Springfield Public Schools

GOALS, VISION, AND WORK TOWARDS STUDENT SUCCESS

Vision & Mission

Vision:

"Every Student a Graduate, Prepared for a Bright and Successful Future"

Mission:

"Every Student, Every Day"

Values

We Believe...

▶ Every student can and will learn;
▶ In eliminating inequities in student achievement;
▶ In fostering safe, healthy and engaging enviornments;
▶ In promoting an inclusive environment that draws on the assets of students, staff and community.

Goals

1. Promote growth and success for **every** student
2. Support Families so that **every** student is prepared to learn
3. Provide personalized learning opportunities for **every** student
4. Create safe and future ready facilities that inspire learning
5. Advocate for funding and policies that support education

Translating to Student Achievement

▶ Strategies in place for the past three years

▶ Intentional focus on specific high leverage practices that impact student achievement.

▶ Tough decisions, but ultimately moving the dial for our students.

State Report Card

David Collins
Assistant Superintendent

School Board Work Session

Springfield Public Schools

January 28th, 2019

Report Overview – Topics

- Priorities / Graduation Rate Handout

- K-12th Grade Indicator Handout

- 2017-18 District Report Card – Summary
  - District Report Card Handout
  - Indicator Handout

- Indicator - 9th Grade On-Track To Graduate/ On-Time Graduation
  - 9th Grade On Track to Graduate
  - 2016-17 Graduation Rate – Four Year
  - 2017-18 Graduation Rate – Four Year

- Indicator - State Assessments – English Language Arts/Math/Science
  - 3rd Grade English Language Arts
  - 3-8 Individual Student Progress
  - 8th Grade Mathematics

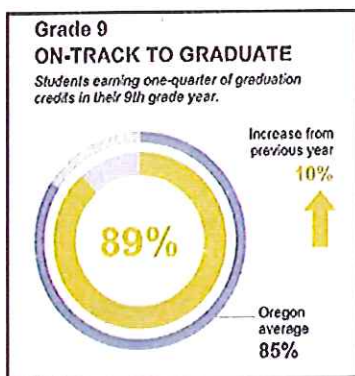- Indicator - Regular Attenders

- Summary

Springfield Public Schools

District Priorities/Graduation Rates
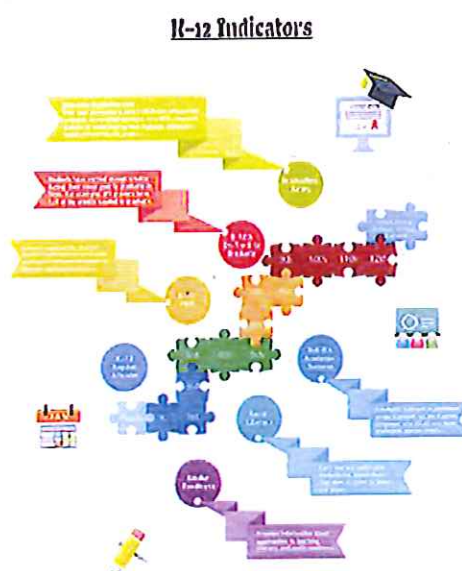
K-12 Indicators

2017-18 District Report Card Handouts
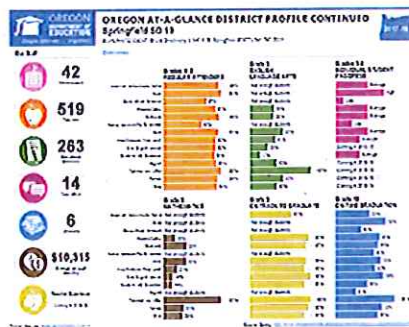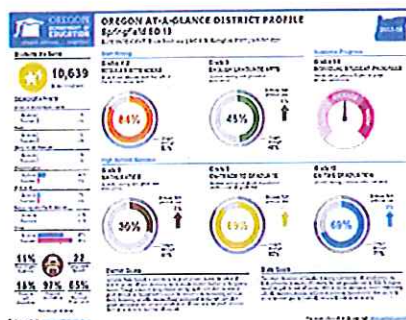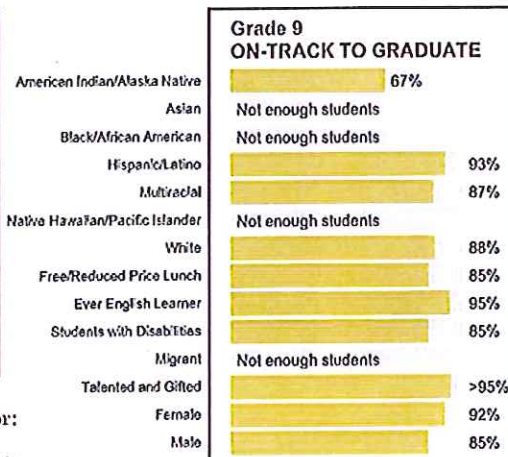

- 2017-18 District Report Card – Summary
  - Demographics
  - Indicators
  - Outcomes – for Indicators
    - Disaggregated Student Groups

9th Grade On-Track to Graduate

Grade 9
ON-TRACK TO GRADUATE
Students earning one-quarter of graduation credits in their 9th grade year.

Increase from previous year 10%

89%

Oregon average 85%

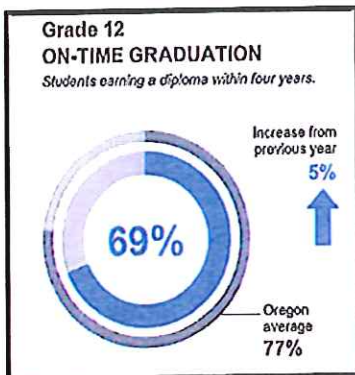| Grade 9 ON-TRACK TO GRADUATE	
American Indian/Alaska Native	67%
Asian	Not enough students
Black/African American	Not enough students
Hispanic/Latino	93%
Multiracial	87%
Native Hawaiian/Pacific Islander	Not enough students
White	88%
Free/Reduced Price Lunch	85%
Ever English Learner	95%
Students with Disabilities	85%
Migrant	Not enough students
Talented and Gifted	>95%
Female	92%
Male	85%

Strategic Action(s) supporting this indicator:
- Target investment – 9th Grade
- Online Instructional Support Programming
- Alternative Education Restructure
- Data Analytic - Systems & Trainings
- Program Staffing Allocation – Instructional Coaching Model
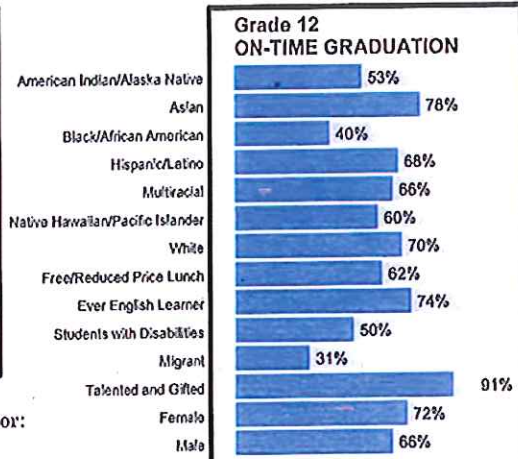- Building - Promising Practices

On Time Graduation

Grade 12
ON-TIME GRADUATION
Students earning a diploma within four years.

