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[School District]

## [Elementary School] Principal

### Cabinet Interview

Date/Time \_\_\_\_\_

Name of Candidate \_\_\_\_\_

Name of Interviewer \_\_\_\_\_

#### Instructions for Ratings

- 4 = An answer even better than the “look-for” answer defined below. (Includes all elements of the “look-for” answer and goes beyond in depth and/or breadth of response.)
- 3 = Answer to look for. This answer was determined by “subject matter experts” to be a good answer.
- 2 = Includes some element(s) of the “look-for” answer, but not totally complete.
- 1 = A weak answer related to the question.
- 0 = A totally irrelevant answer.

#### (Oral Presentation)

- [Name] 1. Assume that you have been selected as the principal of our elementary school. You are being introduced to our administrators’ group at our summer in-service. In 3–5 minutes, share what your opening remarks to this group would be.
- Look for:** *Well-prepared and presented response; strong professional opening; strong oral communication skills; interaction as presenter is strong; presents ability to speak to diverse groups; commitment to educational process; understands elementary issues; elementary students; leadership skills; sense of humor; positive attitudes; team player; high visibility; enthusiastic.*

\_\_\_\_\_  
(Rating)

- [Name] 2. Public relations and community involvement are important functions in public schools today. How would you address these areas as principal of our school?

**Look for:** Sensitive and current on issue; good examples; understands importance of communication and public relations; consistency; fairness; good listener; willing to accept ideas from staff and community.

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(Rating)

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[Name] 3. What unique skills, abilities, and personal attributes do you possess that will strengthen our elementary school?

**Look for:** Knowledge of personal attributes; good communicator; leadership skills; team player; sense of humor; people skills; conflict management skills; creative; flexible; supportive attitude; organized; relates well.

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(Rating)

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[Name] 4. Open dialogue between superintendent and candidate:

- Elementary experiences
- Team building (relationships)
- Community focus (public relations)
- Student achievement
- Microsociety and multiage (instructional leadership)

**Look for:** Ease in dialogue; strong communication skills; leadership ability evident; integrity; team player; people skills; conflict management skills; relates well; good role model; desire to help kids experience success; understands the needs of children at this developmental stage; successful experience at the elementary level.

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(Rating)

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[Name] 5. That was the final question we have for you. We would now like to provide you the opportunity to ask questions and/or make any closing remarks.

**Look for:** Professional, courteous close. If questions are asked, they are relevant and well-thought out. Questions should not address routine or trite areas that could have been learned by phone call or other quick source. Shows zeal and high level of excitement about the opportunity to serve as principal.

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(Rating)

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[Type text]

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Strengths: \_\_\_\_\_

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\_\_\_\_\_

Concerns: \_\_\_\_\_

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\_\_\_\_\_

**Total Points**

**Ranking**

[Type text]

[School District]

## [Elementary School] Principal

### Formal Interview

Date/Time \_\_\_\_\_

Name of Candidate \_\_\_\_\_

Name of Interviewer \_\_\_\_\_

#### Instructions for Ratings

- 4 = An answer even better than the “look-for” answer defined below. (Includes all elements of the “look-for” answer and goes beyond in depth and/or breadth of response.)
- 3 = Answer to look for. This answer was determined by “subject matter experts” to be a good answer.
- 2 = Includes some element(s) of the “look-for” answer, but not totally complete.
- 1 = A weak answer related to the question.
- 0 = A totally irrelevant answer.

#### (Oral Presentation)

- [Name] 1. This is your first day in the community following the announcement that you were selected as the principal of our elementary school. You are coming to meet with a group representing staff, students, parents, and community members. In 3–5 minutes, please share with us what your opening remarks to this group would be. Please include in your response how your experiences will support our school’s programs.
- Look for:** *Strong, positive speaking skills; enthusiasm; sense of humor; understanding of district community and school needs; knowledge of our school’s programs (microsociety, multi-age); willingness to build team with staff, parents, community; sensitive/supportive of family values/diversity; values PTA; values positive community relations in school; promotes safe environment; open to new ideas; availability/accessibility*

\_\_\_\_\_  
(Rating)

[Name] 2. At our school, both the staff and students have a need to have fun. Share with us examples from your past in which you have demonstrated your ability to make this happen for staff and for students.  
*Look for: Sense of humor; enjoys kids; encourager; empathetic; sincerely respectful of all; sensitive; team builder; approachable.*

