The Interview Process –
A Guide for Interview Coordinators

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I. INTRODUCTION

The confidentiality of all interview proceedings is critical. Information gathered in the process of coordinating interviews should not be shared with colleagues, applicants, and/or general inquirers. As the interview coordinator it is important to conduct yourself as a professional, protecting the integrity of the process at all times.

II. PRE-INTERVIEW PREPARATIONS

A. Scheduling Reminders & Tips

➢ As soon as you receive knowledge of the interviews confirm the following:

  □ Interview facilitator, selection panel members, date, time, and location
  □ Confirm quantity of interview panels, panel members, and with how they will be contacted
    - Community (community members and employees)
    - Technical (administration/cabinet members)
    - Clear all correspondence with facilitating administrator prior to notifying panel members
  □ How many candidates will be interviewed? How will they be contacted?
    - Have candidates been screened including references/background checks
  □ How long will each applicant interview (including the project)
  □ Who will prepare the interview questions and project?
    - Make sure they are aware of the deadline to submit questions/project
  □ Will the project be presented before, during, or after interview?
  □ Will applicants be given prior knowledge of project or will they receive the project upon arrival?
  □ What special equipment will be needed for the interviews (laptop/projector)
  □ Make sure screened out applicants are notified (see emails)
  □ Book room(s) with adequate space for all participants, and necessary equipment (internet, whiteboard, etc)
  □ Schedule interviews with board meeting dates in mind so that all rounds of interviewing allow a final recommendation to be provided to the Board.

NOTE: If applicants are interviewing with more than one selection panel, interview times must be scheduled so that each panel is meeting with an applicant, be especially mindful of time that must be allowed for the project. Interview panels should not be “waiting” for applicants.

B. Notifying Panel Members

Once the panel is selected a confirmation email (see samples) can be sent including the date, time, and location of the interviews. Panel members should be reminded of their purpose for the interview (select top candidates for recommendation to the next level). If panel members will be asked to provide an interview question make sure they are aware of preparation deadlines. Panel members should be asked to arrive at least fifteen (15) minutes prior to the interview so they may review applicants and receive an overview of the interview process. A reminder email (see examples) should be sent to the selection panel approximately two days prior to the interview, including date, time, location, and panel arrival time.

C. The Interview Packet

Each selection panel member should receive a folder with the following enclosed:

  □ Left folder pocket – Interview process (confidentiality) form, candidate ranking sheet, glows & grows
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☐ Right folder pocket – Copy of project (if applicable), interview questions, note sheet, resume/letters of reference for each candidate. Note: To reduce the amount of paper, use only the resume and letters of reference for the selection panel folders. A full copy of each candidate’s application should be printed and be placed in a single folder and placed on the table for the panel to review prior to the interviews.

☐ Assemble 2-3 additional folders in case additional panel member are added, keep an original for yourself for reference.

D. Preparing Interview Questions

Whenever possible every effort should be made to prepare interview questions by no later than the day before the interviews. If panel members are asked to provide interview questions, make sure they are aware of deadlines. The interview questions below are provided as examples only. The interview process should be standardized, once an appropriate set of interview questions have been selected for the position, the same questions should be asked of all applicants.

Clerical Questions:

1. What are your qualifications for this position and why are you applying for this job?
2. Are you bilingual? Which language? Are you proficient in reading, writing and speaking?
3. How do you prioritize the tasks to be completed in one complete work project? Give us an example.
4. Do you have experience in maintaining any kind of budget spreadsheets? Please give us some examples.
5. List five adjectives that your coworkers would use to describe you.
6. What is one of your weaknesses, and how are you working to improve it?
7. You see one of your co-workers is extremely busy. Are you comfortable offering to help? Describe how you get on with your work colleagues. How frequently do you seek each other’s support?
8. Tell me about a time when you made a mistake that impacted your school, office, etc. How did you overcome the fall out and what did you learn from that mistake?
9. What are your strengths? What do you have left to learn? What are your plans to grow professionally?
10. Where do you plan to be in three years, five years?
11. Please share one or two major accomplishments from your current or previous employment. Also, share with us some of your professional goals and objectives.