Increase from previous year
5% ⬆

69%

Oregon average
77%

Grade 12
ON-TIME GRADUATION

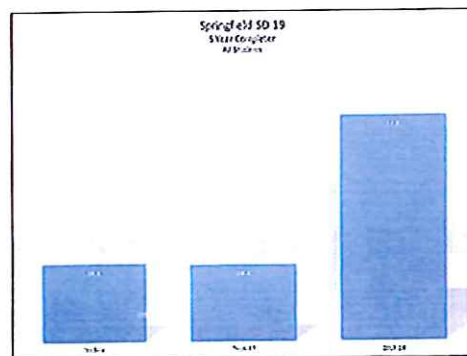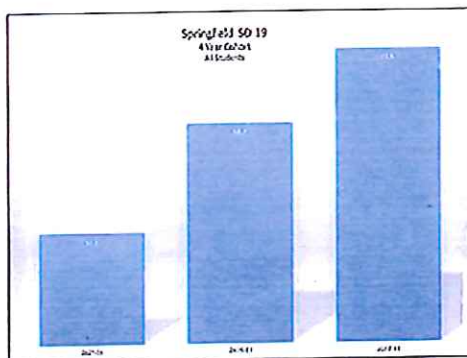| Group	Percent
American Indian/Alaska Native	53%
Asian	78%
Black/African American	40%
Hispanic/Latino	68%
Multiracial	66%
Native Hawaiian/Pacific Islander	60%
White	70%
Free/Reduced Price Lunch	62%
Ever English Learner	74%
Students with Disabilities	50%
Migrant	31%
Talented and Gifted	91%
Female	72%
Male	66%

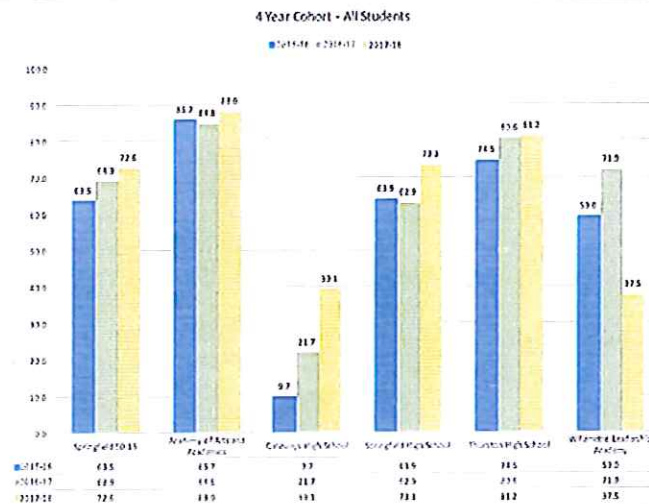Strategic Action(s) supporting this indicator:
- Target investment
- Credit Recovery/Expanded Options
- Alternative Education Restructure
- Data Analytic - Systems & Trainings
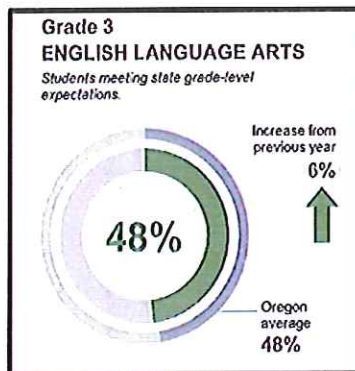- Program of Study/Pathway/CTE Efforts

Graduation Rates – 2017-18

Springfield SD 19
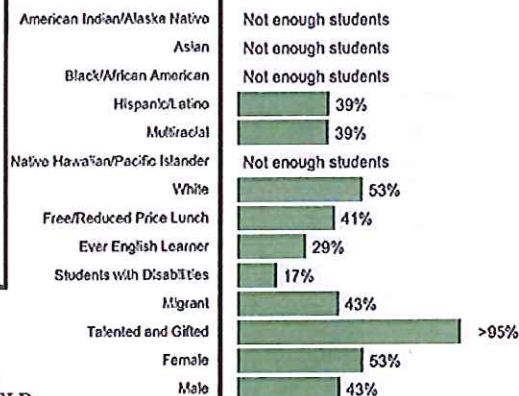4 Year Cohort
All Students

Springfield SD 19
5 Year Completer
All Students

Graduation Rates – 2017-18

4 Year Cohort - All Students

State Assessments – English Language Arts

Grade 3
ENGLISH LANGUAGE ARTS
Students meeting state grade-level expectations.

Increase from previous year
6%

48%

Oregon average
48%

Grade 3
ENGLISH LANGUAGE ARTS

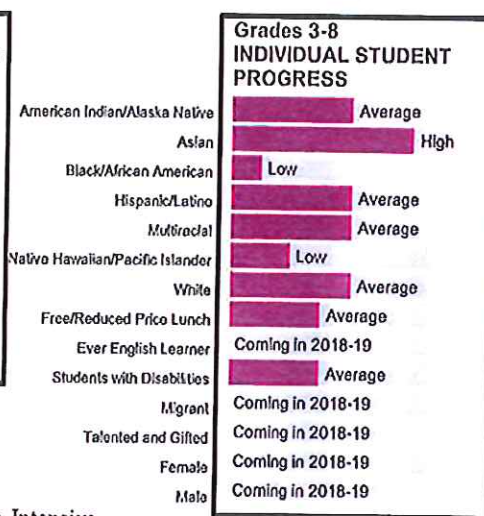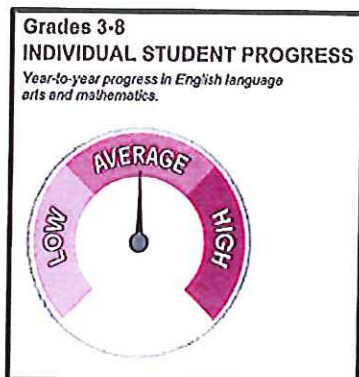|	
American Indian/Alaska Native	Not enough students
Asian	Not enough students
Black/African American	Not enough students
Hispanic/Latino	39%
Multiracial	39%
Native Hawaiian/Pacific Islander	Not enough students
White	53%
Free/Reduced Price Lunch	41%
Ever English Learner	29%
Students with Disabilities	17%
Migrant	43%
Talented and Gifted	>95%
Female	53%
Male	43%

