

Washington, DC LEA Scenario

For Distinguishing the Right Leader
for Your School

JANUARY 2012—*UPDATED OCTOBER 2018*

Matthew Clifford, Ph.D. | Hedi Baxter-Laufer |
Melissa Brown-Sims | Gretchen Weber | *Updated by Tara Zuber*

MAKING RESEARCH RELEVANT

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1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
202.403.5000

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Introduction

The Quality School Leadership Identification Process

High-performing and dramatically improving schools are led by strong principals. The Quality School Leadership (QSL) approach, developed by the American Institutes for Research (AIR), gives educators the tools they need to hire and assess their leaders. Our Quality School Leadership Identification (QSL-ID) process is a standardized hiring procedure built from research-based tools that local hiring committees can use to reach consensus when selecting a new school principal.

We developed the QSL-ID process to provide a method for school districts to use when gathering principal candidate data and weighing these data against research-based criteria. The hiring committee members must value the process of collecting and considering candidate data—rather than relying solely on gut instincts—to make effective hiring decisions. Committee members also must agree on the type of leader that the school needs and determine how leadership attributions are exhibited in the evidence provided by candidates. Sometimes reaching these agreements is difficult, and the QSL-ID process can assist hiring committees.

About the *Washington, DC LEA Scenario*

The Washington, DC LEA Scenario is a QSL-ID tool that contains fictional district, school, and candidate profiles. It is to be used in conjunction with other QSL-ID tools so that the hiring committee can practice setting hiring priorities and establish interrater reliability among committee members when rating candidates. Without a common understanding of the rating process and evidence used to make ratings, the hiring committee may struggle to select candidates.

We advise using the scenario as a learning experience during various meetings of the hiring committee. Using a fictional scenario, as opposed to your district's or school's information, is a way to focus on the evidence-based hiring process. Although using the scenario takes time, the experience of using it will save time for the hiring committee later—during the actual process of hiring a principal—when consensus really counts.

About the Update

The original District USA Scenario used data appropriate for medium to large districts across the United States. Although applicable for most settings, these data were very different than the reality in Washington, DC. This update provides a scenario that more closely matches the settings familiar to school personnel in Washington, DC.

How to Use This Scenario

The Washington, DC LEA Scenario consists of the following components:

- **District Profile.** Charts and graphs for DC LEA, a fictional district, show staffing trends, financial trends, and student performance.
- **School Profile.** Charts and graphs for a fictional Atlantic Middle School show disaggregated staffing and student performance trends.
- **Candidate Profile.** Candidate application materials (letter of application, résumé, and completed application form) are provided for a fictional principal candidate named Jan Hazelwood.

Note: The facilitator of the hiring committee will direct the use of the scenario.

District Profile

Note: The following data sets for Washington, DC LEA Scenario are fictional but represent the types of data typically available from district websites and public reports. Use the information as a template for representing your district to the hiring committee and candidates. Priority-setting activities require the hiring committee members to review district data, and candidates may ask for data as a way of acquainting themselves with the district.

About DC LEA

DC LEA is an urban school district with a principal vacancy at Atlantic Middle School, one of the district's two schools. The new principal will replace a well-respected and long-standing principal, who has accepted a new position outside the district. The current principal is leaving on good terms and is well liked by Atlantic Middle School's staff and students.

Background Information

The district is in Washington, DC, which has a population of more than 6.1 million people and receives more than 20 million tourists annually. More than 60 local education agencies or districts operate in the District of Columbia area. DC LEA serves approximately 300 students in kindergarten through grade 8. The district has two schools: one middle school and one elementary school. The total student population has remained relatively constant during the past 11 years, with some increases occurring in recent years.

District Mission

The district mission is to “nurture a diverse community of students with an effective network of support, empowering all learners to build strong character and critical thinking skills that will prepare DC LEA students to become knowledgeable citizens, ready to meet the academic, sociocultural, and environmental challenges of the future.”

Perspective from the Chief Academic Officer

The following description by Chief Academic Officer Angela Howard of DC LEA appears on the district website:

Our district provides a safe and supportive environment for all children. First and foremost, we are committed to support every child in gaining the necessary skills and knowledge to be a successful adult. Our district personnel work together with parents and the community to provide learning opportunities for children to reach their maximum potential.

We have targeted and high-quality academic and extracurricular programs designed to meet our district's mission of providing the educational environment that cultivates maximum student potential. Both of our schools demonstrate that age is not a barrier to leadership. Most recently, our students developed a local composting initiative that is still in operation. At Mae Jemison Elementary and Atlantic Middle School, we enable student success through our commitment to instructional leadership and accountability for student achievement.