Teacher Questions:

1. What is your most important reason for teaching?
2. Of what importance is the student's attitude in learning? (If important) How do you help your students develop good attitudes toward learning? (If necessary) Tell me more.
3. How do you want students to view themselves? How do you help them discover or affirm such a perspective?
4. How do you want your students to view you? Why?
5. What do you find to be the best ways to communicate with your students?
6. The students are working on an independent assignment for your class. You notice a student in an isolated area of the classroom is crying. What would you do?
7. You have a student who seldom becomes excited about learning anything. What would you do?
8. A parent of one of your students wants to talk with you about the great things her child can do, yet in school the child is performing only at an average level. How would you work with this parent?
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9. You have just taught a lesson to your class and when you give an assignment to the students, you discover some students are unable to do the task. What would you do?

10. You have a new group of students. What do you need to know in order to begin your lesson planning?

11. Many teachers say that students today have a much lower desire to learn and grow than they had ten to fifteen years ago. How do you feel about this?

12. What do you think most of the parents you encounter expect from teachers? Do you believe these expectations are realistic?

13. Is it important to know what the parents of your students are thinking about your classroom? (If important) How do you acquire parent's viewpoints?

14. What kind of relationship do you want to have with other teachers? (If supportive) How do you build such relationships with them?

15. Some teachers are able to develop a great deal of student interest and excitement about their classes while others find this to be extremely difficult. What do you think really makes the difference?

16. One of your colleagues seems to need frequent attention and positive reinforcement. How would you work with this person?

17. You have a bright student in your class who constantly rejects doing the assignments the students in the class are given. How would you proceed with this student?

18. As you begin to design lesson plans, how will you guarantee that you will incorporate all the standards throughout the year?

Questions Related to Physical Requirements of the Job:

1. Do you have any physical disabilities that would interfere with your ability to perform the job for which you have applied?

2. Do you have any mental disabilities that would interfere with your ability to perform the job for which you have applied?

3. Do you have any medical history that would interfere with your ability to perform the job for which you have applied?

4. Please describe any positions, jobs or duties for which you do not wish to be considered because of any medical, physical or mental disabilities.

5. Have you ever received any work-related injuries which impact your ability to perform the position for which you have applied?

6. Do you have any disabilities which would prevent you from working an 8-hour or a full work week?

7. Please describe any physical limitations you would like us to consider by virtue of a pre-existing injury.

8. Are you currently, or have you ever been under a doctor’s restriction related to any prior occupational injury which would impact the job for which you are applying?

Where physical requirements of the job are concern, the following are the trouble spots:

1. Make sure to apply the standards and rules uniformly to men and women;

2. Minimum height and weight requirement are almost always discriminatory. Consider substituting skill, efficiency and strength tests. Women cannot be excluded from jobs requiring heavy lifting, even when most women cannot do the job.

Which Questions Should Not Be Asked?

The following areas of inquiry should also be eliminated from either employment applications, or the interview process:

1. Race, religion, national origin;

2. Educational attainment level, unless it is job related;
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3. Arrest and conviction records, unless it is relevant to the job in question, such as with a bus driver;
4. Credit rating;
5. Sex, marital and family status;
6. Physical requirements, including hiring standards pertaining to height, weight, and other physical requirements;
7. Age, date of birth;
8. Availability for weekend work;
9. Whether or not they have friends or relatives working for the District;
10. Issues related to personal appearance;
11. Citizen, country of origin, native language, etc.

III. FINAL PREPARATIONS

A. The Interview Table

The interview room(s) should be prepared at least 1-hour prior. The interview table should be set up as follows:

- Seat the candidate in an area easily accessible from the door; avoiding the need for the candidate to walk around the room.
- Seat the interview facilitator in the seat closest to the candidate – if a laptop is available; provide the facilitator with an electronic copy of the candidate ranking form with automatic tally.
- A copy of the interview questions and a fresh glass of water may be placed in front of the applicant on the table. If questions are provided, tape them down.
- Interview packets should be arranged on the table for the selection panel, along with a pens , and name plates (optional).
- Place the folder containing the full applications on the table for the panel to review prior to the interviews.
- Set up equipment (projector/laptop) so that presentations are visible to all participants
- Place refreshments (water/coffee) for the selection panel and candidate where they are easily accessible. Panel should not have to leave their seats during the interview.