Strategic Action(s) supporting this indicator:
- Re-Investment – ELA Material Renewal, ELD
- Professional Development – Enhancement, Core
- Multi-Tiered System of Support - District Literacy Team
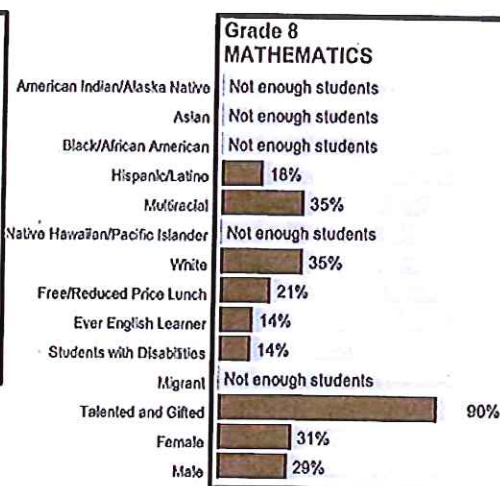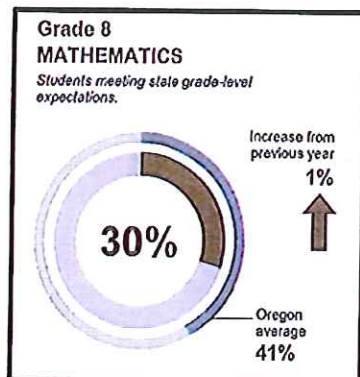- Full Day Kindergarten – Impacts on literacy services

State Assessments – Individual Student Progress

Grades 3-8
INDIVIDUAL STUDENT PROGRESS
Year-to-year progress in English language arts and mathematics.

LOW — AVERAGE — HIGH

Grades 3-8
INDIVIDUAL STUDENT PROGRESS

American Indian/Alaska Native	Average
Asian	High
Black/African American	Low
Hispanic/Latino	Average
Multiracial	Average
Native Hawaiian/Pacific Islander	Low
White	Average
Free/Reduced Price Lunch	Average
Ever English Learner	Coming in 2018-19
Students with Disabilities	Average
Migrant	Coming in 2018-19
Talented and Gifted	Coming in 2018-19
Female	Coming in 2018-19
Male	Coming in 2018-19

Strategic Action(s) supporting this indicator:
- Re-Investment – Material Adoptions
- Professional Development – Core, Strategic, Intensive
- Program Staffing – Instructional Coaching Model
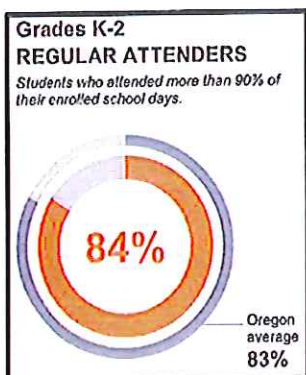- Data Analysis Support – I-Ready, EasyCBM

State Assessments – 8th Grade Mathematics

Grade 8
MATHEMATICS
Students meeting state grade-level expectations.

Increase from previous year **1%** ↑

30%

Oregon average **41%**

Grade 8
MATHEMATICS

American Indian/Alaska Native	Not enough students
Asian	Not enough students
Black/African American	Not enough students
Hispanic/Latino	18%
Multiracial	35%
Native Hawaiian/Pacific Islander	Not enough students
White	35%
Free/Reduced Price Lunch	21%
Ever English Learner	14%
Students with Disabilities	14%
Migrant	Not enough students
Talented and Gifted	90%
Female	31%
Male	29%

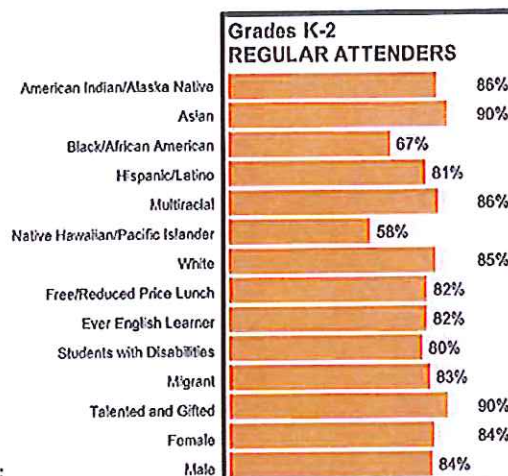Strategic Action(s) supporting this indicator:
- Re-Investment – Material Adoptions
- Vertical/Horizontal instructional alignment
- Professional Development – Core, Strategic, Intensive
- Advisory team - acceleration/intervention
- Data Analysis Support – I-Ready

State Assessments – K-2 Regular Attenders

Grades K-2 REGULAR ATTENDERS
Students who attended more than 90% of their enrolled school days.

84%

Oregon average **83%**

Strategic Action(s) supporting this indicator:
- Intentional Investment – Attendance Support
- Springfield Justice Partnerships – Parent Training
- Data Analysis Support
- Family Support Strategies

Grades K-2 REGULAR ATTENDERS

Group	%
American Indian/Alaska Native	86%
Asian	90%
Black/African American	67%
Hispanic/Latino	81%
Multiracial	86%
Native Hawaiian/Pacific Islander	58%
White	85%
Free/Reduced Price Lunch	82%
Ever English Learner	82%
Students with Disabilities	80%
Migrant	83%
Talented and Gifted	90%
Female	84%
Male	84%

Summary

- Priorities / Graduation Rate Handout
- K-12th Grade Indicator Handout
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  - 8th Grade Mathematics
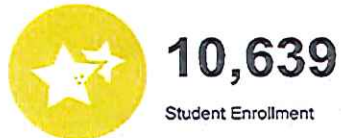- Indicator - Regular Attenders
- Summary

OREGON AT-A-GLANC DISTRICT PROFILE
Springfield SD 19

2017-18

SUPERINTENDENT: Bruce Smolnisky | 640 A St, Springfield 97477 | 541-747-3331

Students We Serve

10,639
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native
Students	1%
Teachers	2%

Asian
Students	1%
Teachers	2%

Black/African American
Students	1%
Teachers	1%

Hispanic/Latino
Students	22%
Teachers	4%

Multiracial
Students	7%
Teachers	4%

Native Hawaiian/Pacific Islander
Students	<1%
Teachers	<1%

White
Students	67%
Teachers	89%

11% Ever English Learners

22 Languages Spoken

18% Students with Disabilities

97% Required Vaccinations

65% Free/ Reduced Price Lunch
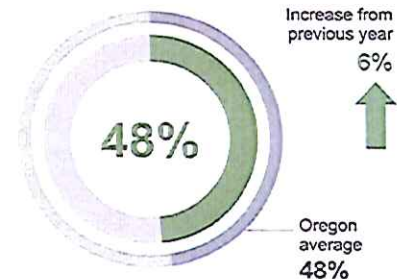
*Not enough students

District Website: www.springfield.k12.or.us

Start Strong

Grades K-2
REGULAR ATTENDERS
Students who attended more than 90% of their enrolled school days.

84%

Oregon average
83%

Grade 3
ENGLISH LANGUAGE ARTS
Students meeting state grade-level expectations.

Increase from previous year
6%

48%

Oregon average
48%
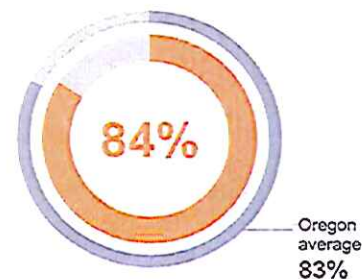
Academic Progress

Grades 3-8
INDIVIDUAL STUDENT PROGRESS
Year-to-year progress in English language arts and mathematics.

