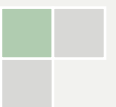# Teacher Selection Guide

Students depend greatly on your leadership to assure there are effective teachers in every classroom to educate and support our diverse population.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Office
333 South Beaudry Avenue, 24th Floor
Los Angeles, California 90017
Telephone: (213) 241-7000
Fax: (213) 241-8442

RAMON C. CORTINES
SUPERINTENDENT OF SCHOOLS

MICHELLE KING
CHIEF DEPUTY SUPERINENDENT

September 25, 2015

Dear Principals, Local District Leaders and Administrators:

Quality teaching is recognized as the most critical factor that ensures student success. The Human Resources (HR) Division has developed the *Teacher Selection Guide* to assist administrators and school communities to select the ideal teachers for their schools.

The *Teacher Selection Guide* provides school principals and school site selection committee's models from which to develop reliable school-based interview tools and implement optimal selection practices. The *Teacher Selection Guide* is designed based on the *LAUSD Teaching and Learning Framework* and to ensure a structured, transparent process that reflects the District's teaching priorities in accordance with District guidelines and applicable employment laws.

The *Teacher Selection Guide* is available online at http://achieve.lausd.net/pra. Our Human Resources staff is available to principals for more individualized guidance regarding the development and administration of these selection processes to address specific school site hiring needs. I commend the daily efforts of all administrators in their work to make every LAUSD student college and workforce ready.

Sincerely,

Michelle King
Chief Deputy Superintendent

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TEACHER SELECTION PROCESS

The Los Angeles Unified School District uses a two pronged approach in the selection of effective certificated teachers with pedagogical and cultural fluency strength for our schools. The two part teacher selection process consists of a Human Resources driven Central Office Selection Process and the principal/supervisor led School Specific Selection Process, each based upon the *LAUSD Teaching and Learning Framework* (TLF) which can be found at http://achieve.lausd.net/Page/11782 in the Teacher Development section.

Central Office Selection Process

Individuals interested in obtaining a teaching position with LAUSD must complete and submit an online application to the Central Offices Human Resources Division at http://achieve.lausd.net/hr. Applications are then screened by Human Resources to ensure the candidates meet the required qualifications (e.g., credentials, CBEST, CSET, NCLB compliance and English Learner Authorizations). Candidates who meet the District's required qualifications are then evaluated using a structured interview, written performance activity or task, lesson observation, and reference check. A visual illustration of the Central Office Teacher Selection Process is included in Appendix 1.

All individuals interested in becoming teachers with the Los Angeles Unified School District must compete in the Central Office Selection Process to be placed on the appropriate Teacher Eligibility Pool prior to being referred to schools for selection. This Central Office Selection Process is built to ensure that candidates meet all District standards and policies for teaching in LAUSD schools.

School Specific Selection Process

Following the Central Office Selection Process, it is imperative that each school then develop and utilize a School Specific Selection Process to select high quality teachers from the Teacher Eligibilty Pool. The process each school creates will help to identify an ideal candidate to meet the specific needs (including cultural, linguistic, and social) of the position at the school.

INTRODUCTION TO THE TEACHER SELECTION GUIDE

This Teacher Selection Guide supports schools in the selection of effective certificated teachers following the initial Central Office Selection Process. This guide provides the information necessary to design and implement various selection tools that are driven by best selection practices and grounded in the *LAUSD Teaching and Learning Framework*. It is highly recommended that principals and administrators utilize the guide to assure their School Specific Selection Process is in accordance with District guidelines and applicable State and Federal non-discrimination laws and requirements.

Although this guide is designed to assist principals or hiring administrators as they coordinate and oversee the teacher selection processes for their school, it is not all-inclusive. Human Resources (HR) staff is available to offer guidance and assistance with development of the various selection tools and components. HR staff may be contacted at (213) 241-6356.

HOW TO USE THIS GUIDE

1. This guide is organized around the various selection tools that are most commonly used in the teacher selection process. The selection tools discussed in this guide are structured interviews, mock lessons, situational judgment exercises, writing projects, and reference checks.

2. At the end of the guide, there is an appendix that contains the sample selection materials. These materials are referenced throughout the guide with the corresponding appendix page numbers (e.g., Appendix 1).

> *"Education is the most powerful weapon which you can use to change the world."*
>
> *Nelson Mandela*
> *(Former President of South Africa and Nobel Prize Winner)*
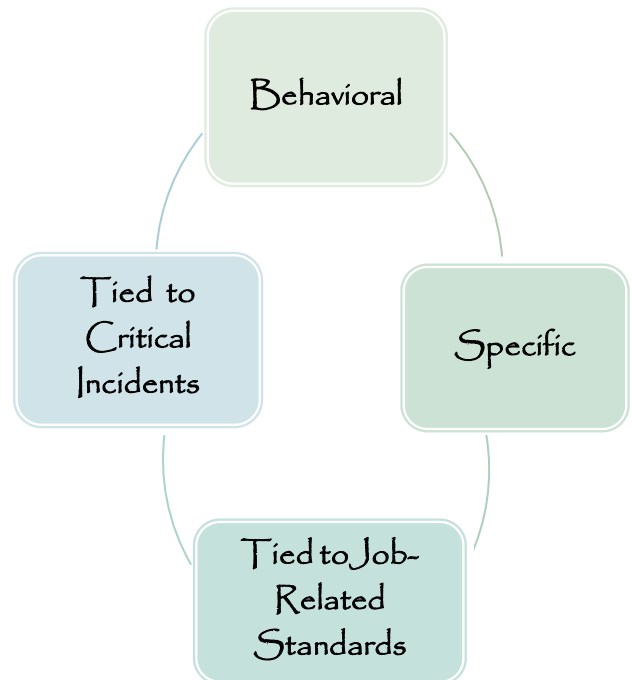
I. INTERVIEWS

Purpose

The goal of interviewing candidates is to specifically differentiate job-related knowledge, skills, abilities, and experiences among the candidates. Site interviews assess the candidate's potential to succeed in the position at a specific school by utilizing a series of behavioral-based questions that ask the candidate to share specific examples of his/her past professional experiences. This is your opportunity to gauge candidates' desire to make a difference in your school community.

Developing Interview Questions

Components of Effective Interview Questions

1. Behavioral: Focuses on what the candidate has done or has accomplished in his/her career. Behavioral questions solicit responses substantiated by specific examples of past experiences, as opposed to opinions or personal philosophies.

2. Specific: Assures the candidate clearly understands what is being asked and the raters have a clear interpretation of the response.

3. Tied to Job-Related Standards: Questions should be designed to assess a candidate's experience as it applies to the *LAUSD Teaching and Learning Framework*. Developing interviews in this manner ensures a comprehensive assessment of knowledge, skills, and abilities deemed critical for success as a teacher.

