

## **Possible Questions for Use During Interviews With CEC Personnel.**

### **Standard 1**

- 1.1 Tell me about the composition of the school's Leadership Team. Who are members and how were they chosen?
- 1.1 How are the school's vision, goals and mission established? What was actually done? Tell me about the evidence that was mentioned
- 1.1 How has the school attempted to make sure that stakeholders are fully aware of what its vision, mission, purpose are? In the narrative, it was suggested that more needs to be done. Why?
- 1.1 Who was involved in the revision process? How long did it take? What changes were made to the previous statements? How is it different?
- 1.1 How were parents and/or students involved?
- 1.2 What does the school do to make sure that people new to the school (instructional staff, students, parents, support personnel) know what the school is "all about?"
- 1.2 The Narrative says that only some members of the staff are "fully participating in seeking high expectations." Why is that?
- 1.3 What is being planned to more effectively communicate school results to all stakeholders?
- 1.3 What is being done to involve more stakeholders?

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### **Standard 2**

- 2.1 Tell me about the composition of the school's governing body or school board.
- 2.1 How are the school's policies and procedures created and revised?
- 2.1 What is done to make sure that everyone knows and understands these policies and procedures?
- 2.1 Tell me about any handbooks that are used. How are they created, revised, and distributed?
- 2.2 What kind of schedule is there for meetings between the School Board and Leadership team? Are there agendas, minutes that we could see?
- 2.2 Who is the top boss? How is the school organized in respect to department heads, coordinators and so on?
- 2.2 What kind of preparation or qualification, or requirements are there to be a member of the School Board? The Narrative mentions training for board members. What does that look like?
- 2.3 Is there formal, written statements that explain the roles and responsibilities of School Board members and the Leadership Team and how they work together?
- 2.4 What does the leadership of the school do to help ensure professional growth of the staff?
- 2.4 Tell me about your Professional Development opportunities.
- 2.5 What is done to make sure that everyone is on the same page regarding the school's purpose and direction? Your Narrative suggests that there may be several elements of the stakeholders who are not "on board."
- 2.6 What is the actual role of the Leadership Team in the supervision and evaluation of personnel? Is there a conflict of interest with teachers evaluating teachers?
- 2.6 What do the job descriptions look like? How often are they revised? Does everyone know that they are supposed to do? Are the personnel evaluation forms linked to these descriptions?
- 2.6 When professional/instructional practices are monitored or teacher evaluations take place, are there any rubrics or forms used? How is feedback to the teacher handled?

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### **Standard 3**

- 3.1 Where does the curriculum come from? How was it developed?
- 3.1 How do lesson plans that teachers use reference the curriculum?
- 3.1 What are some of the challenges that the curriculum and instruction provide to students?
- 3.2 Tell me how the curriculum is monitored and evaluated? How does the leadership know that everything is covered each year?
- 3.2 Give me an example of how the curriculum is adjusted or revised because of data analysis.
- 3.3 What kind of professional development for teachers is given on instructional strategies and teaching methods?
- 3.3 Classes have different kinds and levels of students. What is done to make sure strategies are appropriate for each of these levels?
- 3.3 How do you know that your students are learning?
- 3.4 Explain how the teacher evaluation process works. How does a teacher become better?
- 3.4 What kind of help is given to teachers who “need help?”
- 3.5 How often are teachers provided with professional development? Is there a yearlong schedule? Who manages this schedule and who keeps track of attendance? How do you know if these trainings are effective?
- 3.5 Give me some examples of how teachers work together to improve the work they do.
- 3.6 The Narrative mentions that not all staff use their rubrics or exemplars. Why is that so?
- 3.7 Apparently, there are a lot of new teachers. How are they mentored or helped to become a real part of the school?
- 3.7 Tell me how new teachers are informed about policies, procedures, school culture.
- 3.8 Give me some examples of how parents are involved in the educational process. Why do you think this indicator is rated a 2?
- 3.9 How are students made to feel that there is someone they can go to when needed?
- 3.10 How do students/parents know what criteria are used for evaluation and grading?
- 3.11. Tell me how all staff are trained in the use of data.
- 3.12 What happens to students who have special needs? (ESL, Learning disorders, gifted)

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### Standard 4

- 4.1 Tell me about class size and teachers' classes per week? Are they too big/small?
- 4.1 What do the job descriptions look like?
- 4.1 What do plans for the number of teachers for next year look like? How are they determined?
- 4.2 As a teacher, do you have everything you need to do your job?
- 4.2 When you need things to assist with your instruction, what do you have to do to get it?
- 4.3 What could be done to make the school cleaner, better equipped? What do teachers and students do to help make sure things are kept up?
- 4.3 What happens when things need to be fixed or repaired, is there a special way to get it done?
- 4.4 How do you use technology in your classes or work? What access do you have to this technology? Are some things used more than others? Why is that?
- 4.4 How do your students use the library? How frequently? How "up to date" is it?
- 4.5 Do you use a school network to enter grades, store tests, assignments? Do students have access to a network to store their work?
- 4.5 The Narrative says that staff is collecting data to help support the expansion of technology. What kind of long range plan is there to make sure that this work is effective?
- 4.6 How do staff work with students with special needs?
- 4.5 What kind of student activities are available? Do boys and girls both have the same opportunities?
- 4.6 Apparently, there has been an expansion of the guidance and counseling department. How are grade 12 students guided re: university and career opportunities?

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### Standard 5

- 5.1 Tell me about the school's assessment and testing process. Who is most responsible? Is it written down?
- 5.1 How do you know if it is really measuring what is taught and what the curriculum asks?
- 5.1 Tell me about the gaps in the assessment or testing program with some grade.
- 5.2 Tell me about the LEXUM program and the graphs that are created.
- 5.2 How do you use the data that become available? Give me some examples.
- 5.2 How do subject area teachers work as a team to study or analyze data?
- 5.2 If you were to send your tests to another school, how do you think students would score?
- 5.3 Tell me what training is available in data collection, evaluation, interpretation and use.
- 5.3 When was the last time you yourself actually participated in any of these trainings.
- 5.4 What is the school doing to improve itself? Is this process written down? What are the specific goals.
- 5.4 How are you involved in the process of writing them or implementing them?
- 5.4 Do all parents, students, teachers know what these goals look like?
- 5.4 How do you know what kind of progress the school is making to meet these improvement goals?
- 5.4 What do parents think about what the school is attempting to do? Why do you think that?
- 5.5 Is there a "report card" on how the school is doing? If there were, what would be the one area that would receive the highest mark? The lowest?
- SIP: The school has committed \$6000 to the training for IB certification. Tell me about how this is coming along.

Tell me about the school's goal to enhance the international mindedness of all students. Are all teachers involved in creating the own plan? Tell me about your plans.

The school has a goal of improving writing skills across all grades, as measured by teacher generated tests. What is being done to ensure that these tests are well written?