LOW — AVERAGE — HIGH
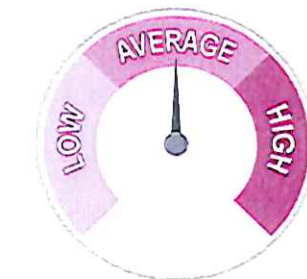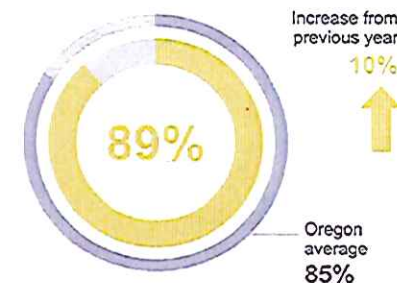
High School Success

Grade 8
MATHEMATICS
Students meeting state grade-level expectations.
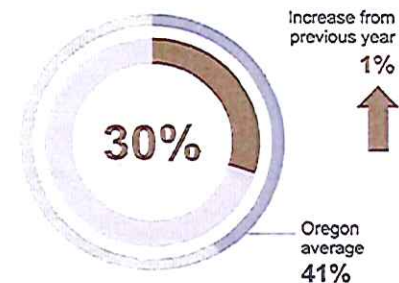
Increase from previous year
1%

30%

Oregon average
41%

Grade 9
ON-TRACK TO GRADUATE
Students earning one-quarter of graduation credits in their 9th grade year.

Increase from previous year
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Grade 12
ON-TIME GRADUATION
Students earning a diploma within four years.

Increase from previous year
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69%

Oregon average
77%
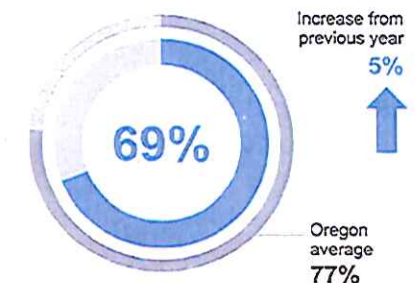
District Goals

Springfield Public Schools is committed to the growth of every student. We believe all students can and will learn. Summative reports provide important feedback on the system's success. Through a focus on strong practices and high quality curriculum, our areas of growth reinforce our focused work to support the practice of the hard-working staff in our district. Supporting our skilled teachers through professional development, curriculum updates and targeted reinvestments we believe we will continue to see growth across our district as our students reach their full potential.

State Goals

The Oregon Department of Education is working in partnership with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

For more information please visit: www.oregon.gov/ode

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

2017-18

SUPERINTENDENT: Bruce Smolnisky | 640 A St, Springfield 97477 | 541-747-3331

Our Staff

- **42** Administrators
- **519** Teachers
- **263** Educational assistants
- **14** Counselors
- **6** Librarians
- **$10,315** Average per pupil spending
- **Teacher Experience** Coming in 2018-19
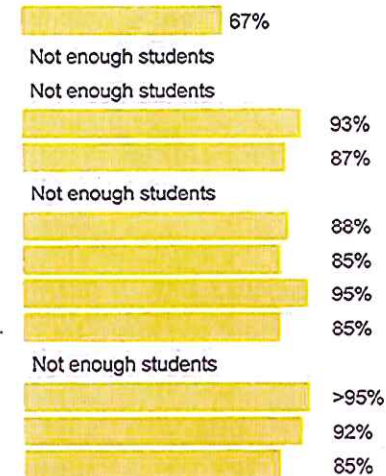
Outcomes

Grades K-2 REGULAR ATTENDERS

American Indian/Alaska Native	86%
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Black/African American	67%
Hispanic/Latino	81%
Multiracial	86%
Native Hawaiian/Pacific Islander	58%
White	85%
Free/Reduced Price Lunch	82%
Ever English Learner	82%
Students with Disabilities	80%
Migrant	83%
Talented and Gifted	90%
Female	84%
Male	84%

Grade 3 ENGLISH LANGUAGE ARTS

American Indian/Alaska Native	Not enough students
Asian	Not enough students
Black/African American	Not enough students
Hispanic/Latino	39%
Multiracial	39%
Native Hawaiian/Pacific Islander	Not enough students
White	53%
Free/Reduced Price Lunch	41%
Ever English Learner	29%
Students with Disabilities	17%
Migrant	43%
Talented and Gifted	>95%
Female	53%
Male	43%

Grades 3-8 INDIVIDUAL STUDENT PROGRESS

American Indian/Alaska Native	Average
Asian	High
Black/African American	Low
Hispanic/Latino	Average
Multiracial	Average
Native Hawaiian/Pacific Islander	Low
White	Average
Free/Reduced Price Lunch	Average
Ever English Learner	Coming in 2018-19
Students with Disabilities	Average
Migrant	Coming in 2018-19
Talented and Gifted	Coming in 2018-19
Female	Coming in 2018-19
Male	Coming in 2018-19

Grade 8 MATHEMATICS

American Indian/Alaska Native	Not enough students
Asian	Not enough students
Black/African American	Not enough students
Hispanic/Latino	18%
Multiracial	35%
Native Hawaiian/Pacific Islander	Not enough students
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Grade 9 ON-TRACK TO GRADUATE

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Students with Disabilities	85%
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Male	85%

Grade 12 ON-TIME GRADUATION

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Asian	78%
Black/African American	40%
Hispanic/Latino	68%
Multiracial	66%
Native Hawaiian/Pacific Islander	60%
White	70%
Free/Reduced Price Lunch	62%
Ever English Learner	74%
Students with Disabilities	50%
Migrant	31%
Talented and Gifted	91%
Female	72%
Male	66%

District Website: www.springfield.k12.or.us

Seismic Safety: http://www.oregongeology.org/sub/projects/rvs/activity-updates/status.html

4 Year Cohort - All Students

■ 2015-16   ■ 2016-17   ■ 2017-18

	Springfield SD 19	Academy of Arts and Academics	Gateways High School	Springfield High School	Thurston High School	Willamette Leadership Academy
2015-16	63.5	85.7	9.7	63.9	74.5	59.0
2016-17	68.9	84.8	21.7	62.9	80.6	71.9
2017-18	72.6	88.0	39.1	73.3	81.2	37.5