Behavioral

Tied to Critical Incidents

Specific

Tied to Job-Related Standards

4. Tied to Critical Incidents: Focuses on situations unique to the school or the demographics of the school for which the candidate is interviewing.

Components of Effective Interview Questions (Cont'd)

When designing an effective interview question using the components described on the previous page, critical incidents unique to a school should be determined first. For example, at one particular school cultural differences were determined to be essential to the school community, and served as one of the critical incidents/issues. Connecting to the *LAUSD Teaching and Learning Framework*, it can be seen that cultural differences can be addressed by assessing teachers in the area of "Planning and Preparation" (Standard 1). With cultural differences and teachers' planning and preparation skills being the focus, the following specific behavioral question was developed for use at that school site:

Example Interview Question

Describe a specific example of a time when you integrated students' cultural and linguistic differences into your lesson plans. What were the demographics of the students? What was the lesson? What was the result?

Ineffective Versus Effective Interview Questions

Below is an example of an <u>ineffective</u> interview question for a teacher interview. It is neither behavioral nor specific, and fails to ask the candidate about his/her specific professional experience.

Ineffective Interview Question

Describe your philosophy on parent engagement in student learning.

It is highly unlikely that a response to the previous question would provide the interview rater with evidence of the candidate's past experience and associated areas of knowledge, skills, and abilities. A more <u>effective</u> question would be:

Ineffective Versus Effective Interview Questions (Cont'd)

Effective Interview Question

Provide an example of when you worked with parents to support the progress of their child.

This latter question will tap more directly into the candidate's past experience and produce responses that provide raters with valuable information on the candidate's ability to handle "critical incidents" common in the role of a teacher. Additional examples of effective teacher interview questions aligned with the *LAUSD Teaching and Learning Framework,* are included (Appendix 2).

Developing an Effective Interview Rating Form

An effective interview rating form includes a rating scale delineated by benchmarks to depict varying levels of proficiency in candidate responses. In addition, it is important to provide space for raters to justify their scores for each interview question.

1. Benchmark definitions should be clear and align properly with the standard being assessed.

2. Rating scales should have 4 benchmarks to effectively account for the varying levels of proficiency. The following are two options to score the interview questions:

   - When all standards are equally important to success in the position, responses are weighted equally (equal weighting).

   - When some standards are deemed more important than others, specific responses should be assigned higher weight (differential weighting). Please contact Human Resources, Personnel Research and Analysis at (213) 241-6356 for assistance with differential weighting.

Administering the Interview Process

Assembling and Training the Rater Panel

1. Schools have flexibility in assembling the interview panel in terms of the number of raters and representation of constituency groups. With this in mind, Human Resources sets forth the following recommendations:
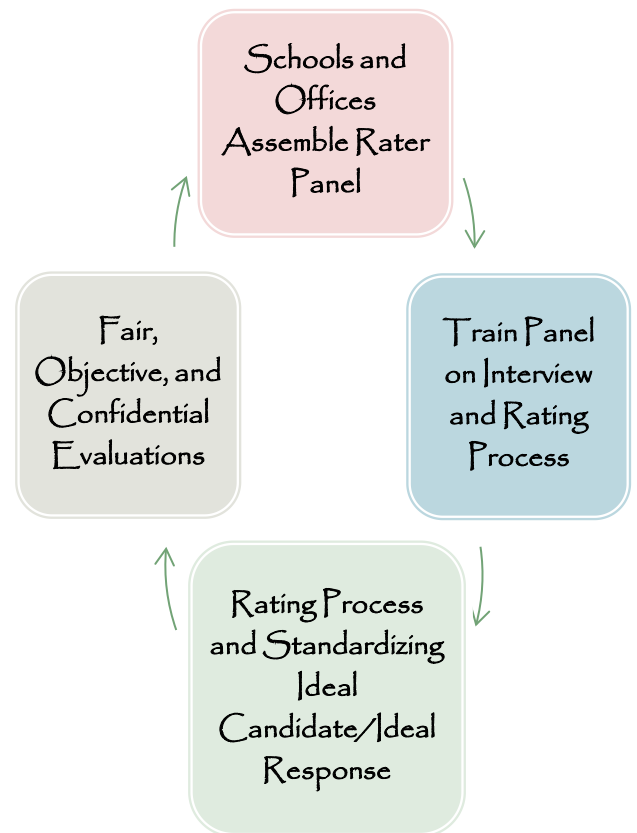
   - The panel(s) should have equal representation from each constituency group.

   - The panel should represent the school's student and community diversity.

   - Panels should consist of at least two panel members.

2. Prior to the interview process, all panel members must be trained on and provided an in-depth understanding of the school's mission and goals, as well as the role and responsibilities of the position being filled, the interview protocol, and rating process. This should take place not more than 2-3 days prior to the interview administration.

3. During the interview training, raters should also sign a _Rater Agreement_ form that addresses the rater's commitment to provide fair, objective, and confidential evaluations. A sample _Rater Agreement_ form is included (Appendix 3).

4. It is essential that all raters are provided with a description of the "ideal candidate," be familiar with the interview questions, as well as expected responses to the interview questions. Components of the interview training are highlighted in a sample agenda (Appendix 4).

   Orienting raters to the rating process and standardizing the "ideal candidate" and "ideal response" descriptions allows for a more objective rating process and consistency of rating scores. When raters assess candidates against the established standards, the potential influence of rater bias is decreased.

Schools and Offices Assemble Rater Panel

Train Panel on Interview and Rating Process

Rating Process and Standardizing Ideal Candidate/Ideal Response

Fair, Objective, and Confidential Evaluations

Maintaining Fairness and Legal Defensibility

1. Raters must take into consideration and be accountable for adhering to State and Federal non-discrimination laws and statues.

2. The hiring administrator must also be aware of the candidate inquiries that are prohibited by law. *The California Fair Employment and Housing Act* (FEHA) prohibits any non job-related inquiries of candidates or employees, either verbally or through use of an application form, that express, directly or indirectly, a limitation, specification, or discrimination as to race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, age, sex, sexual orientation, or any intent to make such a limitation, specification, or discrimination. For more information, you may refer to the *California Department of Fair Employment and Housing* Fact Sheet is included (Appendix 5).

3. Hiring administrators should be aware of the potential for rater error and biases in the interview process. Examples of common rater biases are included (Appendix 6).

4. It is extremely important that all raters stay committed to confidentiality with regard to the content of the interview materials and the ratings assigned to candidates. Candidates and raters are to keep the interview questions, benchmarks, and all other selection materials completely confidential. A *Candidate Confidentiality Statement* form is included (Appendix 7). Raters shall not discuss the candidates' interview performance outside of the assessment environment. This includes discussion of candidate responses and overall candidate qualifications.