B. When Panel Members Arrive:

- Meet, greet, and escort panel members to interview room(s). When all are present, provide them with the following:
  - The purpose of the panel: to select 2-3 top candidates for recommendation into the next round of interviews and/or final recommendation to the Board.
  - Review all contents of the interview packet and sign the confidentiality form (collect signed forms), remind the panel that full applications are available for review in the folder on the table.
  - Inform the panel that the facilitator will introduce each candidate which should prompt the panel to introduce themselves (name/title) one by one around the table. The candidate will be instructed of this and asked not to walk around the room greeting each panel member individually.
- Offer refreshments

C. When Candidates Arrive:

- Meet and greet candidates in a professional manner, offering refreshments.
- Get candidates started on the project, if applicable. Keeping track of project time limits.
- If candidates are completing a project, make copies for each panel member and provide them to the interview facilitator for distribution to the panel.
- Escort candidates to the interview room; informing them of the following:
  - The name of the interview facilitator
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- The interview panel will introduce themselves so it is not necessary for them to walk around the room to greet each panel member individually.
- Each panel member may ask a question and they will have 1-2 minutes to respond depending on the question.
- A fresh glass of water will be provided for them on the table, along with a copy of the questions as a reference (if applicable)

D. During The Interviews:
- Escort candidates to and from interviews, avoid making candidates wait with each other.
- Periodically check in with facilitator in between interviews, checking for refills of water and/or supplies (if applicable).

IV. AFTER THE INTERVIEWS

A. When The Interviews Are Over:
- Clean up room(s), collecting interview folders for processing
- Determine date/time, and location of additional interviews (if applicable)
- Send notifications as applicable: “Thank you” notes/emails to selection panel members, rejection letters to candidates. NOTE: In-house candidates that are not selected to move forward may be scheduled to meet with the interview facilitator and/or administrator overseeing the process, check with the supervising administrator before sending rejection letters to in-house candidates.

B. Processing the Selection Folders:
- Separate and sort the contents of each panel member’s interview folder by candidate, saving all note sheets, glows & grows, ranking forms and a single copy of the candidate’s application.
- Once all documents are sorted they may be batch filed and placed in a large manila folder marked as:

  Title of Interviews
  First/Second Round
  Date of Interviews: MM/DD/YYYY

- Duplicates of the resumes and letters may be set aside in case they are needed for additional rounds of interviews.

C. Selecting A Candidate

Once the top candidate is selected for recommendation, all reference checks and new hire forms must be completed and emailed to RFPdocs@centralusd.k12.ca.us. Final interviews with the Assistant Superintendent, HR will be scheduled by the Human Resources Department.
A. Sample Interview Questions

The interview questions below are provided as examples only. The interview process should be standardized, once an appropriate set of interview questions have been selected for the position, the same questions should be asked of all applicants.

Clerical Questions:

1. What are your qualifications for this position and why are you applying for this job?
2. Are you bilingual? Which language? Are you proficient in reading, writing and speaking?
3. How do you prioritize the tasks to be completed in one complete work project? Give us an example.
4. Do you have experience in maintaining any kind of budget spreadsheets? Please give us some examples.
5. List five adjectives that your coworkers would use to describe you.
6. What is one of your weaknesses, and how are you working to improve it?
7. You see one of your co-workers is extremely busy. Are you comfortable offering to help? Describe how you get on with your work colleagues. How frequently do you seek each other’s support?
8. Tell me about a time when you made a mistake that impacted your school, office, etc. How did you overcome the fall out and what did you learn from that mistake?
9. What are your strengths? What do you have left to learn? What are your plans to grow professionally?
10. Where do you plan to be in three years, five years?
11. Please share one or two major accomplishments from your current or previous employment. Also, share with us some of your professional goals and objectives.

