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# Personnel Selection Process

Interview Guide for Personnel Selection Committee Members

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Department of Human Resources

# Personnel Selection Process

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## ESTABLISHING SELECTION CRITERIA

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The first step in setting up the interviewing and personnel selection process is to develop well-thought-out criteria from which to measure a candidate's potential success on the job. Interviewers who rely strictly on a "gut reaction" to candidates may lose out on valuable talent or find their selection process legally challenged.

Selection criteria should include careful evaluation of the:

- primary or essential duties;
- mental, physical and manual skills required to perform those duties;
- education and work experience reflective of the level of knowledge required by the candidate to be successful in the position; and
- behavioral characteristics or traits required for *success*.

Using pre-established criteria directly related to the job can help to avoid such problems as interview bias or stereotyping when evaluating candidates.

# EXAMINING APPLICATIONS AND RESUMES

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Applications and resumes are typically the first tools most organizations use to obtain information needed to screen prospective hires. They provide information on the applicant such as name, address, phone number, education and training, work history, and background experiences such as professional associations.

Applications and resumes can be useful tools for:

- Providing information for personnel records
- Eliminating applicants who are obviously unqualified
- Preparing for the employment interview
- Furnishing names, dates, and places for background verifications

Applications and resumes are only part of the whole selection process. An effective hiring process begins with identifying key job requirements. Once this job analysis is completed, the interviewer will develop interview questions to determine how well applicants meet the minimum requirements of the job. The next step concentrates on reviewing the information provided by the applicant in the application and resume. By delaying this review until after the job plan has been completed, interviewers will be more likely to compare the applicant to the job requirements instead of comparing an applicant to other applicants. As a result of this review, special additional questions may be developed to clarify information on the candidate's application or resume.

## Applications

- The on-line application can solicit vital information about the background and employment history of a prospective employee (e.g., reasons for leaving, disciplinary actions, and criminal convictions) that may not be on a resume. Information provided regarding reasons for leaving, disciplinary actions, etc. needs to be checked out with references and former employers.

## Resumes

- Resumes are more likely than applications to identify applicants' specific accomplishments on the job; however, applicants have determined which information to include and which to omit on their resumes. This generally results in resumes that emphasize applicants' strengths, not their faults.

- Resumes, often professionally prepared, may not be completely representative of the applicant. Some may be inflated and, in some cases, untrue. When prepared by the applicant, a resume may indicate organizational and communication skills which could be important job requirements.

## **What to Look for In an Application and/or Resume**

### ***Comparison to Job Requirements***

Application and resume review is much more efficient when the screener consistently evaluates the application against pre-determined criteria related to job requirements. Using the same criteria to review applications, the interviewer can determine who does and who does not meet the minimum requirements for the job. Those who do meet the criteria can be interviewed. If information is unclear or incomplete, the reviewer can flag these areas for further discussion.

When reviewing applications and resumes consider the following:

- What is the overall presentation and appearance of the information on the application? Check for neatness (may not be applicable to on-line application, grammar and spelling (if these criteria are job-related). With regard to written applications, a sloppy or unreadable application may have been completed in a hurry, indicating a lack of interest or carelessness; or it may be an attempt to hide information. On the other hand, it may be due to a physical inability to write neatly or perhaps just poor penmanship, which may or may not be critical to the job.
- Were the directions on the application form followed? Is all basic information included? Blanks and omissions may indicate a lack of orientation to detail or follow through.
- Does the applicant's background appear to meet all or most of the criteria necessary to be interviewed for the job? Is the amount of experience adequate to meet your specifications? Remember that anyone who meets the minimum standard is qualified.
- Has experience been acquired in settings comparable to your organization?
- Are there transferable skills or knowledge that might be applied to your job?
- If known, would the size of former employers indicate narrow, specialized experience or broad, less in-depth experience? Which experience level is relevant?
- Does the application or resume show specific accomplishments and results? Are they described in measurable terms?
- Are non-job factors overemphasized? These may be a way to detract from job-specific requirements. For example, if a person has been out of school for more than five years, the resume should be heavily weighted on work experience, not on high school or college accomplishments. A concentration on non-job factors may also indicate certain values held by the applicant, such as the resume that gives great detail about current non-work aspects

of a person's life. This may be a subconscious way of communicating that these aspects are where the applicant's real interests lie.

### ***Red Flags***

Once you have determined that the application and resume indicate that the key qualifying factors are present, identify any "red flag" areas that may need further information or clarification.