> *A good teacher can inspire hope, ignite the imagination, and instill a love of learning.*
>
> *Brad Henry (26th Governor of Oklahoma)*

Interview Administration Day

1. The hiring administrator may serve as the facilitator (assuming they are participating on the interview panel) or may designate a facilitator for the day(s) of the interview administration. The facilitator is responsible for ensuring the interview process is conducted in a fair and objective manner. The facilitator will also control the pace of the interview and assume responsibility for the collection and organization of all assessment materials. The facilitator should have an in-depth knowledge of the position, description of the ideal candidate, and interview procedures. A Facilitator Checklist containing a summary of the facilitator responsibilities is included (Appendix 8).

Interview Administration Day (Cont'd)

2. Each interview panel rater should have a folder with the following documents:

```
   Note Sheet          Interviewing Training
                             Documents

Rating Sheet(s)                        Testing
                                       Schedule

                         Rater
   Interview             Folder         Candidate
   Questions                            Resumes
```
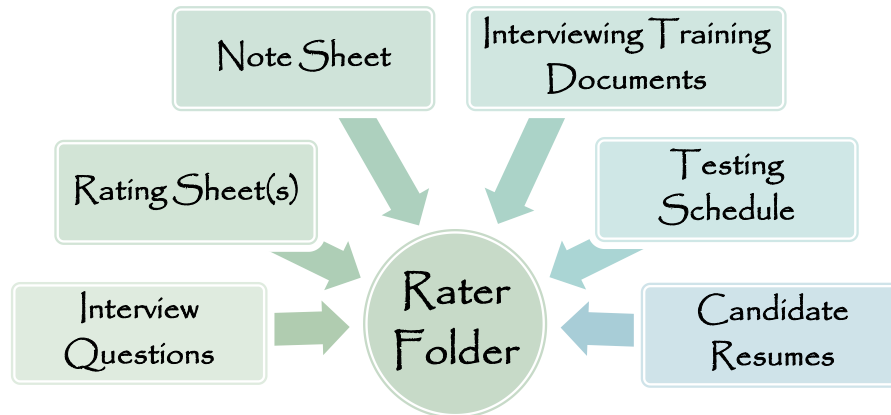
3. It is important that all panel members are fully briefed on the structure of the interview process. At the beginning of the day, assign questions to each rater and instruct raters to introduce themselves with their name and title/affiliation before beginning each interview.
4. Prior to the interview administration, the hiring administrator should decide how much time the panel will take to review the resume of each candidate, length of time allotted for each interview, and time to evaluate results of each interview. A pre-set interview duration time will allow for an efficient administration day.

5. During the interview, the facilitator will keep track of the time and interject, as necessary, to ensure each interview stays within the allotted time frame.

6. Raters should take behavioral notes (either on the rating sheet or on a separate note sheet) for each candidate's interview. Notes will help raters recall pertinent information provided by the candidate, provide appropriate ratings, and justify their recommendation. Notes should focus on why, what, how, and results of a candidate's described actions.

7. After each interview is completed all raters should independently rate the candidate using a developed rating scale and their written notes from the interview and provide summary comments to justify their ratings. Please make sure to keep any notes about each candidate for the debriefing session at the end of the day.

Interview Administration Day (Cont'd)

8. At the conclusion of the interview administration day, the facilitator should engage the raters in a debriefing. The debriefing process should focus on:

    *   Discussing the individual ratings of the candidates to ensure that raters are consistently and uniformly utilizing the rating benchmarks for all candidates.

    *   Ensuring that all raters are objective and fair when assigning interview scores. Interview scores provided should be based entirely on the candidate's responses to the questions and objective, job related criteria. Interview scores should never take external factors into consideration and should not be based on information found on the candidate's resume, cover letter, or from information obtained through conversations with or from letters of past supervisors.

    *   Making objective decisions regarding each candidate's status and overall recommendations for consideration. Final recommendations should always be supported by the rater's interview scores.

    *   Collecting all completed rating form, note sheets (if used), and other interview materials to be maintained as test records. See Section VI, for the Retention of Test Records.

II. ADDITIONAL ASSESSMENT METHODS AND TOOLS

Purpose

Additional assessment methods and tools provide a more comprehensive evaluation of the candidate. For example, a hiring administrator may wish to see a candidate prepare correspondence to parents or stakeholders in response to a described situation. These types of assessment methods allow for the opportunity to directly observe the candidate's demonstration of skills, as opposed to listening to the candidate recount their experience. See examples of additional assessment tools below, note this is not a comprehensive list.

Types of Assessment Tools

1. **Scenario-Based Exercise:** The purpose of a Scenario-Based Exercise is to provide a forum to evaluate candidates' thought processes via their ability to handle tasks or situations that may be encountered on the job. The following are two approaches to designing a Scenario-Based Exercise:

   - Provide the candidate with a written description of a problem or situation and ask the candidate to develop an action plan to resolve the situation. For example, a candidate can be provided with pertinent information about a difficult student and be asked to create a plan for working with that student to improve their behavior and/or understanding of the instructional material.

   - Provide the candidate with a written description of a problem or situation and then place the candidate in a mock (acted) version of the situation to assess how the candidate handles the situation. This type of Scenario-Based Exercise is effective in addressing conflict situations or interactional skills. For example, a candidate can be provided with specific information about a fictitious student and be asked to conduct a parent teacher meeting. Note that the person acting as the parent should be specifically trained on how to act and respond in the scenario to ensure consistency.

   > *It is the supreme art of the teacher to awaken joy in creative expression and knowledge.*
   >
   > *Albert Einstein (Theoretical Physicist and Nobel Prize Winner)*

2. **Writing Project:** The purpose of the writing project is to give hiring administrators the opportunity to assess the quality of a candidate's written communication skills. A basic writing project would provide the candidate with a simple directive or writing prompt that they must address, such as:

   "Write a letter to the principal to describe why you believe that you are the best candidate for the position of <u>\<position\></u> at <u>\<school name\></u>."

   For basic writing projects, interview raters would evaluate a candidate's writing skills based on the:

   - Organization and Clarity
   - Professionalism and Tone
   - Sentence Structure
   - Grammar Usage

Types of Assessment Tools (Cont'd)

Writing projects can also be technical. Technical Writing Projects can be used to assess a candidate's specific knowledge or experience in a specific topic area related to the position, while also assessing the candidate's writing skills. The topic area(s) used should be directly related to the job description, such as the typical duties or knowledge needed for the position. For example:

"Describe a specific example of how you have developed lesson plans. What tools and strategies did you use to create your lesson plans?"

