



## **Human Resource Services**

### **Certificated Employment Process**

#### **Overview**

The Sacramento City Unified School District is dedicated to hiring the most qualified candidates available. The district is committed to equal employment opportunities for all persons.

The purpose of the interview is to provide a professional, equitable, and unbiased hiring process. The integrity of the interview panel should be based on the highest ethical standards of the education profession.

#### **Confidentiality Agreement**

1. Candidates' names, applications or resumes, and letters of reference are confidential. A Confidentiality Statement is included on the Interview Team Report and Recommendation.
2. Interview questions, evaluations, or impressions of the interview team are also confidential.
3. Site administrators or others involved in the interview process should not discuss names of candidates or other information associated with the interview process with anyone.
4. If a member of the interview team believes it is not possible to be objective, he or she should ask to be excused from the interview team.

#### **Scheduling Interviews**

The site administrator or designee contacts candidates to schedule interviews.

The interview panel or designee(s) shall include:

- a. The principal or designee;
- b. bargaining-unit member(s), from the school site, selected by the bargaining unit staff assigned at the school site; priority shall be to include grade level and/or subject area, where applicable.
- c. At newly opened sites, SCTA will appoint panel members.
- d. Other participants mutually agreed upon by the principal and SCTA-representatives on the committee.

#### **Interview Packet Materials**

An Interview Packet may be mailed or emailed to you by the Team Personnel Analyst or Office Technician. If the Interview Packets is emailed to you, you may download from GroupWise. If you are unable to download the Interview Packet, please contact your Personnel Team Analyst/Office Technician to have the Interview Packet mailed to you.

#### **Before the Interview**

Prior to each interview, members of the interview team



should:

1. Have a complete Interview Packet (mailed or emailed).
2. Review job descriptions and requirements.
3. Review interview questions.
4. Sign the Confidentiality Statement on the Interview Team Report and Recommendation.



## **The Interview**

1. Evaluation of candidates' knowledge, skill, and ability to perform the job will be based on stated criteria in the job description.
2. Personal bias should not enter into the interview.
3. Members of the interview team should give candidates their undivided attention during the interview.
4. Provide a relaxed atmosphere for candidates. Relax them with assurances, and provide water. Questions may be taped on the interview table in front of the interviewee.
5. Remain in control of the interview, and provide a format where the candidate does most of the talking. Use open-ended questions rather than ones that solicit a "yes" or "no" response.
6. Stay within the time allotted for the interview. Advise the candidate of the time allowed and the number of questions to be asked before the interview begins.
7. Be sure the interview questions are related to the job and/or the applicants' qualifications. Do not ask questions regarding race, religion, age, sexual preference, national origin, family/marital status, disabilities, residence proximity, and child care arrangements.
8. The interview team should be provided with a set of structured interview questions. Members of the interview team should ask the agreed upon questions for each candidate. Members may ask related follow-up questions. Clarification questions are also appropriate, but probing questions which might influence a candidate's answers are not appropriate. Questions should be asked as they are written so that modifications will not lead to an unfair advantage to any one candidate.
9. Scoring of each candidate should be done at the conclusion of each candidate's interview.
10. Although some members of the interview team might want to take notes, the majority of the time should be spent listening to and looking at the candidate. All papers and notes should be given to the site administrator for submission to Human Resource Services.
11. Evaluations should be completed independently with no discussion of candidates before or during the interview.
12. At the end of the interview, the interview team is to identify and discuss the candidates to be offered a position. Discussion shall be confidential, and shall not be repeated or shared outside the interview team.
13. Candidates are to be evaluated on the degree to which they meet the agreed upon criteria and not evaluated comparatively against the other candidates.

## **Reference Checks**

Only administrators will check references in accordance with guidelines from Human Resource Services. References are to be checked prior to recommending candidates to be hired. Members of the interview team should not contact references of candidates nor discuss candidates with others.



## **Certificated Interview Process**

### **Sample Interview Questions**

Administrators are encouraged to select interview questions that address specific competencies, skills, and abilities related to certificated positions. The following questions are listed under the categories on the Interview Rating Form.

Feel free to use these questions. Use follow-up questions to really “flush out specific knowledge.” If you add questions, please write them on the interview questions sheet(s). Please circle the numbers of the questions from these pages you ask during the interviews.