- Are gaps in employment explained?
- Are there any overlaps in time or location? It is possible to work and attend school? check accuracy of dates and locations.
- How frequent are job changes? Rather than drawing conclusions about instability, consider probing further for specific information about reasons for leaving.
- Is earlier experience more relevant to your job than recent experience? Does the information adequately detail the candidate's experience?
- Are there inconsistencies between the resume and the application? This is not necessarily a knock-out factor, but should be explored further.
- Are there other inconsistencies that should be discussed with the candidate?
- Are job titles clear? A title is not always representative of the job and is easily embellished. Probing for clarification of specific job duties may be needed.
- Are statements of accomplishments clearly and specifically stated? For example, look for "graduated from" or name of degree rather than "attended" when referring to post-high school education. When you see terms like "was involved in," "member of," "part of a team," "assisted," "gained experience in," etc., further exploration and explanations are needed.

### ***Integrity Factors***

Characteristics such as a person's basic integrity and trustworthiness can also be explored in an interview.

- Is there a pattern regarding reasons for leaving? Are the reasons vague or do they suggest underlying problems?
- Have specific questions of “yes” and “no” been checked? Have they been explained thoroughly?
- Are there vague employment situations such as “self-employment,” “family business,” or “temporary agency,” which may or may not be legitimate employment positions?

### **Documenting on the Resume**

Resumes usually do not include a signed statement certifying that the information is true. If you write on the resume, be certain that the notes are job-related and do not suggest unlawful bias.

### **Summary**

Careful review of applications and resumes by comparing the information contained in them to the job requirements provides a basis for screening applicants. It also serves as a starting point for preparing a productive interview plan. Knowing how to use this information is an important step in a successful employment selection process.

# DEVELOPING INTERVIEW QUESTIONS

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Gathering information about the candidate's background, experience and capabilities is the primary purpose for conducting an interview. Therefore, interviewers should develop in-depth questions designed to gain the most information from candidates. Good questioning techniques are essential to the success of an interview.

Questions that identify a person's race, color, sex, religion, national origin, disability or other protected group status are considered discriminatory. All interview questions should directly relate to the position's requirements.

Five primary types of questions are most commonly used in the selection interview.

## OPEN-ENDED QUESTIONS

These questions demand an explanation, opinion or expression of ideas from the candidate and cannot be answered with a simple yes or no. Open-ended questions allow the candidate to do the majority of the talking.

These questions often start with "How..." "What..." "When..." "Why..."

## REFLECTIVE OR PROBING QUESTIONS

These questions are usually not pre-planned. They are asked in response to a candidate's initial answer to a question. Reflective questions ask for more information, explanation or clarification. Interviewers may imply a reflective question by simply repeating a candidate's answer with an inflection in their voice, "You had a misunderstanding with your Principal?" Allowing silence also invites the candidate to amplify his or her answer.

## PROBLEM-SOLVING QUESTIONS

Problem-solving questions allow candidates to discuss how they might react to typical circumstances found on-the-job. In developing these questions, interviewers should use examples of common difficulties incumbents might encounter in the position. Remember, there may be several solutions. The interviewer needs to establish beforehand which answers are the most acceptable. Problem-solving questions are a great way to learn about a candidate's behavioral characteristics.

## CLOSE-ENDED QUESTIONS

Close-ended questions ask for a yes, no or brief response from candidates.

Although used effectively to screen candidates or gain commitment, close-ended questions are often misused by interviewers. Asking a question with an obvious answer provides little insight into the candidate. For example, "Do you work well under pressure?" This question calls for a yes or no response. The more appropriate open-ended question might be, "When under pressure, how does your work style change?"

### SITUATIONAL QUESTIONS

The best indicator of future performance is a candidate's demonstrated qualifications from past experiences. Situational questions solicit specific examples of situations or tasks the candidate has experienced, an explanation of the action or steps he or she took to manage the situation or task and the end results of their efforts. Solicitation for candidate information may come in the form of a statement starting with such phrases as, "Think of a time...", "Give me an example...", and "Describe a situation...".