3. **Mock Lesson:** The purpose of a Mock Lesson is to assess a candidate's ability to present information clearly and effectively to students in a classroom. For example, a candidate can be provided with specific expectations and be asked to develop and present a classroom lesson or present a pre-developed classroom lesson.

Training and Guidance

Human Resources - Personnel Research and Analysis is available at (213) 241-6356 to answer questions you may have to ensure a successful process, and to provide guidance in the development, administration, and scoring of any assessment tools.

III. CHECKING REFERENCES

Once the interviews and additional assessments have concluded, the top candidate(s) is/are then determined based on the information collected during the selection process. Although reference checks are evaluated as part of the Central Office Selection Process, it is recommend that principals conduct their own reference checks on any candidate they are considering before extending an employment offer. Any reference checks conducted as part of the School Site Selection process should be standardized and should be completed by taking thorough notes. To standardize reference checks, verify the following: school/office name, dates of employment, position held, if the prospective employee would be eligible for rehire, and any pre-determined questions regarding important job-related behaviors. A sample *Reference Check Form* is included (Appendix 9).

For guidance in completing reference checks, please contact: Human Resources, Personnel Research and Analysis at (213) 241-6356.

IV. FINAL CANDIDATE SELECTION

Once the top candidate has been chosen by the principal/hiring administrator(s) from the list of top candidates and the School Site reference checks have been completed, the principal can now extend an employment offer. Note, in accordance with LAUSD Board Rule 1911 (Nepotism), no assignment will be allowed that will establish a supervisor or subordinate relationship at the first or second level of supervision between two employees who are close relatives or cohabitants.

After making the offer, a copy of the *Intent to Hire* form or the *Request for Personnel Action (RPA)* form (for school-purchased positions) should be faxed to the school's HR Placement Specialist at (213) 241-8410 or (213) 241-8411. The fillable PDF version of the *RPA* form can be obtained at http://achieve.lausd.net/Page/1546.

V. CANDIDATE NOTIFICATION

Candidates are understandably anxious to know about their status in the selection process at any given point in time. Provide candidates with timely information regarding their status, as well as the subsequent steps in the selection process. It is recommended that the school use written communication to inform the candidates, regardless of whether they were successful or unsuccessful in the given selection process. Candidates should be informed at the close of each stage in the selection process, if they will continue on. Written communication sent via U.S. mail or email, as appropriate, allows for a consistent message and facilitates record keeping. It is also helpful for legal purposes. The content of regret letters should be clear, consistent, and concise. Developmental reviews, justifications, or explanations of the outcome are not necessary and often may infringe on the confidentiality and integrity of the process. Sample regret and congratulation letters are included (Appendix 10).

> *"Education is improving the lives of others and for leaving your community and world better than you found it."*
>
> *Marian Wright Edelman (American Activist, Founder and President of the Children's Defense Fund).*

VI. RETENTION OF TEST RECORDS

Schools are advised to diligently maintain records and paperwork throughout the course of the selection process. It is recommended that schools keep a separate file for each selection process conducted. The following documents should be confidentially maintained in each file:

- List of applicants

- Application materials (resumes, letters of interest, and letter(s) of recommendation) for all candidates

- Names and titles of raters used for each selection test part

- Candidate rating sheets (for all selection test parts)

- Signed confidentiality statements from candidates

- Signed rater agreement/confidentiality forms (for all selection test parts)

- Materials related to each selection tests (interview questions, writing project, situational judgment exercises, etc.)

For ease of record retention, a Selection Process Records checklist is included (Appendix 11).

VII. SETTING THE STAGE FOR TEACHER SUCCESS

Following the selection process and extending an offer of employment, it is important for principals to engage in an orientation process that ensures the continual success of the teacher(s) they hire. To do this, it is recommended that principals provide an orientation during the teacher's first week of employment at their new school. The orientation should consist of any pertinent information necessary for their success. Specifically, principals should provide new hires with the school's policies, provide clear expectations surrounding their specific job duties and responsibilities, and connect them with appropriate support systems at the school, the Educational Service Center, and Central Offices. Setting clear expectations and providing effective support during the orientation period can assist the teacher to be prepared and better able to have a successful start into fulfilling the needs of the position and the school. In addition the principal should provide any available supportive resources and materials, and assure key staff are ready to begin the two year new teacher support plans at the school.

To assist principals to plan an orientation and create strategies to integrate and support the growth of new teachers over their first two years, the *Principal's Checklist For New Teacher Success*, *New Teacher Resources Guide* (to share with new teachers), and the contact information for the local Teacher Quality and Support (TQS) Specialists are available online at http://achieve.lausd.net/teacherquality. For further information or support with new teacher orientations, support plans, and welcoming/integration strategies, please contact your local TQS Specialist.

QUESTIONS AND ASSISTANCE

If you have any questions about the information contained in the Selection Guide, would like assistance in developing any parts of the selection process at your school, or have any suggestions or input for this guide, please contact Human Resources, Personnel Research and Analysis at (213) 241-6356.

> *A teacher is a compass that activates the magnets of curiosity, knowledge, and wisdom in the pupils.*
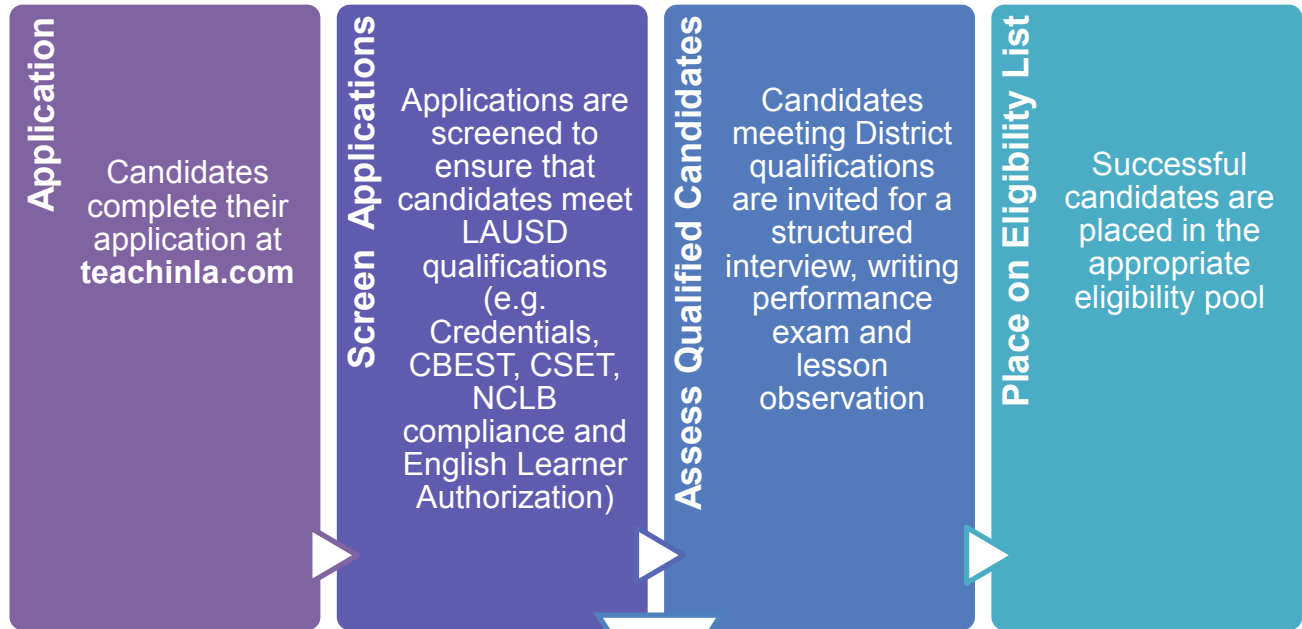>
> *Ever Garrison (Author)*