#### **Knowledge of Subject Matter / Content / Process**

1. For a specific content area that you teach, describe the essential area for student learning. Cite specific resources you use to understand and teach the subject matter.
2. What do you think is important that students (at this grade level / in this subject area) learn? How do you learn about it? How do you share this information with parents?
3. Describe your education, background, student teaching, and any teaching experience to date. How does this preparation make you ready to teach? (Also in Training and Experience)

#### **Planning and Designing Lessons**

1. It is the beginning of the school year; how would you go about setting up your program (subject area)?
2. Before a lesson begins, what do you do to prepare your students for the learning activity?
3. What factors do you take into account when planning daily and weekly lesson plans?
4. Describe how you have incorporated students' current knowledge into the design of lesson plans.
5. How do you develop lesson plans? What are the most important issues in planning and developing them?
6. Describe a classroom lesson you evaluated and modified to improve learning.
7. What steps would you take if a high error of failure rate occurred in your classroom?
8. Not all students learn at the same rate or the same way. How do you plan lessons to meet these diverse needs? What strategies do you use to reach all students? (Also in Engaging Students in Learning)

#### **Engaging Students in Learning**

1. Not all students learn at the same rate or the same way. How do you plan lessons to meet these diverse needs? What strategies do you use to reach all students? (Also in Planning and Designing Lessons)
2. Describe the kind of opportunities for practice you provide for students on a daily basis in your classroom.
3. What resources do you plan to use and/or make available to the students in your classroom to supplement your core curriculum?
4. Describe how you expose students to the most current materials and data.
5. How do you encourage student involvement and inquiry in the classroom?
6. In your last teaching experience, describe how you provided your students with opportunities to use life experiences in the classroom. OR How will you provide your students with opportunities to use life experiences in the classroom?
7. How do you ensure that your students are actively involved in their learning?
8. Describe instructional activities that foster critical thinking skills acquisition.
9. How would you meet the needs of students who are full inclusion, special education, physically challenged, or resource using a collaborative model?

**Effective Environment for Student Learning**

1. Describe those behavior management strategies you have found to be effective, and what have you tried that has not worked?
2. How would you deal with a student who is verbally abusive or openly defiant of your authority?
3. Two students come in after recess very angry with each other and complain about an incident on the playground. What approach do you take to resolve the conflict?
4. How will you react if a student asks a question which you cannot answer?
5. Describe what visitors will see when they enter your classroom. What will students be doing? What does the environment look like? What will you be doing?

**Assessment**

1. Describe how you determine whether or not curricular targets have been met.
2. How will you assess the progress of your students throughout the year?
3. Describe what techniques and strategies you use for self-evaluation?
4. How can you maximize the students' achievement in your classroom?

**Technology**

1. How would you utilize technology (computers, multi-media) in the presentation of your classroom program?
2. Describe how you use technology in your classroom to promote and enhance student learning or for record keeping.

**Communications Skills / Human Relations**

1. If a parent approached you in the grocery store with derogatory information about one of your students, what would you do?
2. What do you do when your principal expresses a concern about your teaching?
3. What steps would you take to ensure that parents know what is being taught in your classroom so they can reinforce learning in the home?
4. How have you or how would you address the issue of prejudice within the community or society at large?
5. How do you communicate with parents?

**Team Work:** Listen for "WE" in answers to questions from other areas and the involvement of others in the educational community.

**Professional Development / Interest and Enthusiasm / General Strengths**

1. If someone familiar with your teaching were to describe your teaching ability, what would that person say was your greatest strength, and what would be an area of potential growth?
2. What do you do to improve your teaching techniques and strategies?

**Training and Experience**

1. Describe your education, background, student teaching, and any teaching experience to date. How does this preparation make you ready to teach? (Also in Knowledge of Subject Matter / Content / Process)

**Closing Question**

1. Do you have any comments to add or any questions for the interview team?



# Teacher Interview Rating Form

|           |             |
|-----------|-------------|
| Position: | Vacancy No. |
|-----------|-------------|

|                     |                                            |
|---------------------|--------------------------------------------|
| Candidate's Name:   | Grade Level / Subject Area:                |
| Credential(s):      | Years of Experience in a Similar Position: |
| Interviewer:        | Date:                                      |
| Place of Interview: |                                            |

|                                                                                                                                                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Knowledge of Subject Matter</b><br><i>Listen for:</i> Knowledge of subject matter<br>Diverse points of view<br>Scope and sequence of lessons<br>All students learning                                                      |  |
| <b>Planning and Designing Lessons</b><br><i>Listen for:</i> All students engaged<br>Modifies instructional plans<br>Assessment informs instruction                                                                            |  |
| <b>Engaging Students in Learning</b><br><i>Listen for:</i> Variety of instructional strategies<br>Familiarity vs. 4 <sup>th</sup> special needs adaptations<br>Knowledge of authentic assessment<br>Student centered learning |  |
| <b>Effective Environment for Student Learning</b><br><i>Listen for:</i> Organized management plan<br>Student input<br>Respect for diversity<br>Student responsibility                                                         |  |
| <b>Assessment</b><br><i>Listen for:</i> Variety of assessment tools<br>Self-assessment by students<br>Alignment of assessment criteria<br>Students involved                                                                   |  |
| <b>Technology</b><br><i>Listen for:</i> Student data record keeping<br>Resource and tool for teaching and learning                                                                                                            |  |
| <b>Communication Skills / Interpersonal Skills</b><br><i>Listen for:</i> Multiple modes/ a clear communication<br>Students, staff, families included<br>Open and active communication                                         |  |