Principals and teachers in DC LEA schools foster communities of lifelong learners, and together we strive to be guided by learning research in giving every child an opportunity to succeed in a safe, nurturing environment.

Perspective from the School Board

The 2008-09 DC LEA School Board Report begins as follows:

We, the DC LEA School Board, understand and agree that change is a process and not an event. During the past four years, the district has embraced a large-scale change process. This change process has prompted us to rethink and reorganize, which can be stressful for administrators and staff alike. However, we believe that all district personnel are aware of and committed to a common set of clear, student-centered goals that will help us to realize our vision of instructional excellence for all students. We, the Board, are unanimously committed to supporting and advocating for the change processes necessary to realize the district's mission.

The DC LEA School Board goals for the past year have included the following:

- Developing stronger lines of communication and avenues for collaboration with the Parent Teacher Association (PTA).
- Reviewing and revising the Board's policy for conducting the chief academic officer's annual review, with the goal being to improve alignment with our goals for strengthened collaboration between the district and our community.
- Developing an improved organizational chart for the district that reflects and communicates our goals for a less hierarchical leadership structure.
- Involving key community stakeholders in reviewing and revising the DC LEA budget to improve financial equality among schools.

DC LEA Priorities

The DC LEA Strategic Planning Committee has determined the following priorities for the district:

As the total enrollment in our two schools has increased overall during the past decade, the number of students eligible to receive free or reduced-price lunch also has increased. The number of students identified as requiring additional services has increased as well. These changes reflect the growing number of students choosing to attend charter schools in the Washington, DC, area. It is the responsibility of the DC LEA administration to work toward creating a districtwide effort to serve and meet the needs of our growing population. Following are the top three areas of foci in our district:

- **Students.** We will close the achievement gaps that currently exist in the district by developing an innovative student-centered support structure across all grade levels, building on the strengths of our community’s commitment to preparing students for high school and postsecondary school success.
- **Resources.** We will use DC LEA data to guide our decision making, carefully evaluating staffing, programs, services, and initiatives to ensure that priority and district support are provided only to those entities that align with the district’s goals and vision.
- **Personnel.** We will recruit and make all hiring decisions based on data-driven needs assessments and collaborative candidate evaluations to ensure the continued development of the district’s professional learning community—a community with a common understanding of district goals, vision, and priorities. In addition, we will recruit and work proactively to retain a diverse staff—one that mirrors the cultural diversity of our student body and community.

DC LEA Data

DC LEA complies with federal and state requirements on data gathering and reporting. Under a new board policy focusing on data transparency, the district provides staff, parents, and other interested stakeholders with access to staffing and school performance data. Figure 1 and Tables 1-3 relate to staffing. Figure 2 and Table 4 relate to student enrollment.

District USA: DC Staffing and Salaries

Figure 1. Total Number of DC LEA Full-Time Equivalent Staff: 1998-99 through 2008-09

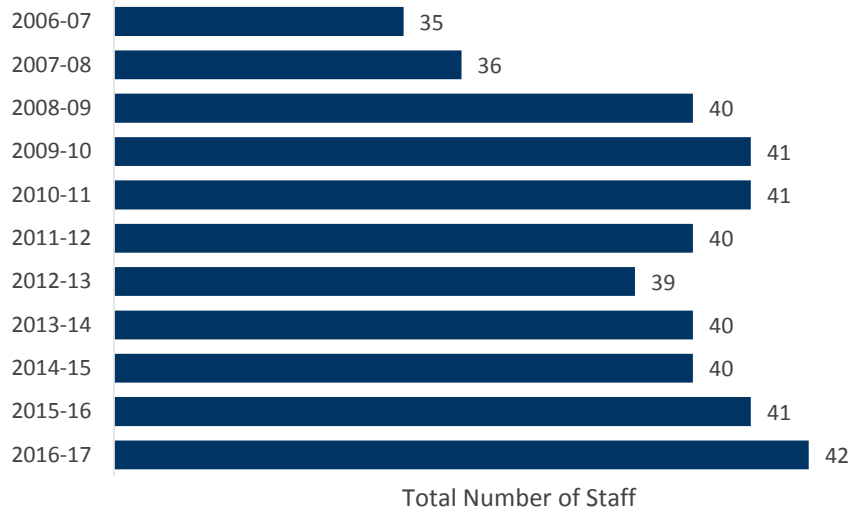


Table 1. Teacher Salaries in DC LEA

Position	Low Salary	High Salary	Average Salary	Average Local Experience	Average Total Experience
Teacher	\$42,350	\$84,700	\$55,000	6.51 years	10.7 years