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Teacher Selection Guide

Table of Appendices

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Teacher Selection Guide
CENTRAL OFFICE TEACHER SELECTION PROCESS

Application
Candidates complete their application at **teachinla.com**

Screen Applications
Applications are screened to ensure that candidates meet LAUSD qualifications (e.g. Credentials, CBEST, CSET, NCLB compliance and English Learner Authorization)

Assess Qualified Candidates
Candidates meeting District qualifications are invited for a structured interview, writing performance exam and lesson observation

Place on Eligibility List
Successful candidates are placed in the appropriate eligibility pool

STRUCTURED INTERVIEW

- 45 minutes in duration
- Conducted by Recruitment Specialist (certificated administrator)
- Aligns with California Standards for the Teaching Profession (CSTP) and Teaching and Learning Framework (TLF)
- Evaluates candidate experience and alignment with LAUSD goals
- Assesses the following TLF competencies:
  - **Demonstrating knowledge of content and pedagogy**
  - **Establishing instructional outcomes**
  - **Designing student assessment**
  - **Creating an environment of respect and rapport**
  - **Establishing a culture for learning**
  - **Communicating with stakeholders**

WRITING PERFORMANCE EXAM

- 45 minute computer-based exam given on-site at LAUSD Headquarters
- Candidate responds to a randomly assigned school site scenario
- Assesses the following TLF competencies:
  - **Demonstrating knowledge of content and pedagogy**
  - **Communicating with stakeholders**
  - **Demonstrating professionalism**

LESSON OBSERVATION

- 10 minute lesson led by candidate in front of Human Resources Administrators
- Assesses the following TLF competencies:
  - **Demonstrating knowledge of content and pedagogy**
  - **Establishing instructional outcomes**
  - **Designing coherent instruction**
  - **Designing student assessment**
  - **Managing student behavior**
  - **Demonstrating structures to engage students in learning**

Teacher Selection Guide

SAMPLE TEACHER INTERVIEW QUESTIONS

<u>Opening Questions:</u>
In building a set of interview questions for teaching positions, it is important to build a logical flow to your interview. To begin the process it is recommended to begin with opening questions that provide the candidate with distinguishing characteristics of the school and serve to identify candidates' motivation and interest to add value to the school. The following two questions are examples of opening questions for a teacher interview.

1) School Demographics
We are a Title I school serving approximately 1,200 students. Our school reflects a diverse population of 50% Latino, 20% African American, 10% Caucasian, 10% Asian American, 10% Other, with 52% economically disadvantaged, 15% students with disabilities, and 22% identified as gifted and talented. Describe your personal and professional experience which has prepared you to add value to our school.

2) Motivation
In your professional experience, what motivated your best, most successful performance?
- Please provide an example of this motivation in action.
- What where the results?

<u>LAUSD Teaching and Learning Framework Standards Questions:</u>
Following the opening questions it is important that all teachers be assessed by questions focused on LAUSD Teaching and Learning Framework Standards to assess a candidate's level of ability and achievement in the five core areas. The LAUSD Teaching and Learning Framework is designed to identify teachers who believe and are committed to the ideal that all children will learn and must have equal access to the curriculum and opportunities for academic achievement.

A sample set of teacher interview questions addressing the five framework standards are provided below for your convenience.

3) Planning and Preparation
Describe a lesson plan you have developed that was successfully implemented.
- What standards did you aim to teach in that lesson?
- How did you assess student learning and the effectiveness of the lesson?
- How did you respond when a student did not learn the standard?

4) The Classroom Environment
How do you establish a culture for learning and positive behavior in your classroom?
- What expectations do you have for your students?
- How do you support their ability to meet those expectations?

Teacher Selection Guide

5) Delivery of Instruction
Discuss how you adjust lessons to benefit different student learning styles?
- Describe a time when a student was not interested in a lesson you were teaching.
- How did you keep the student involved in the lesson?

6) Additional Professional Responsibilities
Provide an example of a time you reached out to parents for assistance in improving their child's academic progress.
- How did you strategize and collaborate with the parents?
- How was the student's academic progress impacted?

7) Professional Growth
Describe a specific example of how you have utilized what you have learned through a professional development activity to improve your instructional skills.

Closing Questions:
To conclude an interview it is important to provide the candidate with a chance to share additional job-related knowledge, skills, abilities that he/she may have that were not covered during the interview and the opportunity to ask any additional information regarding the school or the expected responsibilities of the position. As a sample two concluding questions are provided below.

8) Additional Qualifications
Now that we have completed the interview, is there any additional information you would like to share with us regarding your qualifications for this position?

9) Candidate Questions
Do you have any questions for us?

As a good practice when closing out an interview make sure to thank the candidate for their interest in the position and the school, shake their hand, and give them an estimated timeline for results. This practice helps to reduce the stress of the post interview waiting period and to leave the candidate with a positive impression of your school and the interview process.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Teacher Selection Guide

<Name of School/Office>
<Position Title>
RATER AGREEMENT

In consideration of the mutual understanding with the District, I agree to the following:

☐ I understand my responsibility to remain objective in all candidate evaluations. If I have personal or professional knowledge of a candidate, I will not use this knowledge in a way that results in a conflict or appearance of a conflict between the interests of the District and the candidate's personal interests.

☐ I will base all candidate evaluations on job-related criteria. I will adhere to state and federal non-discrimination statutes and will not base evaluations on race/color, ethnicity, birthplace/national origin/citizenship, age, sex/sexual orientation, marital status, religious creed, disability, military/veteran status, or gender expression/identity.

☐ I understand the confidential nature of my participation as a panel member with this selection process and my responsibility for the security of the information involved. I will not reveal any information about this process (including any materials) or panel/candidate personal or performance-based information to anyone.