(Rating) \_\_\_\_\_  
\_\_\_\_\_

[Name] 3. Describe a situation in the past where you had to deal with a divided staff over an instructional program issue and how you handled the situation.  
*Look for: Leader, not director; facilitates in a site-based environment; promotes staff development; open to new ideas; supportive of micro-society; ability to learn/lead new programs, understands and can facilitate change process; remembers when they were in the classroom; well-read; knowledge of state essential learnings; commitment to maintaining balanced classrooms*

(Rating) \_\_\_\_\_  
\_\_\_\_\_

[Name] 4. What do you see as the attributes of an ideal staff?  
*Look for: Remember when they were in classroom; honest; appreciative; supports diversity; treats people fairly; visionary*

(Rating) \_\_\_\_\_  
\_\_\_\_\_

[Name] 5. Explain how you would handle this situation: It's 9:00 a.m. and students are arriving. A bus driver wants to see you about a "naughty" child, a parent is angry about something her child's teacher said, there is an injured child on the playground, the PTA wants to meet with you about a fundraiser, and the superintendent wants to talk to you on the phone.  
*Look for: Conflict management skills—positive results—win/win; good communication skills; delegator; promotes safe environment; sense of humor; able to handle situations "on the spot;" prioritizes; organized; high energy; sincerely respectful of all; flexible; treats people as equals/fairly; emotionally stable; objective; good listener*

(Rating) \_\_\_\_\_  
\_\_\_\_\_

[Name] 6. Assume you are selected as principal of our school and it is one year later. How would our parents, students, and staff describe you?  
*Look for: Strong communicator; good personal attributes; knowledgeable; people and instructional leader; child focused; good with community relations—involved with PTA; well liked/respected*

\_\_\_\_\_  
(Rating) \_\_\_\_\_

[Name] 7. A third grade girl reports to her teacher that a third grade boy had asked her if “She wanted to have sex.” What would be your approach to resolve this issue with each of the two students, the teacher and the parents? What are your concerns?  
*Look for: Understands the development levels of children; strong disciplinarian; seen as approachable by students; knowledge to apply disciplinary plans to meet the students needs (variety of approaches, keep working); empathetic to student needs, especially “at risk;” willing to protect children; able to handle custody and CPS issues*

\_\_\_\_\_  
(Rating) \_\_\_\_\_

[Name] 8. Our school operates in a site-based model. From your past experiences, please give us an example of how you have encouraged team work among the staff, within a site-based framework.  
*Look for: A leader, not a director; considers classified personnel as VIP; values the philosophy that everyone has a valuable input; sensitive and supportive of strong family values; supports the staff; understands and can facilitate changes; good administrative and evaluation skill; makes the school faculty a cohesive family; leadership skills; willing to build a team with parents and the school; asks for and utilizes staff input; team builder; treats people equally and fairly; builds trust; encourages input; empowers the staff*

\_\_\_\_\_  
(Rating) \_\_\_\_\_

[Name] 9. How would you handle this situation: The parent of a second grade student is in your office. The parent is angry because his child’s teacher has called him the night before to recommend retention for his son. The teacher has made you aware that this recommendation is being made because the child is both academically and socially below grade level. You are very familiar with the child yourself. How would you deal with this parent?

*Look for: Honesty; good communication skills; emotional stability; diffuser of anger; leader not director; sensitivity; teacher involvement; conflict management skills*

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(Rating)

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- [Name] 10. If you were selected as the principal in a building where you have previously served as a staff member, what strategies would you employ to separate your new role as administrator from your role as a colleague?

*Look for: Honest; able to clearly set role as administrator; sense of humor; sincerely respectful of all; objective*

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(Rating)

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- [Name] 11. How are you going to build and maintain a positive relationship with the families of our school?

*Look for: Positive community relations involvement; good communication skills; written and oral skills; works well with PTA; fun; sensitive/supportive; strong family values of staff, community, parents; understands the district community and our school's needs; team builder; willing to build team with parents and understands value of that approach; promotes safe environment; conflict management skills—positive results, win-win*

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(Rating)

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- [Name] 12. A number of teachers have strongly expressed that they want the “troublemakers” out of their classroom. Some of these students are special education; some are not. Now a teacher has sent a student to the office with the message, “I won’t take this student back.” What do you do?

*Look for: Understands teacher frustration; works to resolve issue in a conflict resolution model; knowledge of applicable legal; knows Special Ed. Laws; willing to protect children; meets children's needs; knows many approaches; safe environment; ability to deal with emotional children/parents/staff; well read*

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(Rating)

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[Name] 13. During the day you made a judgment call and administered disciplinary action to a student. The next day the child's parent arrives in an extremely hostile mood, is agitated, confrontational and wants to discuss the actions of the previous day. During the discussion, you realize the parents' point is correct. Share with us what actions you would take.

