Optional Components of Campus-Based Hiring

While all of the above competencies and focus areas will be assessed to varying degrees through the initial application process and subsequent HCM pre-screen, the campus-based interview is a crucial final piece in ensuring that candidates are a good fit for the campus and possess the skills and mindsets necessary to succeed. **It is important to note that research shows that structured interviews (i.e. reusing the same questions/prompts and scoring candidate responses on a rubric in a consistent manner) are much more likely to predict job effectiveness than unstructured interviews.**[1]

Interview Configuration	What it is	Why it is Useful
Principal Interview	• One-on-one interview with school leader to assess candidate qualities • Often uses behavioral (Tell me about a time when...) or scenario-based (How would you respond in this situation?) interview questions • Questions can address teacher essays to push candidate thinking	• Allows a school leader to assess if candidates match the criteria that they are looking for • Allows candidates to assess their fit with the school's vision
Hiring Committee Interview	• Panel interview with multiple members of existing school team (usually involving principal, assistant principal, at least one teacher/instructional coach, and possibly one or more students/parents) • Often uses behavioral or scenario-based interview questions • Questions can address the online pre-work to push candidate thinking • Interview can be broken into short, focused one-on-one interviews with each member of committee	• Allows for division of responsibility in preparing for and executing interview • Provides multiple perspectives on candidates, including that of potential teammates (important given the level of collaboration at some schools) • Allows candidates to better gauge fit with school due to the presence of the teacher (and possibly student/parent) perspective
Sample Lesson with Feedback and Reteach	• Sample lesson (5-10 minutes in length) delivered by candidates to demonstrate their instructional	• Allows for powerful assessment of a candidate's instructional practices and creativity

[1] Rose, D. S., English, A., & Finney, T. G. (2014). *Hire Better Teachers Now: Using the Science of Selection to Find the Best Teachers for Your School*. Cambridge, MA: Harvard Education Press.

	practices and content knowledge • Immediate feedback from school leader (and/or student) on successes and areas for growth, followed by immediate reteach to demonstrate implementation of feedback • Process can include candidate reflection before feedback	• Feedback session illuminates candidate's responsiveness to feedback • Reteach session assesses adaptability, a vital skill
Group Problem Solving Activity	• Group of candidates (potentially along with current staff members) work together to discuss an issue and/or solve a problem • Content of group interview can focus on necessary mindsets, critical thinking, innovative instructional practices, or some combination thereof	• Requires candidates to collaborate, an important skill to measure • Potentially interacting with existing staff members could allow for multiple viewpoints on a candidate and give candidates the opportunity to gauge their fit with the organization and team • Group activity could be designed to assess a number of different skills and mindsets, such as innovation, technological understanding, data analysis capabilities, etc.

Group Problem Solving Activity Examples

Article Discussion: One possible activity to assess candidate mindsets, professionalism, and collaborative abilities is to have a group of them (potentially along with current teachers at the campus) read and discuss an education-related article. This discussion could be relatively unstructured or have a specific output (i.e. presentation, action plan) expected as a part of the activity. Article topics could revolve around the educational opportunity gap, using technology in the classroom, or other relevant points of discussion. Questions to drive discussion should be prepared in advance.

Cross-Curricular Project Design: Another group activity to assess innovation, collaboration, risk-taking, and instructional practices is to have a group of candidates and current campus teachers work together in teams to design a cross-curricular project on a particular theme or to connect disparate topics from different content areas in the design of a long-term project. Once again, the level of structure provided could be varied, with topics, time frames, and components of the project either explicitly stated or left at the discretion of the teams.

Critical Thinking/Brainstorming Exercise: A third broad category of group activity that could allow for powerful assessment of teacher candidates is to give a group of them a challenging scenario, puzzle, or problem to solve that requires collaboration and innovative thinking. This could be an

education-related exercise (such as designing the perfect classroom for group learning or reshaping the parent-teacher conference experience) or could be more general. The activity could be combined with some sort of reflection activity and/or presentation at the end of the session. This type of assessment would allow a campus to identify candidates who excel at being collaborative, thinking outside the box, taking risks, and influencing others.

Data Analysis Activity: A fourth type of group activity involves analyzing data across a team or small group to develop an action plan. This could be modeled after a Professional Learning Community (PLC) meeting with a fictional data set. This type of assessment would demonstrate candidates' willingness to collaborate, ability to creative innovative plans, and especially use data to drive instruction in a meaningful way.