District Priorities/Graduation Rates

2016 - Priority/Actions
Intentional Investment
Alignment of Goals/Vision
Measurable Outcomes
Systemic Integration
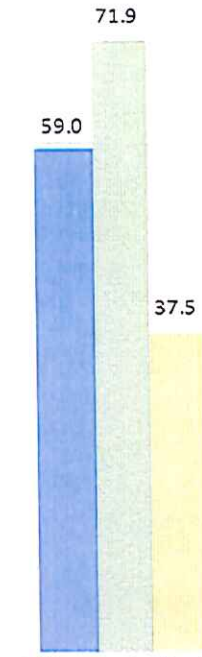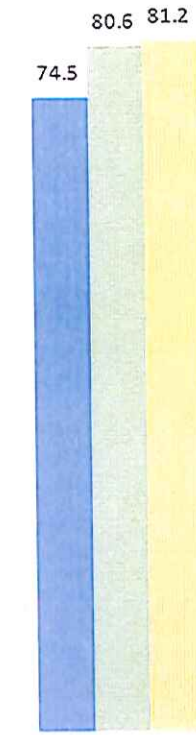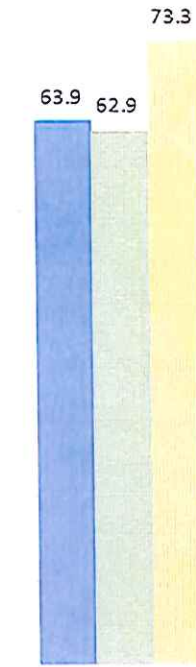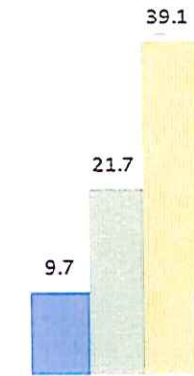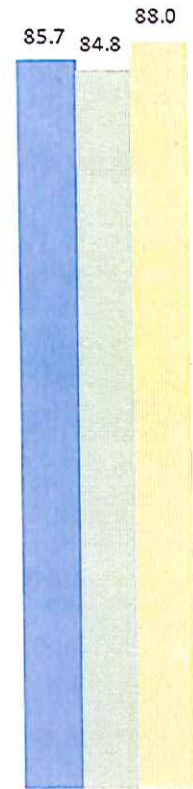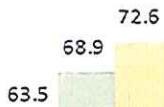
2011 - Priority/Actions
Arts Matter
Embedded Collaboration
Middle School Schedule
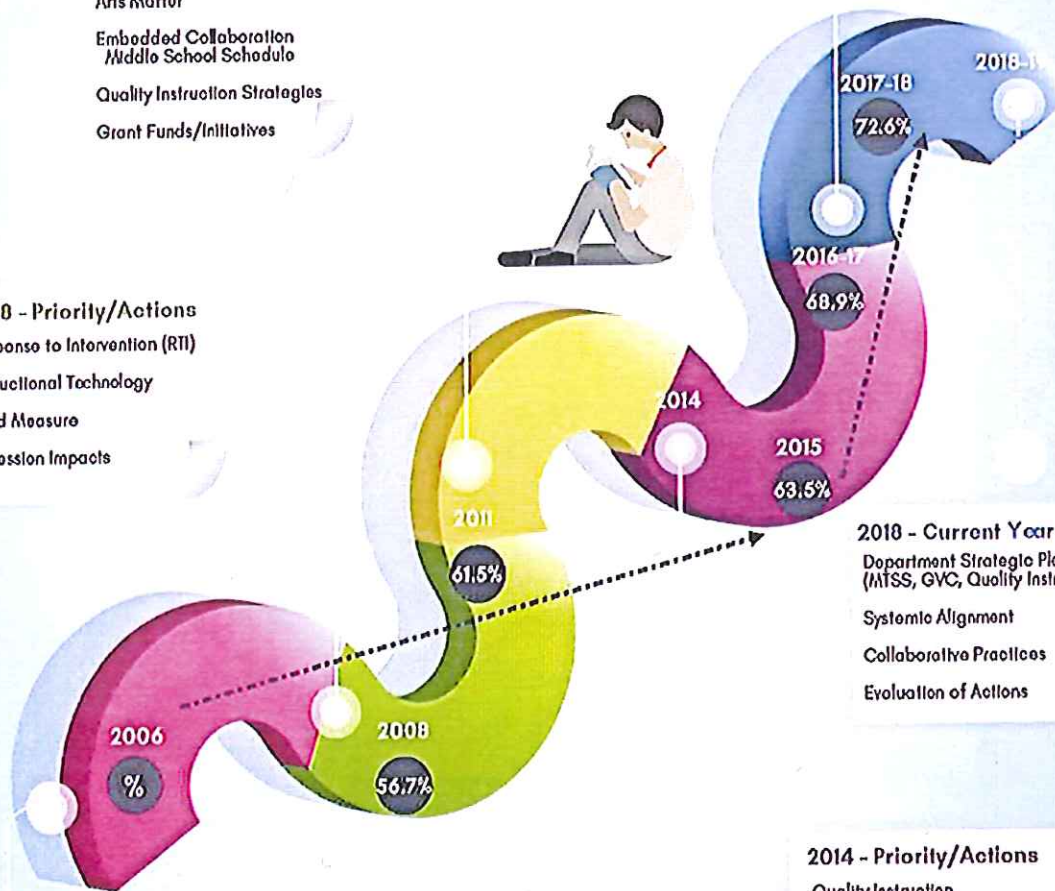Quality Instruction Strategies
Grant Funds/Initiatives

2008 - Priority/Actions
Response to Intervention (RTI)
Instructional Technology
Bond Measure
Recession Impacts

2017-18
72.6%

2016-17
68.9%

2014

2015
63.5%

2011
61.5%

2018 - Current Year
Department Strategic Plans
(MTSS, GVC, Quality Instruction)
Systemic Alignment
Collaborative Practices
Evaluation of Actions

2006
%

2008
56.7%

2014 - Priority/Actions
Quality Instruction
Full Day Kindergarten Task Force
Teacher Growth/Pathways
Bond Measure