☐ I understand that any breach of my obligations for confidentiality or security as stated in this agreement will be considered a serious violation of District policy.

I read this entire Agreement and fully understand the contents hereof. This Agreement reflects my conformity with respect to all subject matter addressed herein as of the date below written.

_____

Rater's Printed Name

_____

Rater's Signature

_____

Rater's Title

_____

Date

Teacher Selection Guide

<Name of School/Office>
XX XX, 20__

INTERVIEW TRAINING AGENDA: SUMMARY OF TOPICS

The following are topics recommended to cover in your interview panel training.

I. Introduction

The purpose of this interview training is to ensure:

A. standardization, fairness, and appropriateness of interview questions

B. panel members have an opportunity to gather relevant job experiences to provide selection recommendations

C. confidentiality of the process and to avoid conflict of interest

II. Behavioral Structured Interviews

A. Definition - An interview in which a candidate is asked to provide specific examples of past job behavior and based on the concept that the single best predictor of future job performance is past job behavior.

B. Purpose - Allows the rater to learn about the candidate's past behavior/performance, while assessing a candidate's relevant capabilities and potential to succeed in the position. Behavioral interviews allow the rater to learn about previous actions taken to bring resolution to a problem, interactions with others, and steps taken in completing a project.

C. Use **STAR** Method - An effective tool for collecting information from candidate responses.

   1. **Situation/Task (S/T)** = Identify the situation or task being addressed.

   2. **Action (A) =** What was the action taken, steps followed, or obstacles encountered.

   3. **Results (R) =** What was the outcome? Goals achieved?

D. Techniques – As you conduct interviews there may be times when a candidate's responses provide too little information or too much information. Good techniques to keep in mind and use are:

   1. **Collecting Less Detail -** (1) Interrupt the candidate and redirect, (2) Summarize the candidate's discussion and transition to another area, (3) Reinforce a concise response, and/or (4) Discourage lengthy responses.

   2. **Collecting More Detail -** (1) Clarify misunderstood questions and responses, (2) Show encouragement, and (3) Silence can be used as a question.

Appendix 4

Teacher Selection Guide

<Name of School/Office>
XX XX, 20__

II. Behavioral Interviews (Cont'd)

D. Techniques (Cont'd)

3. **Follow-Up Questions –** These questions below can be used to redirect   candidate responses when they provide you with:

a. Vague Responses – Can you provide a specific example? Help us understand what you actually did.

b. Theoretical or Future Oriented Responses – The last time that happened what did you do? Can you give us a specific example of a similar past event?

c. Feelings or Opinions – Describe the situation that caused you to feel that way.

E. Things to Avoid

1. **Common Rater Biases -** Many interview rating errors result from perceptual biases or individual preferences. Remember to be consistent when rating candidates – based on their individual responses to interview questions.

2. **Illegal Areas –** State and Federal law prohibits specific areas to be questioned or discussed during the interview. For a detailed list, please refer to Appendix 6 of the Teacher Selection Guide.

III. Review of Questions and Rating Process

A.   Discussion of Job Announcement Flyer and "Ideal Candidate"

B.   Review Interview Questions, Expected Responses, and Rating Sheet

IV. Interview Day Logistics

Choose a facilitator and discuss what happens on the day of the interview.

V. Rater Agreement

Ensure that everyone understands and signs the *Rater Agreement* form.

Appendix 4

EMPLOYMENT INQUIRIES

WHAT CAN EMPLOYERS ASK APPLICANTS AND EMPLOYEES?

The Department of Fair Employment and Housing has developed this guide to provide employers with guidance relating to inquiries that can be made to applicants and employees.

The California Fair Employment and Housing Act (FEHA) prohibits any non-job-related inquiries of applicants or employees, either verbally or through the use of an application form, that express, directly or indirectly a limitation, specification or discrimination as to race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation, or any intent to make such a limitation, specification, or discrimination.

The regulations of Fair Employment and Housing Commission indicate that inquiries that, directly or indirectly, identify an individual on a basis enumerated in the Act are **unlawful**. However, it is not unlawful for an employer to collect applicant flow data and other record keeping data for statistical purposes. Misuse of this data constitutes a violation of the Fair Employment and Housing Act.

APPLICANTS

The FEHA also prohibits an employer from requiring any medical or psychological examination or inquiry of any applicant or to make any inquiry whether an applicant has a mental or physical disability or medical condition. It is also unlawful to make an inquiry regarding the nature and severity of a mental or physical disability or medical condition. However, an employer may inquire into the ability of an applicant to perform job-related functions and may respond to an applicant's request for reasonable accommodation.

Once an employment offer has been made to an applicant, but prior to the commencement of employment duties, an employer may require a medical or psychological examination provided that:

- the examination or inquiry is job-related and consistent with business necessity and;
- that all entering employees in the same job classification are subject to the same examination or inquiry.

EMPLOYEES

An employer may not require any medical or psychological examination or make any inquiry of an employee, or inquire whether an employee has a mental or physical disability or medical condition or inquire into the severity of the disability or condition.

However, an employer may require any medical or psychological examination or make inquiries that it can show are job-related and consistent with business necessity. An employer may conduct voluntary medical examinations, including medical histories, which are part of an employee health program available to the employee at the work site.

The Employment Inquiries table is a guide and is not intended to be an exhaustive list of all acceptable and unacceptable inquiries. Those questions considered unacceptable are likely to limit the employment opportunities of persons protected by the Fair Employment and Housing Act.

ee   e   e

EMPLOYMENT INQUIRIES

ACCEPTABLE	SUBJECT	UNACCEPTABLE
Name	**NAME**	• Maiden name
Place of residence	**RESIDENCE**	• Questions regarding owning or renting.
Statements that hire is subject to verification that applicants meet legal age requirements.	**AGE**	• Age • Birth date • Date of attendance/completion of school • Questions which tend to identify applicants over 40
Statements/inquiries regarding verification of legal right to work in the United States.	**BIRTHPLACE, CITIZENSHIP**	• Birthplace of applicant or applicant's parents, spouse or other relatives. • Requirements that applicant produce naturalization or alien card prior too employment.
Languages applicant reads, speaks or writes if use of language other than English is relevant to the job for which applicant is applying.	**NATIONAL ORIGIN**	• Questions as to nationality, lineage, ancestry, national origin, descent or parentage of applicant, applicant's spouse, parent or relative.
Statement by employer of regular days, hours, or shifts to be worked.	**RELIGION**	• Questions regarding applicant's religion. • Religious days observed.
Name and address of parent or guardian if applicant is a minor. Statement of company policy regarding work assignment of employees who are related.	**SEX, MARITAL STATUS, FAMILY**	• Questions to indicate applicant's sex, marital status, number/ages of children or dependents. • Questions regarding pregnancy, child birth, or birth control • Name/address of relative, spouse or children of adult applicant.
	RACE, COLOR, SEXUAL ORIENTATION	• Questions to applicant's race, color, or sexual orientation. • Questions regarding applicant's complexion, color of eyes, hair or sexual orientation.
	CREDIT REPORT	• Any report which would indicate information which is otherwise illegal to ask, e.g , marital status, age, residency, etc.
Statement that a photograph may be required after employment.	**PHYSICAL DESCRIPTION, PHOTOGRAPHS, FINGERPRINTS**	• Questions as to applicant's height/weight. • Requiring applicant to affix a photograph to application or submit one at his/her option. • Require a photograph after interview but before employment.
Employer may inquire if applicant can perform job-related functions. Statement that employment offer may be made contingent upon passing a job-related mental/physical examination.	**MENTAL/PHYSICAL DISABILITY, MENTAL CONDITION (APPLICANTS)**	• Any inquiry into the applicant's general health, medical condition, or mental/physical disability. • Requiring a psychological/medical examination of any applicant.