Questions for Teachers:

1. What is your most important reason for teaching?
2. Of what importance is the student's attitude in learning? (If important) How do you help your students develop good attitudes toward learning? (If necessary) Tell me more.
3. How do you want students to view themselves? How do you help them discover or affirm such a perspective?
4. How do you want your students to view you? Why?
5. What do you find to be the best ways to communicate with your students?
6. The students are working on an independent assignment for your class. You notice a student in an isolated area of the classroom is crying. What would you do?
7. You have a student who seldom becomes excited about learning anything. What would you do?
8. A parent of one of your students wants to talk with you about the great things her child can do, yet in school the child is performing only at an average level. How would you work with this parent?
9. You have just taught a lesson to your class and when you give an assignment to the students, you discover some students are unable to do the task. What would you do?
10. You have a new group of students. What do you need to know in order to begin your lesson planning?
11. Many teachers say that students today have a much lower desire to learn and grow than they had ten to fifteen years ago. How do you feel about this?
12. What do you think most of the parents you encounter expect from teachers? Do you believe these expectations are realistic?
13. Is it important to know what the parents of your students are thinking about your classroom? (If important) How do you acquire parent's viewpoints?
14. What kind of relationship do you want to have with other teachers? (If supportive) How do you build such relationships with them?
15. Some teachers are able to develop a great deal of student interest and excitement about their classes while others find this to be extremely difficult. What do you think really makes the difference?
16. One of your colleagues seems to need frequent attention and positive reinforcement. How would you work with this person?
17. You have a bright student in your class who constantly rejects doing the assignments the students in the class are given. How would you proceed with this student?
A. Sample Interview Questions

18. As you begin to design lesson plans, how will you guarantee that you will incorporate all the standards throughout the year?

Questions Related to Physical Requirements of the Job:

1. Do you have any physical disabilities that would interfere with your ability to perform the job for which you have applied?
2. Do you have any mental disabilities that would interfere with your ability to perform the job for which you have applied?
3. Do you have any medical history that would interfere with your ability to perform the job for which you have applied?
4. Please describe any positions, jobs or duties for which you do not wish to be considered because of any medical, physical or mental disabilities.
5. Have you ever received any work-related injuries which impact your ability to perform the position for which you have applied?
6. Do you have any disabilities which would prevent you from working an 8-hour or a full work week?
7. Please describe any physical limitations you would like us to consider by virtue of a pre-existing injury.
8. Are you currently, or have you ever been under a doctor’s restriction related to any prior occupational injury which would impact the job for which you are applying?

Where physical requirements of the job are concern, the following are the trouble spots:

1. Make sure to apply the standards and rules uniformly to men and women;
2. Minimum height and weight requirement are almost always discriminatory. Consider substituting skill, efficiency and strength tests. Women cannot be excluded from jobs requiring heavy lifting, even when most women cannot do the job.

The following areas of inquiry should also be eliminated from either employment applications, or the interview process:

1. Race, religion, national origin;
2. Educational attainment level, unless it is job related;
3. Arrest and conviction records, unless it is relevant to the job in question, such as with a bus driver;
4. Credit rating;
5. Sex, marital and family status;
6. Physical requirements, including hiring standards pertaining to height, weight, and other physical requirements;
7. Age, date of birth;
8. Availability for weekend work;
9. Whether or not they have friends or relatives working for the District;
10. Issues related to personal appearance;
11. Citizen, country of origin, native language, etc.
V. TEMPLATES

B. Interview Invitations & Confirmation

When communicating with candidates and panel members it is important to do so in a professional manner, protecting the integrity of the process at all times. Confidential information including names of other candidates and/or selection panel details should not be shared.

Invitations

The following should always be provided to the candidates and selection panel members:

- Date/Time and Location, including physical address and room numbers (if applicable)
- District contact name and telephone number

The following should also be considered:

- Does the candidate and/or panel need project information (if applicable)
- Will the candidate and/or panel require any special equipment or accommodations for the interview?