Table 2. District Administrators and Staff by Ethnicity and Gender in DC LEA

Position	Asian/ Atlantic Islander		African American		Hispanic		American Indian/ Alaskan Native		Caucasian		Total
	F	M	F	M	F	M	F	M	F	M	
Assistant district administrator	0	1	0	1	0	0	0	0	0	0	2
Assistant principal	1	0	1	0	0	1	0	0	0	0	3
Director of instruction	0	0	0	1	0	0	0	0	0	0	1
Director of special education	0	0	0	0	0	0	0	0	1	0	1

Position	Asian/ Atlantic Islander		African American		Hispanic		American Indian/ Alaskan Native		Caucasian		Total
	F	M	F	M	F	M	F	M	F	M	
System Level Administrator	0	0	0	1	0	0	0	0	0	0	1
Principal	0	0	1	0	0	1	0	0	0	0	2
Totals	1	1	2	3	0	2	0	0	1	0	10

Table 3. Educational Staff by Area of Specialization, Gender, and Ethnicity in DC LEA

Position	Asian/ Atlantic Islander		African American		Hispanic		American Indian/ Alaskan Native		Caucasian		Total
	F	M	F	M	F	M	F	M	F	M	
Language specialist	0	0	0	0	0	0	0	0	1	0	1
Guidance counselor	0	0	2	1	0	0	0	0	0	0	3
Librarian	0	1	0	0	0	0	0	0	0	0	1
Library specialist	0	0	0	0	0	0	0	0	0	0	0
Program coordinator	0	0	0	1	1	0	0	0	0	0	2
School audiologist	0	0	0	0	0	0	0	0	0	0	0
School nurse	0	0	1	0	0	0	0	0	0	0	1
School occupational therapist	0	0	0	0	0	0	0	0	0	0	0
School physical therapist	0	0	0	0	0	0	0	0	0	0	0
School psychologist	0	0	0	0	0	0	0	0	0	0	0
School social worker	0	0	0	1	0	0	0	0	0	0	1
Speech/language pathologist	0	0	0	0	0	0	0	0	0	1	1
Teacher	0	0	9	7	0	1	0	0	4	2	23

Position	Asian/ Atlantic Islander		African American		Hispanic		American Indian/ Alaskan Native		Caucasian		Total
	F	M	F	M	F	M	F	M	F	M	
Totals	0	1	12	10	1	1	0	0	5	3	33

Figure 2. Enrollment Trends in DC LEA: 1998-99 through 2008-09

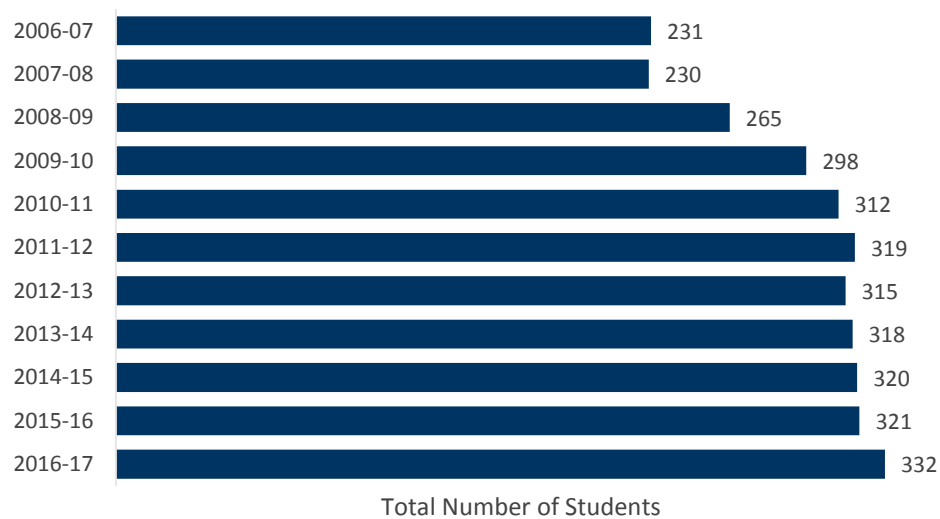


Table 4. Annual District Enrollment by School Level in DC LEA

Academic Year	Elementary School (K-5)	Middle School (6-8) ^a	District Total
2006-07	198	33	231
2007-08	180	50	230
2008-09	172	93	265
2009-10	197	101	298
2010-11	208	104	312
2011-12	209	110	319
2012-13	212	103	315
2013-14	213	105	318
2014-15	216	104	320

Academic Year	Elementary School (K-5)	Middle School (6-8) ^a	District Total
2015-16	217	104	321
2016-17	221	111	332

^aThe middle school started with just grade 6 in the 2007 school year and added one grade per year. It served all three grade levels for the first time in 2008-09.