A medical/psychological examination/inquiry may be made as long as the examination/inquiry is job-related and consistent with business necessity and all applicants for the same job classification are subject to the same examination/inquiry.	**MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (POST- OFFER/PRE-EMPLOYMENT)**	• Any inquiry into the applicant's general health, medical condition, or physical/mental disability, if not job-related and consistent with business necessity.
A medical/psychological examination/inquiry may be made as long as the examination is job-related and consistent with business necessity.	**MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (EMPLOYEES)**	• Any inquiry into the employee's general health, medical condition, or mental/physical disability, if not job-related and consistent with business necessity.
Job-related questions about convictions, except those convictions which have been sealed, or expunged, or statutorily eradicated.	**ARREST, CRIMINAL RECORD**	• General questions regarding arrest record.
Questions regarding relevant skills acquired during U.S. military service.	**MILITARY SERVICE**	• General questions regarding military service such as dates/type of discharge. • Questions regarding service in a foreign military.
Requesting lists of job-related organizations, clubs or professional societies omitting indications of protected bases.	**ORGANIZATIONS, ACTIVITIES**	• General questions regarding organizations, clubs, societies and lodges.
Name of persons willing to provide professional and/or character references for applicant.	**REFERENCES**	• Questions of applicant's former employers or acquaintances which elicit information specifying applicant's race, etc.
Name and address of person to be notified in case of accident or emergency.	**NOTICE IN CASE OF EMERGENCY**	• Name, address, and relationship of relative to be notified in case of accident or emergency.

NOTE: Any inquiry, even though neutral on its face, which has an adverse impact on persons on a basis enumerated in the Fair Employment and Housing Act, is permissible only if it is sufficiently related to an essential job function to warrant its use.

For more information, contact the Department
toll free at: **(800) 884-1684**

TTY Number: **(800) 700-2320**

or visit our Web site at: **www.dfeh.ca.gov**

This publication can be made available in Braille, large print, computer disk, and tape cassette.

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DEPARTMENT OF FAIR EMPLOYMENT & HOUSING
2218 Kausen Drive, Suite 100
Elk Grove, CA, 95758**

DFEH-161 (8/01)

Text

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<Name of School/Office>
XX XX, 20__

COMMON RATER BIASES

Many interview rating errors result from perceptual biases or individual preferences. The following are the most common rating errors you should keep in mind.

1) *First impression error* is the tendency to make snap judgments based only on responses made in the first part of the interview and then attending only to those behaviors that confirm this initial judgment. The direction of this bias can be positive or negative.

2) *Personal biases* can prevent objective ratings if the rater allows his/her own non job-related prejudices and attitudes about cultural stereotypes, lifestyles, appearances, and other perceptions to affect the ratings. The direction of this bias can be positive or negative.

3) *Contrast effect* is the tendency to rate a candidate relative to the person who was interviewed immediately before them. The direction of this bias can be positive or negative.

4) *Leniency effect* is the tendency to rate all candidates high.

RATERS:

Your evaluation of the candidate's responses must be consistent with the delineated benchmarks in the *Interview Rating* form and the "ideal responses" provided by the Hiring Administrator. Your ratings must be reflective of the responses each individual candidate provided matched to the "ideal response" expected and **not** in comparison to a response provided by another candidate in the interview selection process.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

<Name of School/Office>
<Position Title> Interviews
XX, XX, 20__

CONFIDENTIALITY STATEMENT

The California Education Code Section 45317 (c) states that any individual who willfully gives confidential information regarding contents of an examination that will unfairly advantage or disadvantage another candidate in an examination for employment or promotion is guilty of a misdemeanor. To ensure confidentiality of the examination materials and preserve the integrity of the examination process, please read the paragraph below, then sign and date the document.

The selection process is completely confidential. By participating in this process, you agree to keep the interview questions and related assessment information confidential, and not disclose them to anyone. Likewise, the ratings are strictly confidential and will not be disclosed.

_____
Candidate Name (Please Print)

_____
Candidate Signature (Please sign in ink)

_____
Date

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FACILITATOR CHECKLIST

As the facilitator in the interview process, you will be responsible for ensuring that the interview process is completed efficiently and in a timely manner. You will control the pace of the interview and ensure smooth transitions from question to question. You will have panel members ask the core questions and give them an opportunity to ask clarifying questions as appropriate. Please note that panelists are not expected to respond to questions regarding the hiring process.

Before the Interview

❑ Have all panel members sign the *Rater Agreement* form.
❑ Discuss the qualities that embody the ideal candidate and how these qualities may be demonstrated in candidate responses.
❑ Reinforce to the panel that the interviews must be conducted in an objective manner. The decision to recommend a candidate for a position should be based only on a candidate's responses during the interview in comparison to the description of an ideal candidate (provided in the briefing).
❑ Assign one interview question (there will be an introduction statement, core questions, and a concluding question) to each panel member.
    o For example, you as the facilitator can begin the interview with the introduction statement and then assign core questions to the panel members. Then you can conclude the interview with: "Do you have any questions or statements you would like to share?'
❑ Have each panelist review the questions and read aloud their assigned question before the start of the first interview.
❑ Each panelist should have an *Interview Rating* form for each candidate.
❑ Agree on a panelist who will retrieve and escort the candidate into the interview room. Remind the assigned panelist to put the candidate at ease during this time.

During the Interview

❑ Before the interview begins have each panelist clearly state their name and affiliation and have the candidate state their name.
❑ Ensure that the interview panel takes no more than <<estimate time>> minutes total per candidate. << >> minutes of actual interview time with the candidate and << >> minutes for introductions and providing your assessment between the candidates.