## ILLEGAL INTERVIEW QUESTIONS

| QUESTIONS ABOUT             | IT IS NOT DISCRIMINATION TO ASK                                                                                                                                                                                                           | IT MAY BE DISCRIMINATION TO ASK                                                                                                                                                                                                                                                          |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ADDRESS                     | Applicant's current and previous address and length of residence.                                                                                                                                                                         | Inquiries into foreign addresses that would indicate national origin. Whether applicant owns or rents home. Relationship of persons with whom applicant lives.                                                                                                                           |
| AGE                         | "If hired, can you submit proof of age?" Or statement that selection is subject to proof of age if age is a legal requirement. If applicant is a minor, proof of age in the form of work permit, certificate or age or birth certificate. | Requirement for birth or baptismal certificate as proof of age prior to selection.                                                                                                                                                                                                       |
| ANCESTRY OR NATIONAL ORIGIN |                                                                                                                                                                                                                                           | Any inquiry regarding ancestry or national origin of applicant's parents, spouse or associates, or any membership in associations which may indicate ancestry or national origin. Language commonly used by an applicant or how an applicant acquired proficiency in a foreign language. |
| ARRESTS                     |                                                                                                                                                                                                                                           | Any inquiry relating to arrests.                                                                                                                                                                                                                                                         |
| CITIZENSHIP/ BIRTHPLACE     | "Are you legally entitled to work in the U.S.?" May inform applicants that they will be required to complete an I-9 form verifying either citizenship or the legal right to work in the U.S.                                              | "Of what country are you a citizen?" "Are you or your parents naturalized or native born?" An employer may require U.S. citizenship for a particular job only if it is required by federal, state, or local law, or by government contract.                                              |
| CONVICTIONS/ COURT RECORDS  | Convictions which are related to applicant's ability to perform a specific job.<br>Note: The district will not hire someone who cannot obtain a license if such is required for the position.                                             | To inquire about a conviction or court record which is not related to applicant's ability to perform job duties.                                                                                                                                                                         |
| CREDIT RATING               |                                                                                                                                                                                                                                           | Inquiries about applicant's economic status or other source of income. Whether applicant owns or rents home. Method of transportation if not related to job requirement.                                                                                                                 |

| <b>QUESTIONS ABOUT</b> | <b>IT IS NOT DISCRIMINATION TO ASK</b>                                                                                                                                                                                                                                              | <b>IT MAY BE DISCRIMINATION TO ASK</b>                                                                                                                                                                                                                                                                                                                                                     |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EDUCATION              | Schools attended. Academic, vocational or professional education. Language, office or other skills if substantially related to ability to perform job duties.                                                                                                                       | The nationality or religious affiliations of schools. How language skills were acquired. The year of high school graduation.                                                                                                                                                                                                                                                               |
| EMERGENCY CONTACT      | Name of person to contact in emergency.                                                                                                                                                                                                                                             | The relationship of a relative to be contacted.                                                                                                                                                                                                                                                                                                                                            |
| EXPERIENCE             | Applicant's work experience. Other countries visited.                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                            |
| DISABILITIES           | "Can you perform the essential job functions of this position?" May ask for a demonstration or verbal description of how they would perform essential job functions, if required of all applicants.                                                                                 | "Do you have any disabilities?" "List all serious illnesses for the past five years." General inquiries concerning disabilities or physical conditions that do not relate to applicant's fitness to perform job. Inquiries concerning receipt of Worker's Compensation <u>before</u> offering the applicant the job. Physical examinations, except drug testing, are generally prohibited. |
| LANGUAGE SKILLS        | If required to perform the job.                                                                                                                                                                                                                                                     | Require a level of language proficiency or the use of a particular language at all times if not substantially related to job duties. "Mother tongue" or language commonly used by applicant. How applicant acquired proficiency in a foreign language.                                                                                                                                     |
| MARITAL STATUS         | Mrs., Miss, Ms., when made in good faith and not for the purpose of discrimination. Whether applicant can meet specific work schedules. Any other commitments that might hinder attendance. Anticipated duration on job or anticipated absences if asked of both males and females. | "Are you single, married, divorced, separated, widowed?" Questions concerning pregnancy, birth control, children, or future childbearing plans. Spouse's name, age, place of employment, or income. Married to or engaged to marry a current employee of the employer (for employers of 26 or more employees).                                                                             |
| MILITARY RECORD        | Military experience and education in the armed forces of the United States that relate to specific job duties.                                                                                                                                                                      | Applicant's general military service that is not substantially related to ability to perform specific job duties.                                                                                                                                                                                                                                                                          |