Template Confirmations to Applicants

A confirmation email or telephone call should be provided to ensure the candidate will attend the interview. The following templates are examples only and should be modified as needed.

][Greeting],

Congratulations on being selected to interview with Central Unified School District, this email serves as a confirmation of your interview which will take place on Friday, January 19, 2010, 8:00 a.m. at:

Central Unified School District
Human Resources Dept. (Room 8)
5652 W Gettysburg Ave
Fresno, CA 93722

There will be a project for you to complete upon arrival, so please be sure to arrive at least 15 minutes prior to your scheduled interview time. If you will require any special equipment or accommodation for your interview please contact [ ]. We look forward to meeting you.

Sincerely,

Template Invitation/Confirmation to Selection Panel

Sample Invitation:

The Human Resources Department invites you to participate in the interview selection panel for the [ ] interviews. Interviews have been scheduled for Tuesday, January 11, 2010 from 1:00 – 4:30 p.m. at the Central Unified District Office, Room 12 conference room, located at 5652 W. Gettysburg, Fresno, CA 93722. We ask that all panel members arrive at least 15 minutes early for a brief overview of the interview process. If you are able to participate please RSVP with [contact name/email/phone etc] by [date]. Thank you!

Sample Confirmation/Reminder to Panel:
V. TEMPLATES

B. Interview Invitations & Confirmation

Thank you for your participation in the [ ] interview selection panel. The purpose of the panel is to obtain an independent assessment of each candidate's perceived strengths and limitations. Your involvement in this process will assist in making the ultimate recommendation of the best selection possible. The interviews will be held on December 23, 2010, in the Central Unified School District Office, Room 8, located at 5652 W. Gettysburg Avenue, Fresno, beginning at 1:30 p.m. We ask that all panel members arrive by 1:15 p.m., for an overview of the interview process. [Contact name] will facilitate the process by assisting the panel and greeting and briefing each candidate as they arrive and depart from the interview. A debriefing session with all panel members will be held following the interviews.

(The following message may also be included for panel members)

IMPORTANT INFORMATION FOR PANEL MEMBERS

1. Panel members should ask job related and professional questions only. The purpose of the interview is to obtain valid job-related information on a candidate's qualifications. Generally, any question that is not related to job performance should not be asked. Panel members should avoid the following areas, even in friendly conversation intended to make the candidate feel at ease:
   a. Arrest records;
   b. Association membership;
   c. Child care arrangements (or dependents);
   d. Citizenship or ethnic status;
   e. Handicaps which do not relate directly to fitness to perform the job;
   f. Home, car or furniture ownership or debts;
   g. Marital status;
   h. Military discharge (type or condition);
   i. Politics;
   j. Pregnancy;
   k. Religion or religious practices;
   l. Spouse's employment status; or,
   m. Age.

2. The confidentiality of the proceedings is critical. It is natural, knowing you are involved in the process, for colleagues to inquire who applied, how he or she did, what was asked, etc. It is important, however, for professional reasons and to protect the integrity of the process that you explain that you cannot comment.

3. Equal competitive opportunity must be provided to all candidates without bias. It is important that the approximate length and extent of the interviews be consistent. The same questions should be asked of all candidates. Follow-up questions, naturally, may differ. As the interviews wear on, they may tend to become repetitive, and there is a tendency to want to shorten them. This should be avoided so that all candidates have an equal opportunity to express themselves.

Interview Techniques

1. It is important for both candidate and panel members to be at ease. The interview should be opened in a natural and friendly way. Our goal is to really get to know the candidate by creating an interview atmosphere that is not intimidating and invites candor.

2. The candidate should do most of the talking. The panel members should limit their remarks chiefly to asking questions.

3. Panel members should not indicate agreement or disagreement with the responses of the applicants. Panel members should refrain from giving evidence of approval or disapproval in the presence of the applicant. It is important though to indicate genuine interest.

4. Questions should be phrased so that they are easily understood, should be adapted to the occasion, and should be so stated that they cannot be answered by a simple "yes" or "no."