School Profile

The following data sets for Atlantic Middle School are fictional but represent the types of data typically available from school websites and public reports. Use the Atlantic Middle School information as a template for representing your school to the hiring committee and candidates. Priority-setting activities require the hiring committee members to review school data, and candidates may ask for data as a way of acquainting themselves with the school.

About Atlantic Middle School

Atlantic Middle School is the first middle school in DC LEA and ensures that students transition smoothly between elementary and middle school and continue receiving excellent support and rigorous education. Located down the block of the district's elementary school, Atlantic Middle School currently serves 111 students in Grades 6-8. Many students walk or bike to school each day, although a few students use the city bus system to reach the school.

Atlantic Middle School features a variety of innovative curriculum programs, including an increased use of technology in the classroom and the use of school-wide formative assessment programs.

Mission Statement of Atlantic Middle School

The mission of the school is as follows:

Our mission is to support the development of every student in our school into a responsible, capable, and globally literate citizen.

We will communicate to all members of the Atlantic Middle School learning community a firm belief that effort is the only predictor of ability—regardless of race, gender, age, cognitive abilities, sexual orientation, primary language, or cultural heritage.

Goals of Atlantic Middle School

The goals of the school are as follows:

We will actively engage and provide all students with positive and meaningful learning opportunities by modeling integrity, empathy, and excellence, while providing a diverse learning environment that features clearly comprehensible expectations, equal opportunities for all learners, and academic rigor that is clearly connected to global- and community- based contexts.

Perspective from the Current Principal of Atlantic Middle School

This message from the current principal appears on the school website:

It is with much pride that I announce that this fall semester, in only our second year of curriculum reform, we have successfully completed the selection and adoption of an ambitious, student-centered middle school curriculum that will engage our students in solving open-ended problems related to their coursework and communities. Together with our innovative core program of science, mathematics, social studies, English, Spanish, and engineering, Atlantic Middle School’s offerings constitute an active and motivating curriculum that supports our district mission and goals.

During the last two years, Atlantic Middle School formed committees of faculty, parents, other community members, and myself to research the best practice recommendations from the relevant professional organizations as well as adopt our middle school textbooks and curricular sequences. With curricula now in place, we embrace the change and look forward to growing our middle school learning culture as part of our commitment to excellence for all.

Atlantic Middle School Data

Tables 5 and 6 relate to student demographic data. Tables 7 and 8 relate to student assessment data. Tables 9 and 10 relate to teacher qualifications.

Student Demographic Data

Table 5. 2009 Student Demographics

Enrollment	Percentage Eligible for Free or Reduced-Price Lunch	Percentage Ineligible for Free or Reduced-Price Lunch (or No Data)
111	80%	20%

Table 6. Student Enrollment by Ethnicity

Year	Number of Students							Percentage of Students					
	Native American	African American	Hispanic	Asian	Total Non-Caucasian	Caucasian	Total	Native American	African American	Hispanic	Asian	Total Non-Caucasian	Caucasian
2006-07	0	29	3	0	32	1	33	0%	88%	9%	0%	97%	3%
2007-08	0	45	4	1	50	0	50	0%	90%	8%	2%	100%	0%
2008-09	0	81	9	2	92	1	93	0%	87%	10%	2%	99%	1%
2009-10	0	85	9	2	96	5	101	0%	84%	9%	2%	95%	5%
2010-11	0	85	11	2	98	6	104	0%	82%	11%	2%	94%	6%
2011-12	0	90	12	2	104	6	110	0%	82%	11%	2%	95%	5%
2012-13	0	84	12	2	98	5	103	0%	82%	12%	2%	95%	5%
2013-14	0	83	13	3	99	6	105	0%	79%	12%	3%	94%	6%
2014-15	0	83	13	3	99	5	104	0%	80%	13%	3%	95%	5%
2015-16	0	82	15	3	100	4	104	0%	79%	14%	3%	96%	4%
2016-17	0	84	17	4	105	6	111	0%	76%	15%	4%	95%	5%

Student Assessment Data**Table 7. Comparison of School, District, and State Results for 2009 Grade 8 Mathematics**

Category	Percentage of Students Scoring at or Above Proficient on the Most Recent PARCC Assessment	
	Atlantic Middle School	Washington, DC
Total Student Population	20.2%	16.5%
Race		
America Indian	<i>n</i> < 25	<i>n</i> < 25
Asian/Atlantic Islander	<i>n</i> < 25	52.8%
African American	19.6%	13.2%
Hispanic	<i>n</i> < 25	14.5%
Caucasian	<i>n</i> < 25	53.8%
Gender		
Male	15.5%	13.9%
Female	21.1%	19.1%
Students Eligible for Free or Reduced-Price Lunch	12.0%	12.9%