*Look for: Conflict management; follows through with decisions; able to handle situations on the spot; good listener, listens to both sides; strong disciplinarian; not afraid to make mistakes; flexible, not always "by the book;" values the philosophy that everyone has a say*

\_\_\_\_\_  
(Rating)

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[Name] 14. That was the final question we have for you. At this point, we would like to give you the opportunity to ask questions you might have of us or to add information about yourself that did not come out in response to our questions.

*Look for: Professional courteous close. If questions are asked, they are relevant and well-thought out. Shows zeal and high level of excitement about the opportunity to serve as our principal.*

\_\_\_\_\_  
(Rating)

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Strengths:

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Concerns:

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\_\_\_\_\_  
Total Points

\_\_\_\_\_  
Ranking

[School District]

## **[Elementary School] Principal**

### **Written Interview Questions**

Date/Time \_\_\_\_\_

Name of Candidate \_\_\_\_\_

**Question 1:** Suppose around December you must submit a plan for a “building staff development day.” Describe the process you would use to formulate this plan.

**Question 2:** This is a two part question. What experience do you have on planning and implementing a school fiscal budget? What role will the staff and parents play in that process?

**Question 3:** Please describe the different needs and developmental stages of children as they progress from kindergarten through sixth grade.

[School District]

## [Elementary School] Principal Written Interview Rating Sheet

Date/Time \_\_\_\_\_

Name of Candidate \_\_\_\_\_

Name of Interviewer \_\_\_\_\_

### Instructions for Ratings

- 4 = An answer even better than the “look-for” answer defined below. (Includes all elements of the “look-for” answer and goes beyond in depth and/or breadth of response.)
- 3 = Answer to look for. This answer was determined by “subject matter experts” to be a good answer.
- 2 = Includes some element(s) of the “look-for” answer, but not totally complete.
- 1 = A weak answer related to the question.
- 0 = A totally irrelevant answer.

- \_\_\_\_\_ 1. Suppose around December you must submit a plan for a “building staff development day.” Describe the process you would use to formulate this plan.  
**Look for:** *Leader, not director, facilitates in a site-based environment; promotes staff development/professional growth; ability to learn/lead new programs (microsociety, multi-age, cross-age tutors); understands and can facilitate change process; well-read; visionary; strong instructional leader; knowledge of state essential learnings; remembers when they were in the classroom; knowledge of importance of fine arts*

\_\_\_\_\_  
(Rating)

[Type text]

\_\_\_\_\_ 2. This is a two-part question. What experience do you have on planning and implementing a school fiscal budget? What role will the staff and parents play in that process?  
**Look for:** *Knowledge of applicable legal and contracts; understands students' needs; promotes staff development; supports programs; fiscally responsible; site-based facilitator*

\_\_\_\_\_  
(Rating)

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\_\_\_\_\_ 3. Please describe the different needs and developmental stages of children as they progress from kindergarten through sixth grade.  
**Look for:** *Understands the development levels of children with respect to cognitive ability, social development, individual needs, level of responsibilities, desires for learning, emotional needs and need for acceptance*

\_\_\_\_\_  
(Rating)

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\_\_\_\_\_  
**Total Points**

\_\_\_\_\_  
**Ranking**

[School District]

## [Elementary School] Principal

### Student Interview

Date/Time \_\_\_\_\_

Name of Candidate \_\_\_\_\_

Name of Interviewer \_\_\_\_\_

#### Instructions for Ratings

- 4 = An answer even better than the “look-for” answer defined below. (Includes all elements of the “look-for” answer and goes beyond in depth and/or breadth of response.)
- 3 = Answer to look for. This answer was determined by “subject matter experts” to be a good answer.
- 2 = Includes some element(s) of the “look-for” answer, but not totally complete.
- 1 = A weak answer related to the question.
- 0 = A totally irrelevant answer.