5. Each candidate should have the opportunity to answer some questions involving reasoning and judgment. The best questions are designed to obtain from the candidate examples of his/her behavior in various circumstances. For example, questions asking how the candidate handled certain situations in the past tend to generate this kind of information.

6. The manner in which an answer is given may be as valuable in evaluating the candidate as the answer itself.

7. Panel members should be careful that their general impression of the candidate does not influence unduly the evaluation of specific traits.
VI. Interview Packet Items
INTERVIEW PROCESS

PURPOSE

The purpose of the interview is to afford the candidate an opportunity to present evidence of the training, experience, and personal qualities necessary to do the job. The burden of proof rests on the candidate, but the burden of conducting the interview and helping the candidate supply the necessary evidence rests upon you. It is your task to secure a record of factual data which represents difference in ability to do the job rather than difference in ability to present evidence of experience.

BEFORE THE INTERVIEW

CONFIDENTIALITY: Candidates’ names, applications/resumes, and letters of reference are confidential. Interview questions, evaluations, or impressions of the interview team are also confidential. Those involved in the interview process should not discuss names of candidates or other information associated with the interview process with anyone. Each interview team member is to sign a Confidentiality Agreement.

INTERVIEW TEAM: Site administrators will establish the interview team. They will be responsible for reviewing the process and materials with team members. The integrity of the interview panel should be based on the highest ethical standards. Suggestions for selecting team members are:

• Not less than three members
• Variety of age, gender and ethnicity
• An employee in a similar job

SCHEDULING INTERVIEWS: The site administrator or designee contacts candidates to schedule interviews.

INTERVIEW MATERIALS: The personnel office will screen applicants for minimum qualifications, provide applications of candidates, interview guidelines, interview rating forms, applicant reference check form, and Interview Team Report form. Review the job description and requirements. Study the applications, resumes and letters of recommendation of the applicants.

INTERVIEW QUESTIONS: The interview team should be provided with a set of structured questions, or help to develop a set of questions. Members of the interview team should ask the agreed upon questions for each candidate. Questions do not have to be read verbatim, but should be asked closely to how they are written, so that modification will not lead to unfair advantage to any candidate. While standardization is important, it is not necessary to have complete uniformity of questions and follow-up. Clarification questions are also appreciated, but probing questions which might influence a candidate’s answers are not appropriate.

Questions should be open ended, rather than ones that solicit a “yes” or “no” response. Frame your questions with words like “why”, “how”, and “what.”

Make sure the interview questions are job related. Avoid questions dealing with the candidates’:

• Race
• Religion
• Age
• Sexual preferences
• National origin
• Family/Marital status
• Physical abilities
• Residence proximity
• Child care arrangements

Be prepared to answer questions regarding the District, e.g. number of schools, types of programs, salary, benefits, staff development programs, mission of District/Site, Strategic Plan, the community and its involvement, etc.

DURING THE INTERVIEW

• You are not evaluating the candidate’s personal traits in general; you are evaluating how personal traits will be an asset or liability in the position. Make every effort to avoid the influences of general prejudices or individual personal attitudes.

• Provide a relaxed atmosphere for the candidate. Be sure to provide water for the candidate.

• Remain in control of the interview, but provide a format where the candidate does most of the talking.
• Avoid “leading” the candidate to your desired answer.
INTERVIEW PROCESS

- Stay within the time allotted for the interview
- Although you will probably want to take notes, you should spend the majority of your time listening and looking at the candidate.
- Avoid the influence of “halo”, the tendency to give high ratings in one trait because of a favorable impression with regard to another.
- Try to avoid jumping to conclusions. Retain an open mind.
- Never permit yourself to argue with the candidate, no matter how arrogant or temperamental they appear.

AFTER THE INTERVIEW

Ratings of the candidate should be made after he/she has left the room and they should be confidential. Evaluations should be completed independently with no discussion of candidates.

After all score sheets have been completed. The interview team may discuss the candidates and/or recommend candidates for final interview. Discussions should be positive and kept confidential.