| <b>QUESTIONS ABOUT</b>   | <b>IT IS NOT DISCRIMINATION TO ASK</b>                                                                                                                                         | <b>IT MAY BE DISCRIMINATION TO ASK</b>                                                                                                                                                                                      |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NAME                     | “Have you ever worked for this organization under another name? Is additional information concerning change of name necessary for work or education records?” If yes, explain. | Inquiries about former names which have been changed by court order or otherwise if not required to check necessary records.                                                                                                |
| ORGANIZATION/MEMBERSHIPS | Membership and offices held in organizations, which relate to applicant’s ability to perform a particular job.                                                                 | “List all organizations, clubs, or societies to which you belong.” Inquiries about membership in organizations, which would indicate race, color, national origin, ancestry, sex, physical handicap, and creed or religion. |
| PHOTOGRAPH               | May be required <i>after</i> hiring.                                                                                                                                           | Suggested or required prior to hiring unless based on Bona Fide Occupational Qualification (BFOQ).                                                                                                                          |
| PHYSICAL ATTRIBUTES      | If necessary to perform substantial job duties.                                                                                                                                | If unrelated to abilities necessary to perform substantial job duties.                                                                                                                                                      |
| RACE                     |                                                                                                                                                                                | Direct or indirect inquiries, which would indicate an applicant’s race or color. Color of skin, eyes or hair. Race or color is almost never a BFOQ.                                                                         |
| REFERENCES               | “Who referred you here?” Names of professional and character references.                                                                                                       | Requiring a religious preference.                                                                                                                                                                                           |
| RELATIVES                | Names and addresses of parents/guardians of minor. Names of relatives already employed with the organization if this affects company policy.                                   | Name or address of a relative of an adult applicant.                                                                                                                                                                        |
| RELIGION                 |                                                                                                                                                                                | Any inquiry to indicate or identify religious affiliation, denomination, customs, holidays observed.                                                                                                                        |

# DEVELOPING A STRUCTURED INTERVIEW FORMAT

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Following an established outline with pre-planned interview questions ensures consistent information is solicited from all candidates. Interviewers can then compare each candidate's response to objective selection criteria. Structured interviews minimize the danger of interviewers reaching conclusions about candidates too early. Interviewers can also keep better control over the conversation when a structured interview format is followed. Keep in mind that candidates with disabilities may require accommodation to participate in the interview process.

Here is one example of a structured interview format:

## I. INTRODUCTIONS – GREETING THE CANDIDATE AND ESTABLISHING RAPPORT

Create a private environment without interruptions. Be sure to arrange the seating so communication barriers are minimized. Put the candidate at ease with a warm, friendly greeting. Spend enough time to ensure adequate rapport is established so members of the interview team and the candidate are ready to continue the interview.

## II. OUTLINE THE INTERVIEW

Provide the candidate with an overview of the process including the purpose of the interview, the team's role in the selection decision and an outline of what will be covered. If notes will be taken during the interview, inform the candidate.

## III. CONDUCT THE INTERVIEW

Ask pre-determined interview questions that focus on the candidate's qualifications for the position. Discussion should include questions about the candidate's work history, education and training, as well as knowledge, skills and abilities as they relate to the position. Candidates should do the majority of the talking. Use open-ended, problem-solving and situational questions to draw candidates out. Ask additional reflective or probing questions if a response needs further explanation. Remember, the best predictor of future performance is past performance.

Write down the candidate's responses (abbreviated) as they occur. DO NOT rely on memory later. DO NOT evaluate the responses in the presence of the candidate.

Be conscious of the time you have allotted for the interview to avoid running too far behind in schedule.

IV. DISCUSS THE POSITION AND THE SCHOOL

Provide enough information to give the candidate a well-rounded, realistic picture of the school and its staffing requirements. Be open about the working conditions. When appropriate, spend enough time to pique the interest of the candidate in the position. Be cautious about overselling or glossing over potential negatives.

V. CLOSE THE INTERVIEW

Conclude the interview by summarizing what has been discussed. Clarify any information the team still needs from the candidate. Explain the next step in the selection process. End on a positive note, perhaps allowing the candidate to add anything he or she feels is important to note. Thank the candidate for their time.

# THE ROLE OF THE INTERVIEWER

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Not everyone is at ease in conducting staff selection interviews. Meeting new people or interviewing colleagues, asking appropriate questions and making the selection decision based in part upon the results of that meeting can be a difficult task.

Going into the interview unprepared can make this task even more uncomfortable. Typical problems that may result include:

- lower levels of rapport established with the candidate;
- lack of a systematic way of capturing information gained from the candidate; and
- improper evaluation of the results following the interview.

All can lead to errors in making an appropriate selection decision. Going into an interview well prepared with a consistent, quality approach greatly enhances this process.

## Summary

Successful interviewing requires advance planning. Knowing the school's staffing requirements, reviewing the resume and other candidate materials, and developing questions that solicit relevant information from the candidate can be completed in advance of the interview.