**Introduction:** \_\_\_\_\_

*(Presentation)*

[Name] 1. This will be your first day in the community following the announcement that you were selected as the principal of our school. You are coming to meet with a group of students. In 3–5 minutes, please share with us what your opening remarks to this group would be. **Look for:** *Friendly; easy to understand; strong oral presentation; treats all equally; experience being active in school activities; good sense of humor; enthusiastic; cares about kids; likes to talk to kids; visible.*

\_\_\_\_\_  
(Rating)

[Type text]

[Name] 2. What kind of things would you do to keep our school safe and clean?  
**Look for:** *Good role model; neat and tidy; organized; friendly to kids and teachers; make sure our school is well-maintained and clean*

\_\_\_\_\_  
(Rating) \_\_\_\_\_

[Name] 3. This is a two-part question. First, what types of extracurricular activities would you promote or implement in our school? Secondly, what kind of activities would you organize if we needed money for our programs?  
**Look for:** *Socials with parents and children; community needs/involvement; improve school appearance; band; visible; involved; fun/friendly; lots of ideas*

\_\_\_\_\_  
(Rating) \_\_\_\_\_

[Name] 4. What would you do to advance our learning skills?  
**Look for:** *Honesty; organized; supplies; help parents make sure children like learning; having fun while learning; can use time wisely*

\_\_\_\_\_  
(Rating) \_\_\_\_\_

[Name] 5. How would you handle it if someone brought things that aren't allowed in school?  
**Look for:** *Makes our school a safe place; make decisions; can handle pressure; looks at both sides; uses time wisely; smart—knows what to do*

\_\_\_\_\_  
(Rating) \_\_\_\_\_

[Name] 6. What do you like to do best with kids?  
**Look for:** *Playful; fun; good spirited; likes kids; appreciates kids; friendly; fun; likes to help others; do anything to make kids smile*

\_\_\_\_\_  
(Rating) \_\_\_\_\_

[Type text]

[Name] 7. Those are all the questions we have for you today. We would now like to provide you with the opportunity to ask questions of us and/or make any closing remarks.  
*Look for: Strong, professional, courteous close. Questions asked should be limited, purposeful, planned. Questions should not address routine or trite areas that could have been learned by a phone call or other quick source.*

\_\_\_\_\_  
(Rating) \_\_\_\_\_  
\_\_\_\_\_

**Good Bye:** \_\_\_\_\_

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Strengths: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Concerns: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Total Points**

\_\_\_\_\_  
**Ranking**

[Type text]

[School District]

## [Elementary School] Principal

### On-Tour Questions (Students)

Date/Time \_\_\_\_\_

Name of Candidate \_\_\_\_\_

Name of Interviewer \_\_\_\_\_

#### Instructions for Ratings

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- 3 = Answer to look for. This answer was determined by “subject matter experts” to be a good answer.
- 2 = Includes some element(s) of the “look-for” answer, but not totally complete.
- 1 = A weak answer related to the question.
- 0 = A totally irrelevant answer.

\_\_\_\_\_[Name] T1. What kind of things do you do with kids during your day?

**Look for:** *Friendly; treats everybody with respect; does “stuff” with kids; does anything to make a kid smile; keeps promises*

\_\_\_\_\_  
(Rating)

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_[Name] T2. If someone got hurt, what would you do?

**Look for:** *Friendly; get the kid to smile; tell the parents right away if it was very serious; pressure*

\_\_\_\_\_  
(Rating)

\_\_\_\_\_  
\_\_\_\_\_

[Type text]

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Strengths:

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Concerns:

---

**Total Points**

**Ranking**

[Type text]

[School District]

## **[Elementary School] Principal**

### Adult Job Analysis

#### 1. **PERSONAL ATTRIBUTES**

- Able to handle situations “on the spot”; can prioritize
- Accessibility/availability
- Appreciates/supports diversity
- Appreciative; values recognition
- Approachable with students
- Calming Effect
- Common Sense
- Empathetic to student needs, especially at-risk
- Encourages—empowers—builds trust
- Enjoys/likes kids
- Enthusiastic
- Flexible—not always “by book”
- Follows through
- Healthy
- High energy
- Highly visible (classroom, lunchroom, playground, everywhere)
- Honest
- Humility/humble (not conceited)
- Kind
- Leader/not director
- Not a workaholic—balance in life
- Not afraid to make mistakes
- Objective, good listener (sees all sides; not quick to judge)
- Open to new ideas—including variety of instructional models (multi-age, cross-age)
- Open-door policy
- Organized
- Relaxed with people
- Remembers “when” they were in the classroom
- Sense of humor/animated
- Sensitive
- Sensitive/supportive of strong family values
- Sincerely respectful of all
- Treats people as equals/fairly
- Values philosophy “everyone has a say”
- Views classified staff as VIP’s
- Visionary
- “Wants to know children”; makes relationships with children a priority

[Type text]