2006 - Priority Actions
Expanded Delivery Models
Positive Behavior Intervention
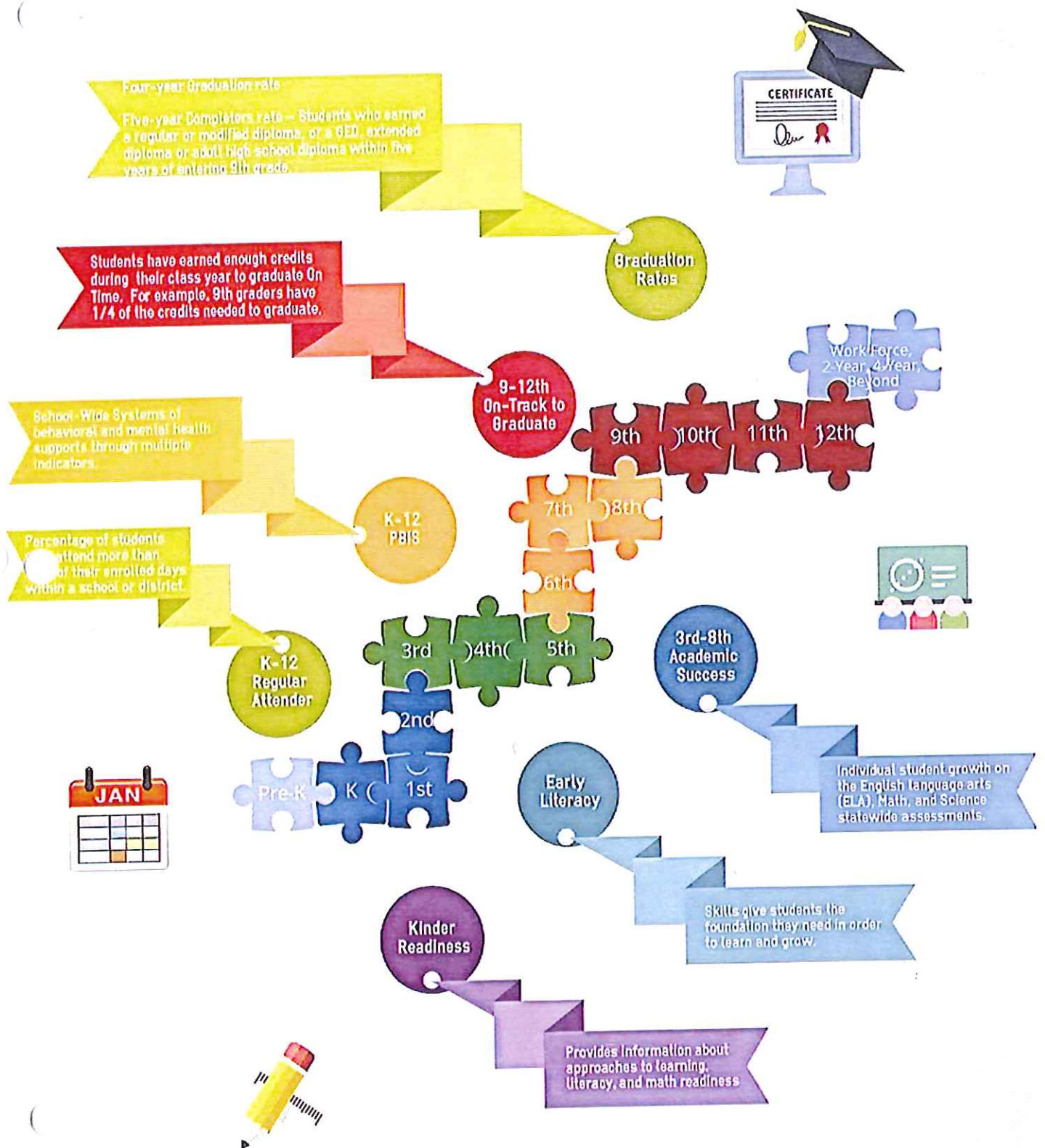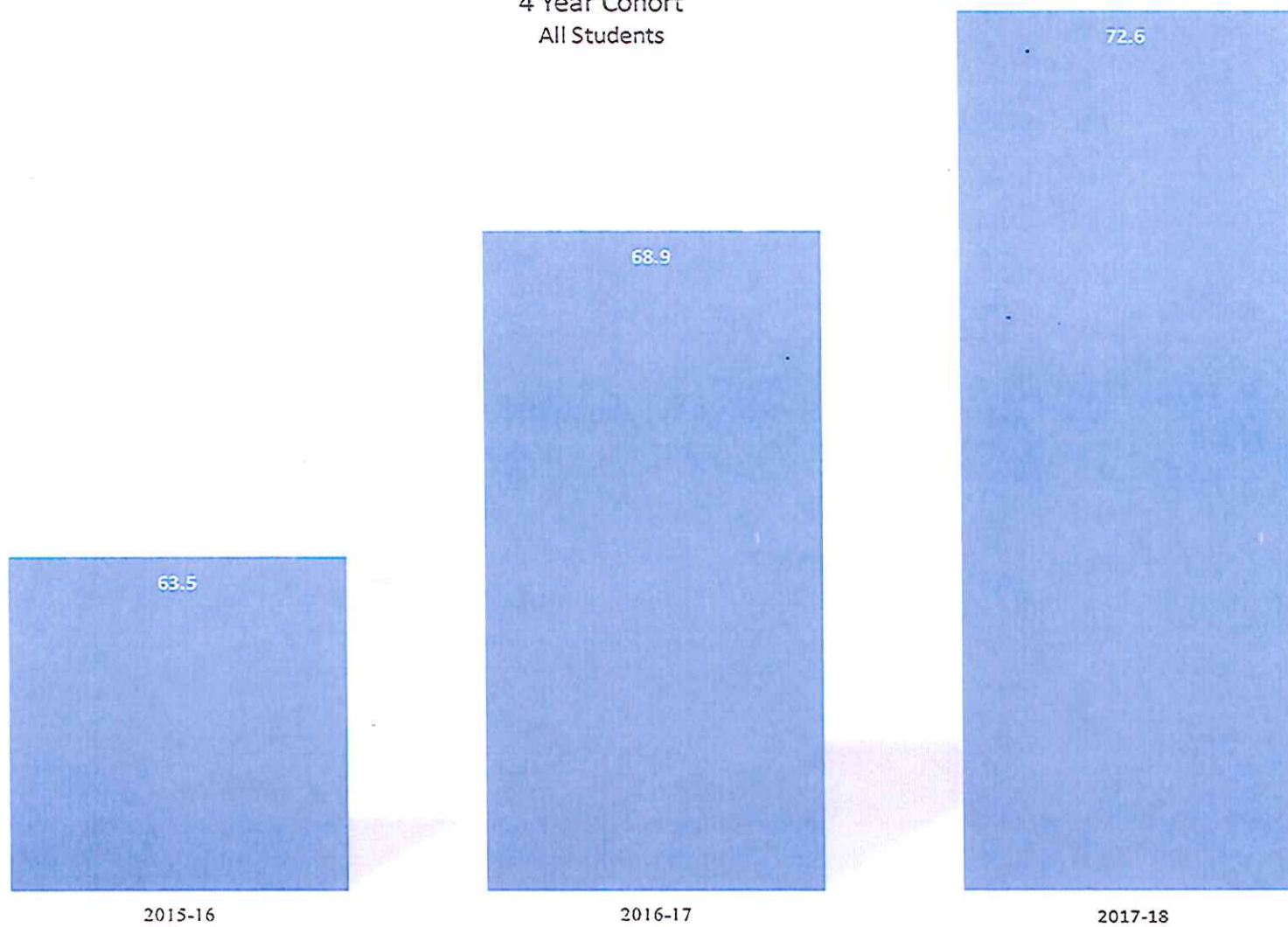and Supports
Workforce Readiness
K-5 Literacy Task Force

Every Student, Every Day

Students graduating with a regular diploma within

K-12 Indicators

Four-year Graduation rate

Five-year Completers rate — Students who earned a regular or modified diploma, or a GED, extended diploma or adult high school diploma within five years of entering 9th grade.

Graduation Rates

Students have earned enough credits during their class year to graduate On Time. For example, 9th graders have 1/4 of the credits needed to graduate.

9-12th On-Track to Graduate

Work Force, 2-Year, 4-Year, Beyond

9th | 10th | 11th | 12th

School-Wide Systems of behavioral and mental health supports through multiple indicators.

K-12 PBIS

7th | 8th

6th

Percentage of students attend more than of their enrolled days within a school or district.

K-12 Regular Attender

3rd | 4th | 5th

2nd

3rd-8th Academic Success

Pre-K | K | 1st

Individual student growth on the English language arts (ELA), Math, and Science statewide assessments.

Early Literacy

Skills give students the foundation they need in order to learn and grow.