Table 8. Comparison of School, District, and State Results for 2009 Grade 8 Reading

Category	Percentage of Students Scoring at or Above Proficient on the Most Recent PARCC Assessment	
	Atlantic Middle School	Washington, DC
Total Student Population	36.4%	30.2%
Race		
America Indian	<i>n</i> < 25	<i>n</i> < 25
Asian/Atlantic Islander	<i>n</i> < 25	64.6%
African American	35.9%	22.7%
Hispanic	<i>n</i> < 25	29.9%
Caucasian	<i>n</i> < 25	79.8%
Gender		
Male	23.5%	23.0%
Female	51.2%	37.6%

Category	Percentage of Students Scoring at or Above Proficient on the Most Recent PARCC Assessment	
	Atlantic Middle School	Washington, DC
Students Eligible for Free or Reduced-Price Lunch	20.6%	21.5%

Atlantic Middle School Teacher Qualifications

Table 9. Current Staffing by Area of Specialization and Full-Time Equivalency (FTE)

	Total Number (FTE)	Full License Number (FTE)	Full License (Total)	Emergency License (FTE)	Emergency License (Total)	No License (FTE)	No License (Total)	Number FTE With Less Than 5 Years Total Experience
Summary	8	7	87.5%	1	12.5%	0	0.0%	3

Table 10. Teacher Qualifications: 2006-07 through 2008-09

Year	Number of FTE Teachers	Average Years of Teaching Experience	Average Number of Years Teaching in the District	Percentage of Fully Licensed Teachers
2006-07	3	5	1	100.0%
2007-08	5	5	2	100.0%
2008-09	7	5	2	86.0%
2009-10	8	7	3	87.5%
2010-11	8	8	3	100.0%
2011-12	7	7	4	100.0%
2012-13	7	9	5	100.0%
2013-14	7	10	6	100.0%
2014-15	7	8	6	86.0%
2015-16	8	8	7	87.5%
2016-17	8	9	6	87.5%

Candidate Profile

The following information for candidate Jan Hazelwood is fictional but represents the types of information typically provided by principal candidates.

- Sample letter of application
- Sample résumé
- Sample completed application

Sample Letter of Application

Jan Hazelwood
7 Edgewood Drive
Anytown, ST 12345
jhazelwood@gmail.com

Angela Howard
Chief Academic Officer
DC LEA
123 Main St.
Washington, DC 99999

July 10, 2018

Dear Chief Academic Officer Howard:

I am writing in response to your job posting for the principal position at Atlantic Middle School. With my previous experience as an effective assistant principal, instructional coach, and classroom teacher, I feel that I am uniquely qualified for the position. In addition to my administrative and teaching licenses, I also am a National Board Certified Teacher.

My current position as an assistant principal at Horace Mann Elementary School involves supporting curriculum development and implementation, evaluating teachers, and effectively engaging the larger community in literacy initiatives. In fact, our parent outreach and collaboration has increased 37 percent since my hire in 2014. I also have led districtwide efforts at increasing overall teacher retention by developing a comprehensive induction and mentoring program. At the school level, I have led our building leadership team to develop and accomplish the school's strategic improvement plan.

I believe that my abilities to lead, coach, and collaborate with colleagues, students, and parents are evidence of my qualifications for this position. Your organization suggests that an ideal candidate should champion collaboration with the community and parents, support best practices in instruction, and systematically improve teacher quality. My leadership, both at the administrative and teacher levels, demonstrates that I can effectively remain student-centered while realizing the mission of the overall organization.

Enclosed is my résumé, which provides further evidence of my qualifications for the principal position. Please contact me at (999)999-999 if you have questions regarding my ability and willingness to perform as an effective school principal.

Best regards,

Jan Hazelwood

Jan Hazelwood

Enclosure

Sample Résumé

JAN HAZELWOOD

7 Edgewood Drive
Anytown, ST 12345

SUMMARY OF QUALIFICATIONS

- Experienced assistant middle school principal and instructional manager, familiar with teacher human resources, school budgeting, and student matriculation policies and procedures.
- National Board Certified teacher with seven years of teaching experience and leadership.
- Skilled instructional coach and professional development designer and provider for enhancing school improvement, teacher quality, and leadership to audiences within and beyond the school district.

