

Interview questions and Selection Criteria for School Transformation Specialist position

The following screening criteria will be considered in reviewing applications so that we can identify the pool of applicants for interviews:

- We would like to include SEA cabinet staff in the full review of applications.
- We would like to additionally narrow the pool of possible applicants by selecting only those applicants who have three levels of experience in terms of level of organization, and level within the organization. For instance, applicants who solely have LEA experience should have experience at the teacher, principal (building leader), and central office administrator (district leader) level. Otherwise, applicants with experience in different levels of organization (LEA, ISD, SEA) can use those levels to represent different levels. Positions as secretaries, paraprofessionals, analysts, technicians, or other non-academic support will not count toward these three levels.

The interview process will occur in three phases. The first will be a 15-minute phone interview addressing the following questions and selection criteria. Applicants will have the questions in advance so that they may efficiently complete the interview in the 15-minute period.

1. You have read the position description for this role, and have heard a basic description of the type of work that we are focusing on for this role. Based upon that, what aspects of this work are most compelling to you? Why? What experiences support this particular work?
(Selection criteria – positive and passionate)
2. Tell us about an experience you have had where you didn't initially get the results desired? How did you and your colleagues react? What did you do in response to the situation?
(Selection criteria – exhibits perseverance; exhibits adaptive skills – can determine when flexibility is needed)
3. Share an experience where you had to introduce or deliver a change of practices within an education institution in order to try to achieve improved outcomes for learners? How did you go about introducing the change? What challenges did you have to overcome?
(Selection criteria – exhibits credibility with a team, effective consensus building skills, and exhibits adaptive skills)

The top 4-5 applicants for the position, based upon these items and a review of past practices as they support the selection criteria above, will be selected for a face-to-face interview. This interview will review the three phone interview questions, as well as the following questions:

4. Share an experience where you had to create consensus among a group with different views or perspectives on an issue you were trying to address? How did you go about getting consensus? What strategies were useful in moving this work along?
(Selection criteria – effective facilitation skills)
5. Suppose you are asked to facilitate a discussion among several educators / administrators from a number of schools in your region on a proposed educational initiative. How would you organize a two-hour meeting with these individuals in order to gather multiple perspectives

- on the initiative and provide useful feedback to improve the initiative plan?
(Selection criteria – effective facilitation skills, and values diverse perspectives)
6. Share an experience where you were given critical feedback on a project you managed or a task you performed? What happened, and what was your response?
(Selection criteria – exhibits resilience/perseverance, and exhibits adaptive skills)
 7. Suppose you are asked to take an initiative that was implemented successfully in five of seven schools, and you are asked to develop a plan to scale the project first to 25 districts within an ISD, and then to scale it in the following year to a statewide implementation. What steps would you go through in order to scale the program effectively at each of these transitions?
(Selection criteria – exhibits adaptive skills, and exhibits familiarity with state government processes and functions)
 8. Please share a time when you were providing technical assistance or instruction to a group of educators that did not initially understand the concept you were explaining. How were you able to alter your facilitation or instruction in a manner that improved understanding? How did you ensure that the group understood the concept by the end of your time with them?
(Selection criteria – exhibits instructional skills for teaching and coaching teams, and the ability to hold individual and teams accountable)
 9. Share an experience where a supervisor or other high level administrator (that you did not have the authority to direct) disagreed with the plan or activities you proposed, because you felt that plan was inefficient or ineffective. What did you do? What would you do now in retrospect, and why?
(Selection criteria – exhibits a strong commitment to the work, and adaptive skills)
 10. Share an example of an experience where you had to diagnose and problem solve an issue in implementing an educational policy or instructional practice with a group of educators. How did you go about identifying and communicating the issue, and how did you work with the group to address the situation.
(Selection criteria – exhibits effective diagnostic skills, and exhibits adaptive skills)
 11. You receive feedback from a school official that wishes to remain anonymous that a member of your staff is not adhering to an observation and monitoring protocol that is being used by your office, and that the individual has come up with separate criteria or tools for analysis of progress monitoring in the school. How would you respond?
(Selection criteria – exhibits the ability to hold individual and teams accountable, and exhibits effective facilitation skills)
 12. Provide an example of your experience in establishing, implementing, or maintaining systems. Include a description of all major components of the system, and how it is/was implemented in practice.
(Selection criteria – exhibits resilience/perseverance, and exhibits strong communication and data analysis skills)
 13. Please share any experience or skills that you feel would benefit this work that you did not have the opportunity to share during this interview.

Additionally, two performance tasks (being developed) will be provided for all second stage applicants to complete. One involves a review and presentation, and the other a written task.