JAN

Kinder Readiness

Provides information about approaches to learning, literacy, and math readiness.

CERTIFICATE

Springfield SD 19
4 Year Cohort
All Students

72.6

68.9

63.5

2015-16   2016-17   2017-18

Springfield SD 19
5 Year Cohort
All Students

68.4	68.3	72.9
2015-16	2016-17	2017-18
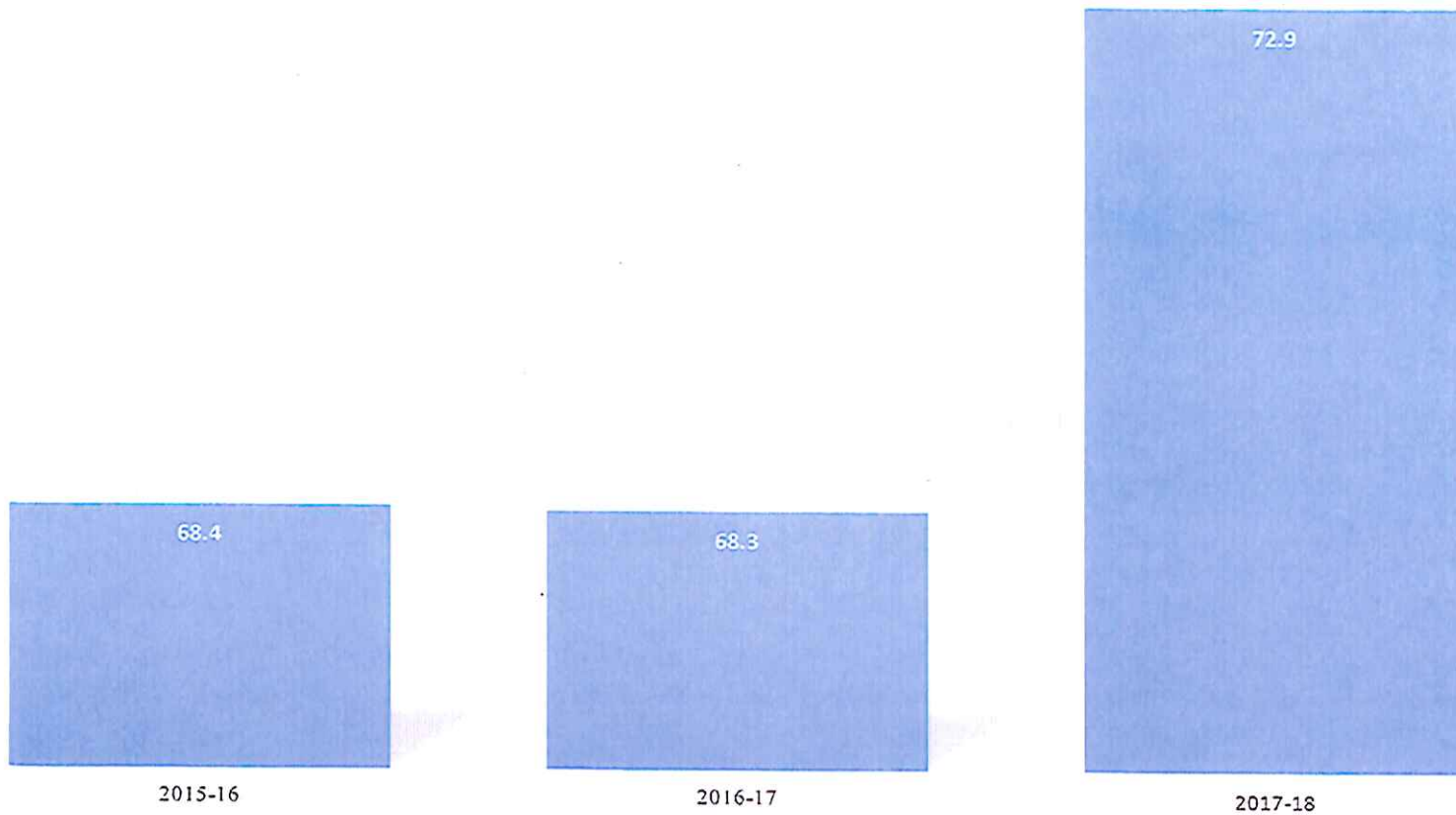
Timeline of Supt Hiring Process

Jan 23rd – Board recruits interested applications for interview groups *see application draft*
Jan 31th – Board selects interview panel participants
Feb 7th – Board Executive Session, review top applicants and screen videos
Feb 20th – Interview Day One – Panel Interviews:
  Three interview panels meet with candidates:
  - Instruction Focus
  - Community/Operational Focus
  - Cabinet/Executive Leadership Focus

  - Instruction/Community groups facilitated by two principals – one from each level
  - Cabinet group facilitated by Superintendent Smolnisky
  - One board member observer in instruction focus group, one board member in community focus group, Supt. Smolnisky in Cabinet focus group
  - End of day groups guided through facilitated consensus building activity identifying:
    o Recommend;
    o Recommend with additional questions;
    o Do not recommend for each candidate.
  - Information forwarded to the board. Recommended (possibly also recommended with questions), candidates move forward to day two activities.

Feb 21st – Interview Day Two - Board Interviews:
  Top recommended (possibly recommended with questions) candidates invited to interview with the full board.
  - Board interviews candidates
  - Makes decision on top candidate(s) for site visits;
  OR
  - Invites top candidates back for second interviews with the board to clarify any outstanding questions.
Feb 22nd – Interview Day 3 *(if needed)* – Board Second Interviews, or Deliberation Day
  Top 2 – 3 candidates interviewed by board
  - Board interviews recommended (possibly recommended with questions) candidates
  - Makes decision on top candidates for site visits
Feb 27th – Feb 28th – Site visits
  - Vice Chair Michelle Webber, COO Brett Yancey, Special Programs Director Brian Megert travel to candidates' district
March 4 – Board enters into contract negotiations

Decision announced when board is ready. Additional announcement activities to be identified separately such as community meet and greets/ "a day in district."

Superintendent Search Interview Training

JANUARY 28, 2019

Learning Outcomes

- Overview of Nondiscrimination Laws
- Understanding Unconscious Bias
- Best Practices for Interviewing

Federal Nondiscrimination Laws

Civil Rights Act of 1964 (Title VII)

- Prohibits not only intentional discrimination, but also practices that have the effect of discrimination against individuals because of their race, color, national origin, religion, or sex.
- It is illegal to discriminate in any aspect of employment, including decisions based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain sex, race, age, religion, or ethnic group, or individuals with disabilities.

Federal Nondiscrimination Laws

Americans with Disabilities Act of 1990 (ADA)
- Prohibits discrimination on the basis of disability in all employment practices.
- Employer may not ask applicants about the existence, nature, or severity of a disability, but may ask about an applicant's ability to perform job functions.
- "Reasonable accommodation" includes modification or adjustments that enable disabled employees to perform essential job functions.

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Federal Nondiscrimination Laws

Age Discrimination in Employment Act of 1967 (ADEA)
- Bans employers from treating someone (an applicant or employee) less favorably because of their age (40 or older).