ACADEMIC BACKGROUND

Ed.D.	2014	Administration and Supervision	University of Virginia
M.Ed.	2008	Curriculum and Instruction	George Mason University
B.A.	2004	Elementary Education	College of William and Mary

ACTIVE CERTIFICATIONS

Administrative license (Virginia)	2014
Elementary reading specialist (Virginia)	2008
Elementary education (Virginia)	2004

WORK HISTORY

Horace Mann Elementary School

2014-Present

Assistance Principal

Support the school improvement direction of the suburban school district and elementary school, particularly in the areas of teacher mentoring, induction, professional learning, and performance assessment. Lead district-level efforts to improve new-teacher retention by developing teacher mentoring and induction programs. Conduct teacher performance

assessments for a portion of the school teachers on an annual basis. Assist the school principal and leadership team members to improve teaching, school performance, and fiscal efficiency in the school. Work with parents, students, and staff to ensure a safe school environment by enacting schoolwide emergency response and discipline policies.

Jefferson Elementary School

2010-2014

Instructional Literacy Coach/Instructional Mentor

Researched and provided information and guidance regarding a range of effective and innovative literacy practices through various activities, such as individual discussions (informal and formal), coaching sessions, demonstration lessons with pre-post discussion/analysis, study groups, staff meetings, and professional development programs. Maintained paperwork consistently, appropriately, and in a timely manner. Coordinated and facilitated instructional material pilots and implementations (including software) school-wide. Collaborated with district literacy coaches on a regular basis to ensure faithful implementation efforts.

Morton Middle School

2006-2010

Sixth-Grade Language Arts Teacher

Executed all classroom instructional responsibilities, including differentiation of curriculum and instruction for English learners and special education students. Led the schoolwide implementation of student-led conferences. Served as a teacher leader by launching and supporting improvement efforts within the school, including differentiated instruction and character education. Collaborated with local institutions of higher education for improving preservice teacher experiences, including serving as a supervising teacher. Selected to participate in an integrated curriculum project with the local museum campus.

Three Oaks Elementary School

2004-2006

Elementary School Teacher

Developed and implemented lesson plans that fulfilled the requirements of the district's curriculum and accommodated differences in student learning styles. Conducted assessments of student learning and used the results to determine instructional activities, including working cooperatively with special education teachers to modify curricula as needed for special education students according to their individualized education programs. Served as a member of the school technology integration team and the school language arts committee to implement a balanced literacy approach to instruction in language arts.

PROFESSIONAL/COMMUNITY ACTIVITIES

- National Association of Secondary School Principals, 2011-Present
- Association for Supervision and Curriculum Development, 2004-Present
- Member of the Virginia Induction Policy Team and Standards Committee, 2011-Present
- National Board Certified Teacher, 2011
- Library Board of Trustees, 2014-present
- Junior League member, 2010-present

Sample Completed Application

EMPLOYMENT APPLICATION

Applicant Information

Full Name:	Hazelwood, Jan			Date:	7/10/18
	Last	First	M.I.		
Address:	7 Edgewood Drive				
	Street Address			Apartment/Unit #	
Anytown				IL	12345
City				State	Zip
Phone:	(999)999-9999	Email Address:	jhzazelwood@gmail.com		
Position Applied for:	Principal				
Current Position:	Assistant Principal				
Are you a citizen of the United States?			<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/> No
If not, are you authorized to work in the U.S.?			<input type="checkbox"/>	Yes	<input type="checkbox"/> No
Have you applied for a job with us before?			<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
Are you under contract?			<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> 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?			<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
If yes, explain					
Have you ever been discharged or asked to resign?			<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
If yes, explain					
Where did you receive information about this position?			District website		
What are your hobbies or avocations?			Running (completed one Charlottesville Marathon), gardening		
Community Service and Honors:			Junior League, Library Board of Trustees		
Professional Organization Membership:			National Association of Secondary School Principals, Association for Supervision and Curriculum Development		
Additional Professional Activities:					

Certification

Type:	075	Endorsement Area(s):	
State Issued In:	VA	License/Certificate #:	30464
Expiration Date:	2019		
Type:	National Board Certification	Endorsement Area(s):	
State Issued In:		License/Certificate #:	
Expiration Date:	2020		
Type:	03 (K-9)	Endorsement Area(s):	Language Arts, Spanish, Social Science
State Issued In:	VA	License/Certificate #:	1756657
Expiration Date:	2020		
Type:	10	Endorsement Area(s):	Reading Specialist
State Issued In:	VA	License/Certificate #:	3120981
Expiration Date:	2018		

Education

High School:	High School High	Address:	Anytown, VA
From:	1996	To:	2000
Did you graduate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Degree:	High School Diploma
College:	College of William and Mary	Address:	Williamsburg, VA
From:	2000	To:	2004
Degree earned:	B.A.	GPA:	3.75
Major:	Elementary Education	Minor:	Spanish
College:	George Mason University	Address:	Fairfax, VA
From:	2006	To:	2008
Degree earned:	M.Ed.	GPA:	4.0
Major:	Curriculum and Instruction	Minor:	
Other:	University of Virginia	Address:	Charlottesville, VA
From:	2010	To:	2014
Degree earned:	Ed.D.	GPA:	4.0
Major:	Administration and Supervision	Minor:	

References

Please list four professional references.