|                                                                                                                             |  |
|-----------------------------------------------------------------------------------------------------------------------------|--|
| <b>Team Work</b><br><i>Listen for:</i> Collegiality<br>Willingness to take on leadership<br>"We" in answers                 |  |
| <b>Professional Development / Interest / Enthusiasm</b><br><i>Listen for:</i> Life-long learner<br>Clear professional goals |  |
| <b>Training and Experience</b>                                                                                              |  |
| <b>General Comments</b>                                                                                                     |  |

**INTERVIEW RATING    (Circle)    1   2   3   4   5**

| UNQUALIFIED                                                      | QUALIFIED                                                                                       |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 1.   Unacceptable<br>2.   Not consistent with district standards | 3.   Adequate abilities/beginning practice<br>4.   Strong candidate<br>5.   Exemplary candidate |

**DEMONSTRATION LESSON RATING    (Circle)    1   2   3   4   5**

| UNQUALIFIED                                                      | QUALIFIED                                                                                       |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 1.   Unacceptable<br>2.   Not consistent with district standards | 3.   Adequate abilities/beginning practice<br>4.   Strong candidate<br>5.   Exemplary candidate |



Human Resource Services  
**Applicant Reference Check  
(Certificated)**

|                             |
|-----------------------------|
| <b>Applicant:</b>           |
| <b>Position:</b>            |
| <b>Date:</b>                |
| <b>References Check by:</b> |
| <b>Person Spoke to:</b>     |

|                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How would you describe (the applicant's) teaching style?                                                                                                                      |
| Is there any reason we should not hire (the applicant)?                                                                                                                       |
| Were there any areas where (the applicant) might need specific supervision or assistance (absenteeism, tardiness, interpersonal relationship skills, job competencies, etc.)? |
| Would you hire (the applicant) again in the position they now hold?                                                                                                           |
| What are the weaknesses of (the applicant)?                                                                                                                                   |
| On a score of one to ten with ten being high, how would you rate (the applicant)?                                                                                             |



# Human Resource Services

## Certificated Interview Team Report and Recommendation

**VACANCY #:** \_\_\_\_\_

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                  |                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------|
| Hiring Manager:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Interview Site:                                                  |                  |
| Vacant Position:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Interview Date:                                                  |                  |
| <b><u>PLEASE PRINT</u></b><br><b>INTERVIEW TEAM MEMBERS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>GENDER</b>                                                    | <b>ETHNICITY</b> |
| Name: _____ (SCTA Unit Member)<br>Title: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="checkbox"/> Male<br><input type="checkbox"/> Female |                  |
| Name: _____<br>Title: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> Male<br><input type="checkbox"/> Female |                  |
| Name: _____<br>Title: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> Male<br><input type="checkbox"/> Female |                  |
| Name: _____<br>Title: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> Male<br><input type="checkbox"/> Female |                  |
| Name: _____<br>Title: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> Male<br><input type="checkbox"/> Female |                  |
| Name: _____<br>Title: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> Male<br><input type="checkbox"/> Female |                  |
| Name: _____<br>Title: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> Male<br><input type="checkbox"/> Female |                  |
| <b>LIST CANDIDATES REFERRED BY HR WITH STATUS, I.E, NO SHOW, DECLINED INTERVIEW, ETC.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                  |                  |
| _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | _____                                                            |                  |
| _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | _____                                                            |                  |
| _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | _____                                                            |                  |
| <b>CONFIDENTIALITY AGREEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                  |                  |
| <p>The purpose of this interview team is to provide a professional, equitable, and unbiased hiring and promotional process. The integrity of this team must be based on the highest ethical standards of the education profession. Interview team members agree not to contact references of candidates nor discuss candidates with others. By signing this document, interview team members agree to adhere to strict confidentiality with regard to the interview process which includes names of applicants, resumes or applications, letters of reference, interview questions, evaluations, or impressions.</p> |                                                                  |                  |
| <b>INTERVIEW TEAM RECOMMENDATION/PHONE/STATUS (NEW, FORMER SUB, PERM, OR OTHER)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                  |                  |
| The following applicant is an acceptable candidate and is to be offered the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                  |                  |
| <b>NOTIFICATION OF NON-SELECTED CANDIDATES (Check when complete)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                  |                  |
| <input type="checkbox"/> Phone Notification <input type="checkbox"/> Notification: Hiring Manager <input type="checkbox"/> Notification: Human Resource Services                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                  |                  |
| Signature of Hiring Manager:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Date:                                                            |                  |