

## **Possible Questions for Use During Interviews.**

### **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?
- 1.1 How has the school attempted to make sure that stakeholders are fully aware of what its vision, mission, purpose are?
- 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 Do you believe that all members of the staff set 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?

## Possible Questions for Use During Interviews.

### 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?
- 2.3 Are 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?
- 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?

## Possible Questions for Use During Interviews.

### 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 Tell me about staff use of rubrics or exemplars. Why is that so?
- 3.7 How are new teachers mentored or helped to become a 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.
- 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)

## Possible Questions for Use During Interviews.

### 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 What kind of long range plan is there to make sure that improvement efforts are 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 How are grade 12 students guided re: university and career opportunities?

## Possible Questions for Use During Interviews.

### 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 testing program.
- 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?