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FACILITATOR CHECKLIST

During the Interview (continued)

❑ Have panelists ask questions from the prepared list of core interview questions on the *Interview Rating* form.
  o Make sure to ask follow-up questions to get complete responses, as necessary.
  o If a question is inadvertently skipped, ensure that the question is asked at some point before the end of the interview. It is critical that all candidates are asked the same questions.
❑ Control the pace of the interview.
  o Be mindful of the START time of the interview.
  o Be mindful of when the panel is half-way through the interview questions.
  o Interject, as necessary, to ensure that the interview does not run past the designated timeframe.
❑ Redirect if an illegal area (e.g., ethnicity, marital status, physical disability, etc.) is brought up during the course of the interview.
❑ Suggest to panelists to take notes during the interview.
❑ Thorough, behavioral notes of both positive and negative aspects of candidate responses are critical for formulating and defending recommendations.
❑ Thank the candidate and escort him/her out of the interview room.

After the Interview

❑ Panelists (including facilitator) will provide ratings based *only* on candidate's responses during each interview and in comparison to the description of the ideal candidate (discussed in the briefing).
❑ Remind panelists to provide behavioral notes for each candidate in the *Overall Supporting Comments* section of the rating form.
  o Notes should correspond directly to the candidate's responses to the interview questions.

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SAMPLE REFERENCE CHECK FORM

Candidate Name: _____ Position Applied: _____

Reference Name: _____ Reference Title: _____

District/Agency Name: _____

Professional Relationship to Candidate: _____

Please ask the reference to verify the following:

Information as provided by candidate			
School/Office Name		Yes	No
Dates of Employment		Yes	No
Position Held		Yes	No
Eligible for Rehire		Yes	No

Please ask the reference to discuss the following questions, taking detailed notes in the comment sections provided.

1. Could you discuss this person's **strengths as they relate to the position of _____?**
   Comments:

2. How about this person's **interpersonal skills and qualities** in working with staff, supervisors, parents, students, and other stakeholders?
   Comments:

3. How would you describe the candidate's **challenges and weaknesses as they relate to the position of _____?**
   Comments:

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SAMPLE REFERENCE CHECK FORM

4. With what you currently know about the candidate now, **would you rehire him/her**?
   Comments:

5. Based on your knowledge and interaction with the candidate, using a rating scale of 1 – 10 with 10 being the highest, how would you **rate the candidate ability to successfully perfom in the position of _____?**

   1   2   3   4   5   6   7   8   9   10

6. Is there any **additional information that I need to know** about this candidate as he/she is being considered for the position of _____?
   Comments:

"Thank you for your time to share your perceptions about _____."

_____   _____
Verified By   **Signature**

_____   ____/____/_____
Position Title   **Date Completed**

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Human Resources Division

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CANDIDATE LETTERS

For Applicants Invited to Interview

Dear_____:

The District wishes to thank you for applying to the < *position title*> at < *school or office* > and is pleased to invite you to the interview.

The next stage of the process will consist of a ____ minute panel interview. The interview panel will have access to your resume and letter of interest prior to your interview.

Your interview is scheduled for:

Date: <<Date>>

Time: Check-In Time:
Interview Time:

Location:

Parking:

Please confirm your scheduled participation via email to hiring.administrator@lausd.net and don't hesitate to call our office at (###) ###-####, if you have any questions prior to the interview.

Sincerely,

For Applicants Not Invited to Interview

Dear_____:

Recently you applied for the position of < *position title*> at < *school or office* >. Your application materials were received and reviewed and your qualifications were carefully considered. The field of competition included many highly qualified individuals and unfortunately, you were not selected to be among one of the finalists. In closing, thank you for your interest and we wish you success in your career.

Sincerely,

Appendix 10

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CANDIDATE LETTERS

For Candidates Interviewed, but Not Selected

Dear _____:

Recently you interviewed for the position of *<position title>* at *< school or office >*. Your experience and qualifications were carefully considered by the selection committee. As one of the finalists, please know that you were among a group of highly qualified individuals. Although you were not selected for the position, we recognize that you have an excellent background of experience and wish you success in your career. In closing, thank you for your interest.

Sincerely,

For Candidate Selected

Dear: _____:

Congratulations! I am pleased to inform you that you have been selected as *<position title>* at *< school or office >*. The selection committee was impressed with the experience and qualifications you bring to *< school or office >*. We look forward to working with you.

Sincerely,

Appendix 10

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SELECTION PROCESS DOCUMENT CHECKLIST

Position Title: _____

Selection Test Part: **Administration Dates:**

❑ Additional Test Part I:_____   _____
❑ Additional Test Part II:_____   _____
❑ Interview Training: _____
❑ Candidate Interviews: _____

The following documents are enclosed in the selection process file:

Announcing the Position

❑ Request to Announce Form (If Applicable)

❑ Copy of Flyer (If Applicable)

❑ Applicant List

❑ Applicant Materials (Resume, Letter of Interest/Cover Letter, Letters of Reference, and Responses to Supplemental Topic Areas) for all Candidates

Additional Test Parts (Writing Project, Situational Judgment Exercise, Mock Presentation, In-Basket Exercise, etc.)

❑ Related Rater Training Material

❑ Names and Titles of Raters

❑ Signed Rater Agreement Forms From All Raters

❑ Rater Sign-In Sheet(s)

❑ Signed Confidentiality Statements From Candidates

❑ Candidate Sign-In Sheets

❑ Testing Schedule

❑ Completed Candidate Rating Sheets (Two for Each Candidate) With Rater Notes and Scores

❑ Specific Assessment Materials (Directions and Candidate Test Documents) and Associated Rating Standards

❑ Copies of Notification Letters Sent to Candidates (i.e., Invitation Letter to Interviews or Regret Letter)

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SELECTION PROCESS DOCUMENT CHECKLIST (Cont'd)

Interviews

❑ Interview Rater Training Material

❑ Names and Titles of Raters

❑ Signed Rater Agreement Forms From All Raters

❑ Rater Sign-In Sheet(s)

❑ Signed Confidentiality Statements From Candidates

❑ Candidate Sign-In Sheets

❑ Testing Schedule

❑ Completed Candidate Rating Sheets (two for each candidate) With Rater Notes and Scores

❑ Interview Questions, Rating Standards, and All Other Assessment Materials

❑ Copies of Notification Letters Sent to Candidates (i.e., Letter of Success or Regret Letter)

Reference Checks and Final Selection

❑ Reference Check Form

❑ Copy of Assignment Processing Paperwork (*Intent to Hire* or *Request for Personnel Action* form) for Selected Candidate

Administrator overseeing selection process:

Name: _____   Title: _____

Signature: _____   Date: _____