Interview Question Bank

TO ASK A NEW TEACHER CANDIDATE

1. In the past, how have you approached challenges or obstacles to success and how will you translate those skills to a role in the classroom?
2. How have you made a difference in an organization or with group of people?
3. When faced with challenging moments professionally, how do you keep yourself motivated?
4. How do you set goals for yourself and what process do you use to evaluate your success?
5. How do teachers impact the long-term motivations of students?
6. Explain a time when you disagreed with a solution while on a team. How did you confront the issue and what did you do to keep yourself focused on the larger team mission?
7. Describe a time when you took a risk to achieve a goal. What did you do, and what lessons did you learn about yourself?
8. How do you organize and track progress on a project of goal?
9. What role does technology have on impacting student success both inside and outside of the classroom?
10. What strategies will you use to build student investment in your classroom?

TO ASK A VETERAN TEACHER CANDIDATE

1. Student achievement is the number one priority for DISD. Describe the steps you have taken in the past and will continue to take to ensure students succeed every day.
2. What interventions have you put in place to scaffold for student success or raise the level of rigor of a topic to push higher level thinking?
3. What instruments, tools, and resources do you use to drive your daily instruction with students?
4. What steps have you taken in the past or will continue to take to ensure that 100% of students are engaged 100% of the time?
5. What role does technology play in improving student mastery and engagement in the classroom?
6. Tell me about a lesson you've learned from feedback from a supervisor or colleague and how did you implement their feedback?
7. What advice would you give to a teacher on your team struggling with behavior management?
8. Tell me about a lesson you taught that did not go well. What went wrong and how would you improve the lesson if you taught it again?
9. Imagine a student who is struggling both academically and behaviorally in class. What steps would you take to help that child succeed in class?
10. Since you started teaching, what would you say is the single greatest attribute about this work that drives you to come to school each day?

Scenario Based Questions

SCENARIO #1

"You recognize that differentiating instruction is not your greatest strength as a teacher. You are aware that you need assistance in this area, but are afraid to admit to your administrators that you need additional support. What steps would you take? Who would be involved?"

SCENARIO #2

"About half of your students are currently failing your class. You are not immediately certain as to the cause of this lack of student progress. What would be your next steps?"

SCENARIO #3

"You observe a school in your district using a computer-based math resource to differentiate instruction. The program appears to be effective, as students are engaged and working towards mastery of rigorous content. You report these findings to your principal and suggest that your school acquire this software and integrate it into the math curriculum. Your principal disagrees, stating that there are already resources for math intervention in place. How would you respond?"

SCENARIO #4

"A teacher on your team has been using the same set of lessons to teach a particular concept for the last several years. However, based on your observations of the class, students seem disengaged and generally unchallenged by the material. How would you express your sentiments to the teacher and what feedback would you provide moving forward?"

Further Resources

[TNTP Teacher Talent Toolbox](#)

[TNTP Sample Interview Questions](#)

[TNTP Effective Interview One-Pager](#)

Lawful and Unlawful Questions

UNLAWFUL INTERVIEW QUESTIONS		
TOPIC	**LAWFUL**	**UNLAWFUL**
Name	What is your full name? In checking your references and/ or educational background, will I be able to identify you by your current name?	What is your maiden name? Do you prefer Ms., Miss, or Mrs.? What type of a name is____?
Address	How long have you lived at this address?	Birthplace? Names and relationships of persons with whom the applicant lives Do you own or rent your home?
Age	Are you under 18 years of age?	How old are you? What is your date of birth?
Disability/ Handicap	After describing the essential functions of the job—can you perform these functions with or without a reasonable accommodation? After describing the essential functions of the job—are you able to meet these requirements?	Do you have any disabilities that would prohibit you from performing this job? Have you ever had a back (or any other type) of injury? Have you ever been injured on the job? Have you ever filed for Worker's Compensation?
Citizenship	Can you present proof, if hired, that you are eligible to work in the United States?	Are you a citizen? Can you provide a green card or a visa?
National Origin	What language do you speak/ write fluently (if job-related)?	Where were you born? What is your native language? How/ where did you learn to speak that language?
Education	What schools did you attend? What courses did you take? What degrees did you earn?	What years did you attend?
Arrests/ Convictions	Have you ever been convicted of a felony?	Have you ever been arrested?
Family/ Marital Status	None	Are you married? Divorced? How many children do you have? Do you live alone? What does your spouse do for a living?
Transportation	Do you have reliable transportation that will assure that you arrive at work on time each day?	Do you have a car? How will you get to work?
Sex	None	Are you pregnant? Are you planning to have any children?
Race	None	What race are you?
Military	Education and training obtained through the	Dates of military duty