Full Name:	Omar Safi	Relationship:	Teacher at current school
Organization:	Horace Mann Elementary	Phone:	(772)420-4600
Address:	3601 39th St., City, ST 98799		
May we contact this reference?		<input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No
Full Name:	Sarah Kline	Relationship:	Colleague from library board
Organization:	Prairie Library Board	Phone:	(786)464-7921
Address:	72209 Amherst Lane, City, ST 98799		
May we contact this reference?		<input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No
Full Name:	Jagmeet Brar	Relationship:	School board member
Organization:	School Board	Phone:	(786)293-6601
Address:	3362 Emmet Drive, City, ST 98799		
May we contact this reference?		<input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No
Full Name:	Susan Meyer	Relationship:	Teaching colleague
Organization:	Morton Middle School	Phone:	(441)961-9412
Address:	7982 Sycamore Lane, City, ST 98799		
May we contact this reference?		<input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No

Current Employment

School:	Horace Mann Elementary School		Phone:	(772)420-4600	
Address:	3601 39th St., City, ST 98799				
Job Title:	Assistant Principal				
Starting Salary:	\$71,000		Ending Salary:		
Grade Level:			Subject Area:		
From:	2014	To:	Present	Supervisor:	Colin Smith
Reason for Leaving:					
May we contact your previous supervisory for a reference?			<input checked="" type="checkbox"/>	Yes <input type="checkbox"/>	No

Previous Employment

School:	Jefferson Elementary School	Phone:	(708)749-0137
Address:	464 Main St. City, ST 98799		
Job Title:	Instructional Literacy Coach / Instructional Mentor		
Starting Salary:	\$62,000	Ending Salary:	\$67,000
Grade Level:	K-6	Subject Area:	
From:	2010	To:	2014
Supervisor:	Mike Doyle		
Reason for Leaving:	Advancement opportunity		
May we contact your previous supervisory for a reference?		<input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No
School:	Morton Middle School	Phone:	(441)961-9412
Address:	7982 Sycamore Lane, City, ST 98799		
Job Title:	Sixth-Grade Language Arts Teacher/Department Chair		
Starting Salary:	\$42,000	Ending Salary:	\$51,000
Grade Level:	6	Subject Area:	Language Arts
From:	2006	To:	2010
Supervisor:	Sharon Shields		
Reason for Leaving:	Leadership opportunity		
May we contact your previous supervisory for a reference?		<input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No
School:	Three Oaks Elementary School	Phone:	(440)312-5687
Address:	555 State St. City, ST 98799		
Job Title:	Third-Grade Teacher		
Starting Salary:	\$31,000	Ending Salary:	\$36,000
Grade Level:	3	Subject Area:	All
From:	2004	To:	2006
Supervisor:	Elizabeth Novacek		
Reason for Leaving:	Taking a position at a middle school		
May we contact your previous supervisory for a reference?		<input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No

Appendix A. Creating an LEA Scenario

Instead of using the Washington, DC LEA Scenario, your LEA hiring committee may decide to create a scenario of LEA and school specific data. This would allow the committee to complete the two tasks of the District USA Scenario using local data, to practice priority setting or to establish interrater reliability among the committee members.

When creating this LEA scenario, hiring committees should replace any of the italic text below with LEA- or school-specific information. If the information does not exist, the heading and italics instructions should be removed.

LEA Profile

About the LEA

Background Information

Provide basic information about the LEA, such as where it is located and how many students it serves in what grades.

LEA Mission / Vision

Insert the mission or vision statement of the LEA.

Perspective from LEA leader

Insert a statement from an LEA leader, like the Chief Academic Officer, that discusses the priorities of the LEA. Pull this information from existing sources, like the LEA website.

Perspective from School Board

Insert a statement from the school board that discusses the priorities of the LEA. Pull this information from existing sources, like the LEA website.

LEA Priorities

Insert or discuss the priorities of the LEA.

LEA Data

Staffing over time

Add the number of teachers in the LEA in a chart like this one. If more years of data are available, add them in additional rows.

Table 1. Total Number of Full-Time Equivalent Staff: 2016–17 through 2018–19

Year	Number of Teachers
2016-17	
2017-18	
2018-19	

Salaries

Fill in the chart below with the salary and experience information of teachers in the LEA. This information may be found in the LEA report card.

Table 2. Teacher Salaries

Position	Low Salary	High Salary	Average Salary	Average Local Experience	Average Total Experience
Teacher					

Ethnicity and Gender

Fill in the chart below with the ethnicity and gender of school and district staff, changing the titles of any positions as needed. This information may be found in the LEA report card.

