department of Education
Indianapolis, Indiana

Mark Heiss
Director of Administration and Personnel
Plainfield Community Consolidated School District 202
Plainfield, Illinois

Martha McCarthy, Ph.D.
Chancellor's Professor and Chair,
Educational Leadership and Policy Studies
Indiana University
Indianapolis, Indiana

Monica Rosen
Acting Chief
Office of Principal Preparation and Development
Chicago Public Schools
Chicago, Illinois

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American Institutes for Research

1120 East Diehl Road, Suite 200
Naperville, IL 60563-1486
800.356.2735 | 630.649.6500

www.air.org

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