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Oregon Nondiscrimination Laws

Oregon Fair Employment Practice Act
- Prohibits employers from refusing to hire or otherwise discriminating against prospective employees based on the applicant's race, color, religion, sex, sexual orientation, national origin, marital status, age (18 or over), or disability.

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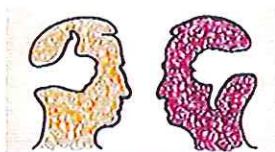## Oregon Nondiscrimination Laws

Oregon Fair Employment Practice Act
- Employers are also prohibited from discriminating against an applicant because of his or her military status (OR Rev. Stat. Sec. 659A.082), origin, race, sex, and sexual orientation.

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Unconscious Bias

"We all have unconscious bias; it doesn't make us bad, it makes us human."

Rod Bolger, SVP Finance & Controller, RBC

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Neuroscience of Bias

➢ The brain receives 11 million bits of information every second.

➢ However, the brain can only <u>consciously</u> process 40 bits per second.

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Neuroscience of Bias

➢ Our brains have to create systems (mental shortcuts) to help us process all of that data (unconsciously).

➢ The unconscious mind <u>deletes</u> (ignores some information), <u>distorts</u> (emphasize or fade other information), and <u>generalizes</u> (that switch looks just like the switch I used to turn on the lights in the other room—so it too is a light switch).

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"Aoccdrnig to a rscheearch at Cmabrigde Uinervtsy, it deosn't mttaer in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe."

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Mental sorting

They way our brain sorts things into categories has been taught to us from many different sources over a lifetime (teachers, parents, media, etc.).

These sorting systems are deeply ingrained and automatic.

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Mental sorting

- We also have sorting systems related to class, gender, race, religion, sexual orientation, age, etc.
- An ever-present lens through which we view the world based on our experiences, media influences, parents, peers, and teachers.
- It automatically filters how we take in and act on information.

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Efficient but Prone to Error

- Well-intentioned individuals can act in ways that produce inequitable outcomes for different groups.
- Research suggests that our automatic unconscious associations may not match our explicit thoughts or beliefs.
- We can have implicit biases about identity groups we belong to.
- People tend to rely more on mental shortcuts when they are tired, stressed, or rushed (Devine 2002).

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Examples of Unconscious Bias

- In a randomized, double-blind study, science faculty at 6 major institutions evaluated applications for a lab manager position.

Applications randomly assigned a male name were rated as significantly more competent and hirable and offered a higher starting salary, compared to identical applications assigned female names.

Yale University, 2012

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Examples of Unconscious Bias
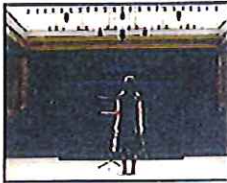
When candidates for orchestra auditions are behind a screen it makes it 50% more likely a woman will advance to the finals and 25% more likely to be hired.

Goldin & Rouse, 1997

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Examples of Unconscious Bias

Bias is typically justified post-hoc:

In this study, if the male applicant for police chief had more street smarts and the female applicant had more formal education, evaluators decided that street smarts were the most important trait, and when the names were reversed, evaluators decided that formal education was the most important.

Yale University, 2005

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Examples of Unconscious Bias

Researchers sent out 5,000 resumes and half of the applicants were assigned "remarkably common" names in black populations such as Lakisha Washington, the other half were given white sounding names such as Emily Walsh.

Results: Job applicants with white names needed to send about 10 resumes to get one callback; those with African-American names needed to send around 15 resumes to get one callback.

White names yield as many more callbacks as an additional eight years of experience.

National Bureau of Economic Research

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Examples of Unconscious Bias

One study found that letters of recommendation for female faculty applicants were shorter, provided "minimal assurance" rather than solid recommendation, raised more doubts, portrayed women as students and teachers while portraying men as researchers and professionals, and more frequently mentioned women's personal lives (Trix and Psenka).

Numerous studies have found that women and minority faculty are often penalized by students on end-of-semester evaluations.
National Bureau of Economic Research

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Adapting to Decrease Bias

Exposing people to systematic, well-designed research that documents the existence of bias processes has been shown to significantly reduce cognitive biases (McCracken 2000; Rudman et al. 2001).

Exposure to counter-typical examples can act as "de-biasing agents."

Social contact with diverse social groups has a positive effect.

Training will not be effective if individuals are not motivated to decrease bias.

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Common Interview Biases

Confirmation Bias – A tendency for humans to seek out information that supports a pre-conceived belief about the applicant that has been formed prior to the interview (Phillips and Dipboye, 1989).

Affective Heuristic – This is where interviewer's decisions are influenced by superficial factors such as attractiveness, tattoos, attire, etc. One study found that applicant obesity actually accounted for 35% of the variance in hiring decisions (Postuma and others, 2002).

Halo and Horn Effect – The Halo Effect is when the interviewer lets one positive fact about the candidate overshadow everything else they say or do. The Horn Effect is the opposite and allows a weak fact to influence everything else.

Contrast Effect – When a stronger candidate interviews after a weaker candidate, they may appear more qualified than they are because of the contrast between the two.

"Similar to Me" Effect – Thinking highly of someone who has a similar mind set or personality to the interviewer.

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Screening Applications

- You may be asked to describe the criteria you used in making hiring decisions.
  - When individuals know they will be required to justify their decisions, they tend to engage in more complex thought processes when making evaluations (Valian 1999; Tetlock 1983).
- Be vigilant to the possibility that their criteria could shift as they evaluate different types of applicants.
  - For example, women are more likely to be evaluated on their performance, men on their potential (McCracken 2000).
- Allow adequate time when reviewing materials and making decisions.
  - If pressured with making complex decisions in a short timeframe, individuals often unwittingly rely on mental shortcuts such as stereotypes to make decisions (Valian 1999).

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Developing Interview Questions

- There are many types of interview questions that can be used. How and when to use each type varies based on what information we are looking for from the candidates.
- Behavioral-based questions vs. Theoretical questions
- Open-ended questions vs. Yes/No questions.
- Follow-up questions.

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Examples – Interview Questions

- Behavioral-based vs. Theoretical

  Behavioral-based: Please tell us what you know about the demographic/cultural makeup of our student body. What experiences do you have that would demonstrate your ability to effectively work with a diverse student body?

  Theoretical: This position is required to interact from students from multiple ethnic groups as well as socio-economic backgrounds, including those with different language barriers. If you are the successful candidate, how would you plan to work with diverse groups such as these?

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Guidelines for Interviewing Candidates

- Prior to the first interview, take some time to reaffirm the importance of a fair and equitable hiring process.
- Remind committee members about implicit bias.
- Listen for inappropriate questions or comments.
- Be encouraging and receptive to all candidates.
- Limit discussion between interviews.

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Guidelines for Interviewing Candidates

- Once interviews are complete, participate in the decision-making process by facilitating conversations centered around the qualifications of each candidate as they relate to the job announcement.
- Be mindful of comments about "best fit" or "gut" reactions.
  - Emphasize job description/expectations.
- Importance of confidentiality.

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Questions?

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