## **2. COMMUNICATION SKILLS**

- Asks for and uses staff input
- Conflict management skills; positive results—win/win
- Facilitates in site-based environment
- Facilitates problem-solving processes
- Good communication skills—written, oral; includes feedback to all involved
- Objective; good listener; sees all sides; not quick to judge.
- Public speaking skills
- Sensitive/supportive of strong “family” values with self, community and parents
- Sets clear expectations
- Sincerely respectful of all
- Team builder
- Understands and can facilitate change process
- Wants to know children; makes relationships with students a priority
- Willing to build team with parents; understands value of that approach

## **3. LEADERSHIP (People)**

- Able to handle situations “on the spot”; can prioritize
- Appreciative, values recognition
- Asks for and uses staff input
- Conflict management skills (positive—results win/win)
- Encourages; empowers; builds trust
- Facilitates site-based environment
- Flexible—not always “by book”
- Follows through
- Good supervision and evaluation skills
- Highly visible—classroom, playground, lunchroom
- Leader, not director
- Leadership
- Make our school cohesive—a family
- Not afraid to make a mistake
- Objective; good listener; sees both sides (not quick to judge)
- Promotes a safe environment
- Public speaking skills
- Sensitive/supportive of strong “family” values
- Sets clear expectations
- Strong disciplinarian
- Supports staff
- Team builder
- Treats people as equals/fairly, regardless of position
- Understands and can facilitate change process

[Type text]

- Values philosophy “everyone has a say”
- Values us as professionals
- Views classified staff as VIP
- Visionary
- Wants to know children; makes relationships with students a priority
- Willing to build team with parents; understands value of that approach

#### **4. LEADERSHIP SKILLS (Instructional)**

- Commitment to maintaining balanced classrooms
- Facilitate in site-based environment
- Good supervision/evaluation skills
- Good understanding of Special Ed. Programs; meet student needs  
(teaming/inclusion/pull-out models—how to do that)
- Knowledge of fine arts (dance, literature, art, drama)
- Leader, not director
- Leadership
- Open to new ideas including variety of instructional models (multi-age, cross-age tutors)
- Promotes community involvement in instructional activities
- Promotes staff development/professional growth
- Remember “when” they were in the classroom
- Sets clear expectations
- Strong disciplinarian
- Strong instructional leader; knowledge of state Essential learnings, etc.
- Supportive of microcommunity—ability to learn/lead new programs
- Understands and can facilitate change process
- Understands developmental levels of kids
- Visionary
- Well-read with vision for future

#### **5. CHILD DEVELOPMENT**

- Approachable with students
- Empathetic to student needs, especially at-risk
- Enjoys and likes kids
- Knowledge to apply disciplinary plans to meet student needs (variety of approaches, keep w
- Sets clear expectations for children
- Strong disciplinarian
- Understands development levels of kids
- Wants to know students, makes relationships with students a priority
- Willing to make home visits
- Willing to protect children, can do custody/CPS stuff

[Type text]

## **6. TECHNICAL KNOWLEDGE**

- Discipline plans knowledge – meet the needs of students (variety of approaches—keep working!)
- Fiscally responsible
- Good supervision and evaluation skills
- Good understanding of Special Ed. Programs; meet student needs  
(teaming/inclusion/pull-out models—how to do that)
- Knowledge of applicable legal: contracts, Special Ed., fiscal
- Promote staff development/professionals growth
- Promotes a safe environment
- Supportive of microsociety; ability to learn/lead new programs
- Technical expertise
- Understands and can facilitate change process
- Visionary
- Well read; with vision for future
- Willing to protect children; can do custody/CP stuff

## **7. COMMUNITY RELATIONS**

- Appreciates/supports diversity
- Can sit in a dunk tank, dress in funny costumes
- Conflict management skills; positive results win/win
- Good communication skills; written and oral including feedback to all involved/concerned
- Positive community relations involvement
- Positive public speaking skills
- Promotes safe environment
- Sensitive/supportive strong family values of staff, community parents
- Supports extracurricular activities
- Team builder
- Understands district community and school needs
- Willing to build team with parents; understands value of that approach
- Willing to make home visits
- Works well with PTA

[School District]

## **[Elementary School] Principal**

### Student Criteria

- Appreciates kids
- Consistent
- Do anything to make a kid smile
- Doesn't lie/honest
- Fiscally responsible
- Friendly to kids/teacher
- Good role model
- Keeps promises
- Likes input from parents
- Maintains clean building
- Make our school a safe place
- Makes decisions
- Neat and tidy/organized
- Open to community needs
- Treats people equally
- Uses time wisely
- Will look at both sides of an issue