Table 3. District Administrators and Staff by Ethnicity and Gender

Position	Asian/ Pacific Islander		African American		Hispanic		American Indian/ Alaskan Native		Caucasian		Total	
	F	M	F	M	F	M	F	M	F	M		
Principal												

Position	Asian/ Pacific Islander		African American		Hispanic		American Indian/ Alaskan Native		Caucasian		Total
	F	M	F	M	F	M	F	M	F	M	
Assistant principal											
Director of instruction											
Director of special education											
System Level Administrator											
Totals											

Area of Specialization

Fill in the chart below with number, gender and ethnicity of staff members in the LEA. This information may be found in the LEA report card.

Table 4. Educational Staff by Area of Specialization, Gender, and Ethnicity

Position	Asian/ Pacific Islander		African American		Hispanic		American Indian/ Alaskan Native		Caucasian		Total
	F	M	F	M	F	M	F	M	F	M	
Guidance counselor											
Librarian											
School nurse											
School psychologist											
School social worker											
Speech/language pathologist											
Teacher											
Totals											

Enrollment by Level

Add the number of students in the LEA in a chart like this one. If more years of data are available, add them in additional rows.

Table 5. Annual District Enrollment by School Level

Academic Year	Elementary School (K-5)	Middle School (6-8)	District Total
2014-15			
2015-16			
2016-17			
2017-18			
2018-19			

School Profile

About the School

Background information

Provide basic information about the school, such as where it is located and how many students it serves in what grades.

School Mission / Vision

Insert the mission or vision statement of the school.

School Goals

Insert the goals of the school.

Perspective from the Principal

Insert a statement from the former principal that discusses the priorities of the school. Pull this information from existing sources, like the school website.

School Data

Student Demographic information

Fill in the chart below with the percent of students in the school who are eligible for free or reduced-price lunch.

Table 6. Student Demographics

Year	Enrollment	Percentage Eligible for Free or Reduced-Price Lunch	Percentage Ineligible for Free or Reduced-Price Lunch (or No Data)

Student Ethnicity

Fill in the chart below with the gender and ethnicity of students over time. If more years of data are available, add them in additional rows. This information may be found in the school report card.

Table 7. Student Enrollment by Ethnicity

Year	Number of Students							Percentage of Students					
	Native American	African American	Hispanic	Asian	Total Non-Caucasian	Caucasian	Total	Native American	African American	Hispanic	Asian	Total Non-Caucasian	Caucasian
2016-17													
2017-18													
2018-19													

School Scores in Math

Fill in the chart below with PARCC data. This information can be found in the school report card.

Table 8. Comparison of School and Washington, DC Results for Mathematics

Year:	Grade Level:	
Percentage of Students Scoring at or Above Proficient on the Most Recent PARCC Assessment		
Category	School name	Washington, DC
Total Student Population		
Race		
America Indian		
Asian/Pacific Islander		
African American		
Hispanic		
Caucasian		
Gender		
Male		
Female		
Students Eligible for Free or Reduced-Price Lunch		

School Scores in English Language Arts

Fill in the chart below with PARCC data. This information can be found in the school report card.

Table 9. Comparison of School and Washington, DC Results for English Language Arts

Year:	Grade Level:	
Percentage of Students Scoring at or Above Proficient on the Most Recent PARCC Assessment		
Category	School name	Washington, DC
Total Student Population		
Race		
America Indian		
Asian/Pacific Islander		
African American		

Year:	Grade Level:	
Percentage of Students Scoring at or Above Proficient on the Most Recent PARCC Assessment		
Category	School name	Washington, DC
Hispanic		
Caucasian		
Gender		
Male		
Female		
Students Eligible for Free or Reduced-Price Lunch		

Teacher Qualifications

Number of Teachers

Add information about the number of teachers in the school and their licensure status. This information may be found in the school report card.

Table 10. Current Staffing by Area of Specialization and Full-Time Equivalency (FTE)

	Total Number (FTE)	Full License Number (FTE)	Full License (Total)	Emergency License (FTE)	Emergency License (Total)	No License (FTE)	No License (Total)	Number FTE With Less Than 5 Years Total Experience
Summary								

Qualifications

Add information about the background and qualifications of the teachers in the school. If more years of data are available, add them in additional rows. This information may be found in the school report card.

Table 11. Teacher Qualifications: 2016–17 through 2018–19

Year	Number of FTE Teachers	Average Years of Teaching Experience	Average Number of Years Teaching in the District	Percentage of Fully Licensed Teachers
2016-17				
2017-18				
2018-19				



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