COMPLETION OF SELECTION PROCESS

REFERENCE CHECKS: Only administrators will check references in accordance with guidelines from the Personnel Office. References must be checked prior to recommendation for hire. Members of the interview team should not be contact references for candidates.

RECOMMENDATION OF CANDIDATES: The site administrator recommends the final candidate to the Personnel Office for approval; the site administrator offers the position pending Board of Education approval and asks the candidate to schedule an appointment with the Personnel Office. All relevant employment forms must be completed prior to a candidate starting a position.

BOARD APPROVAL: The site administrator should inform the candidate that personnel actions are not final until formal Board of Education approval.

CANDIDATES NOT SELECTED: The site administrator may telephone, write, or ask the Personnel Office to write to unsuccessful candidates. The site administrator should check the appropriate box on the Interview Team report form to indicate responsibility for unsuccessful candidates.

RETURN PAPERWORK TO PERSONNEL: The site administrator should return the following to the Personnel Office after interviews are completed:
- Applications of candidates
- Copy of Interview Questions and any written exercises
- Confidentiality agreement for each team member
- Completed Interview Rating forms
- Completed Applicant Reference Check Form
- Interview Team Report and Recommendations

I have read and understand the importance of confidentiality regarding the interview process. I agree to keep all information and discussion that occurs during the interview process confidential.

Name and Title

______________________________________________   ____________________________
Signature        Date

Updated: 2.2.11 ec
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CANDIDATE RANKING FORM
(Facilitator Use ONLY)

Interviews For: ________________________________
Facilitator Name: _____________________________

Instructions: Enter the final total of candidate rankings as provided by each panel member below

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<th>Panel Member Name</th>
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Top Ranking Candidate

Enter Candidate Name

Candidates Overall Rank

Enter Candidate's Rank

Updated: 2.2.2011 cc
Instructions: Assign a rank to each candidate at the end of each interview. The rank reflects how the candidate compares to those who have already interviewed. For example the first candidate will be number one after their interview. At the conclusion of all interviews, ranking forms will be submitted to the interview administrator. Ranks are confidential and should not be discussed among panel members.

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<tr>
<th>Name of Applicant</th>
<th>Rank</th>
<th>Final Rank</th>
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***** SEE EXAMPLE BELOW *****

Candidate One
Candidate Two
Candidate Three
Candidate Four

Updated: 2.2.2011 ec
Interview Candidate Glows & Grows

The purpose of the Glows & Grows is to give each selection panel member the opportunity to state a positive assessment of each candidate’s interview, as well as a suggestion for improving their interview technique. The glows & grows are a part of the interview process and as such will be treated as a confidential document. Although panel member feedback may be used as a tool to assist candidates, suggestions will remain anonymous.

Candidates Name: ________________________ Panel Member Name: ________________________

(PLEASE PRINT) (PLEASE PRINT)

Interviewing for: ________________________ Date of Interviews: ________________________

(PLEASE PRINT) (PLEASE PRINT)

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Updated: 2.2.11 cc
VII. Notifications & Thank You Letters
Applicant Notifications:

Applicants must be notified in a timely manner if they have not been selected for a position. The following sample letters are examples only and should be modified to fit your needs.

Template Notification (candidate was not interviewed):

Dear Applicant:

Thank you for giving us the opportunity to review your application for the ---- position in Central Unified. We have determined that your qualifications do not meet our needs at this time. However, we appreciate your interest in working for Central Unified School District, and will keep your application on file should an opportunity arise that matches your experience.

Template Notification (candidate was interviewed):

Dear Applicant:

Thank you for giving us the opportunity to interview you for the ---- position in Central Unified School District. After careful consideration, we have determined that your qualifications do not meet our needs at this time. We appreciate your interest and will keep your application on file should an opportunity arise that matches your experience. We wish you the best in your future endeavors.
Thank You Letters to Panel Members:

Dear [Panel Member Name],

Thank you for participating as a member of the ------- interview selection panel. Your involvement and opinion is a key element to the selection process. We deeply appreciate your contribution.