

## Interview Questions, Look-Fors, and Rubrics

Interviews are one of several screening methods and should be used in combination with results from other screening methods to make hiring decisions.

When creating or selecting interview questions, the Hiring Team should think about the competencies, or the Knowledge, Skills, Abilities (KSAs), and traits for the position.

Consider:

- What does a successful person need to know?
- What must they be able to do?
- What must they have?
- What skills are non-negotiable?

### Examples of Interview Questions for Educators

Given the unique needs of a specific positions, it is recommended that each position (ex. teacher, custodian, etc.) has a unique set of interview questions. Here are examples of general questions for various educator positions:

1. Why are you the best candidate for our school/district?
2. If you observed a highly effective classroom, what would you see and hear from both the teacher and the students?
3. How will you connect with students and create positive, supportive relationships?
4. Describe your experiences with integrating technology into your instruction and give specific examples.
5. How will you handle a student's behavior issues in a classroom?
6. Tell me about your best collaborative experience with a colleague or team.

While interview questions will vary, they should represent themes of your hiring criteria (ex. Domains of the Teacher Standards, such as Lesson Delivery, and Classroom Environment) or competencies for those implementing a competency-based hiring process (ex. High Expectations; Relationship Builder; Culturally Literate).

## Assessing Competencies in Interviews

Two types of interview questions are particularly useful for assessing competencies: behavior-based and situational-based.

Behavior-Based Interview Questions	Situation-Based Interview Questions
<p>Attempt to tap into candidates' past behavior to help make predictions about future behavior. These questions generally ask candidates to describe what they did in specific situations and share the outcomes of their efforts.</p> <p><b>Typical question stem:</b> <i>Tell me about a time when...?</i></p>	<p>Require candidates to problem solve in the moment by asking them to respond to scenarios. They attempt to assess how candidates would act in the future (ex. predict decision-making style, critical thinking skills, ability to ask good questions and probe for more information). Scenarios should describe a consistent situation that the candidate would be required to manage or respond to in the role for which they are interviewing.</p> <p><b>Typical question stem:</b> <i>What would you do if...?</i></p>

In addition to preparing behavior-based and/or situational interview questions, you may also want to prepare some follow-up or probing questions in case you want the candidate to elaborate further on their response.

## Examples of “Look-Fors” or Indicators

Every interview question should have associated look-fors (indicators) and a scoring rubric to promote inter-rater reliability among the Hiring Team.

To generate a list of look-fors, consider what the KSAs or traits look or sound like in action. Consider generating a list of positive and negative examples or, if using a multi-level scoring rubric, create a continuum of high levels of competence to low levels of competence that the candidate would possess.

For the areas of Professionalism, here are some examples of look-fors:

- Exhibits professional conduct and tone throughout interview. Speaks of others with respect.
- Demonstrates willingness to consider and learn from perspectives of others, evident through scenarios and past experiences.
- Can articulate how to handle difficult situations appropriately.
- Discusses importance of setting professional goals and monitoring progress based on self-reflection and data.
- Demonstrates awareness of local policies, regulations, and Code of Conduct.

Taking it a step further, here are some examples of positive and negative examples using the competency Relationship Builder:

<b>POSITIVE EXAMPLES: What would you see/hear if someone had a high level of competence? The candidate...</b>	<b>NEGATIVE EXAMPLES: What would you see/hear if someone had a low level of competence? The candidate...</b>
<ul style="list-style-type: none"> <li>• Has knowledge of, and values related services and community resources for the benefit of their students.</li> </ul>	<ul style="list-style-type: none"> <li>• Seems unaware of related services or community support for students or doesn't seem to value them.</li> </ul>
<ul style="list-style-type: none"> <li>• Provides evidence they understand the critical importance of relationships with parents in their responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides responses that imply an "us vs. them" attitude vs. parents as partners.</li> </ul>
<ul style="list-style-type: none"> <li>• Has a philosophy about the value of relationships that reflects a 360-degree orientation – they value them with their leaders, peers, and those they guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a philosophy about relationships that skews in one direction (ex. direct supervisor).</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of students as individuals and values relationship building as a driver of student success.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of interest or awareness of students' interests. Doesn't make connections of relationship building with students to purposeful student outcomes.</li> </ul>

### Template Example of a Scoring Rubric

For the area of Instructional Planning/Use of Data and Assessments, here is an example of a 3-level scoring rubric:

Question#	Hiring Criteria	Interview Question and Probes
5	Instructional Planning – Use of Student Data and Assessments	Describe how you will use quality data and assessments to increase student learning. <ul style="list-style-type: none"> <li>How you have measured your students' learning in the past. What data sources were used?</li> <li>How will you use student data to demonstrate growth and/or achievement? To set student goals?</li> </ul>
Sample Look-fors	<ul style="list-style-type: none"> <li>Knowledge of high-quality student data sources.</li> <li>Understanding of data analysis processes to develop appropriate goals.</li> <li>Describes using a variety of assessments as evidence of student learning.</li> </ul>	
Comments		
Low-Level Answer – 1 pt	Mid-Level Answer – 2 pt	High-Level Answer – 3 pt
<p>Candidate provides 1 example of a high-quality student data source.</p> <p>Candidate makes limited reference to the role of or types of assessment.</p> <p>Candidate provides little information on the student goal setting process.</p>	<p>Candidate provides 2 examples of a high-quality student data sources.</p> <p>Candidate references various types of assessment.</p> <p>Candidate describes the student goal setting process; however, does not have a clear plan on involving the student in goal setting or progress monitoring.</p>	<p>Candidate thoroughly describes how data is used to develop student growth goals and monitor student progress.</p> <p>Candidate identifies multiple sources of high-quality student data and the role of assessment.</p> <p>Candidate plans to routinely use various diagnostic, formative, and summative assessments.</p> <p>Candidate plans to involve the student in the goal setting process and share evidence of student learning with students and parents.</p>
<p><i>0 points if candidate cannot provide a response or if their response is incorrect.</i></p>		