Each candidate is different, bringing a wide variety of skills, background and knowledge to the interview. The ability to be flexible in an interview can be helpful toward screening candidates.

Skillful interviewing and careful reference checking are important steps to making successful staffing and selection decisions.

In making the selection decision, objectively consider all information collected on each candidate. Assess the data against established position criteria. The selected candidate should be able to meet all staffing requirements, demonstrate a willingness to be part of the school and appear to "fit" in the school's overall environment and culture.

# COMMON INTERVIEWING ERRORS

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Effective interviewing is a complex skill that requires training and practice. However, many managers and supervisors are asked to interview applicants without receiving either. As a result, interviews often turn into informal, loosely structured conversations that may make the applicant feel good, but don't provide the interviewer with any quality information upon which to make a sound hiring decision. At the very least, interviewers should be aware of the most common interviewing errors so as to try to avoid them.

1. **Failing to Plan for the Interview**

A little preparatory work can save valuable time and money and increase the efficiency of the interview. Planning involves determining and/or understanding the job requirements, developing core questions based on those job requirements, examining the application/resume, and developing additional questions specific to the applicant's skills and experience. Utilizing core questions will help keep the interview focused on job-related skills and should produce the information needed to make a good hiring decision.

2. **Failing to Establish Rapport with the Applicant**

Moving into the main part of the interview too quickly can adversely affect the success of the meeting. Interviewers should spend enough time initially to ensure candidates are ready to comfortably proceed with the discussion.

3. **Asking Close-ended Instead of Open-ended Questions**

Candidates will provide more information when they are asked a question that cannot be answered with a simple "yes" or "no." The open-ended question draws the applicant out, giving the interviewer more information. The answers to these questions can provide insight into the candidate's motivation, resourcefulness, ability to work with others, or other behavioral traits important for success in the job.

*Close-ended:*

"Are you willing to work overtime?"

*Open-ended:*

"How much overtime is too much?"

4. **Asking Questions That Are Too General**

Such questions often fail to provide the interviewer with enough useful information upon which to base a selection decision. Narrow the candidate's response by requiring the answer to be directed to a specific time frame, experience, skill, project, etc.

*General:*

"What can you tell me about yourself?"

*Job-specific:*

“Please recap your supervisory experience for me starting with your most recent position.”

## **5. Asking Multiple Questions**

Candidates can become confused if asked too many questions before being given an opportunity to respond. When lengthy questions are asked, often candidates respond to only a portion of the full question. The rest of the question is ignored.

*Multiple questions:*

“What experience do you have working with personal computers, specifically with spreadsheet, word processing, and data base software and what packages are you most familiar with?”

*Single questions:*

“How do you use personal computers in your current position?”

“What experience do you have with word processing software?”

“Give me an example of an assignment or project you’ve completed that required use of a spreadsheet program.”

## **6. Failing to Ask Reflective Questions**

Frequently, interviewers overlook opportunities to gain additional information or to clarify an issue. Using reflective questions helps interviewers avoid making hasty assumptions about a candidate’s response. They arise during the interview and depend on what is said by the applicant. This type of question probes for further information when the applicant’s response has been vague or incomplete. In other words, if an answer is incomplete or is not clear, ask for additional information.

*Response needing additional information:*

Interviewer: “Why did you leave your last position?”

Candidate: “They reduced their staff”

Interviewer: “That’s too bad. I was involved in a reduction myself before I joined this organization.”

*Reflective Questions asked to clarify the response:*

Interviewer: “Why did you leave your last position?”

Candidate: “They reduced their staff”

Interviewer: “Tell me about the circumstances that led to the company’s decision.”

Candidate: “The company had decided to go to a team-oriented environment and required many of us to re-evaluate how we preferred to work.”

Interviewer: “Would you work in a team-oriented environment if given the opportunity?”

Candidate: “No, I decided I work best in an independent, more traditional environment.”

*(The interviewer may decide how far to pursue the candidate’s response.)*

## 7. **Asking Leading Questions**

Interviewers may want to share general information or provide some clarification before asking the candidate questions. However, too much information can result in candidates altering their responses to meet the interviewer's expectations.

*Leading Question:*

"We are an informal and team-oriented organization that promotes taking risks and thinking 'outside the box.' We encourage our employees to ask questions, share their views, and approach challenges with creative solutions. What do you consider an ideal working environment?"

*Open question:*

"What elements need to be present in the work environment for you to feel motivated and able to work best?"

## 8. **Allowing Insufficient Time for the Candidate to Adequately Respond to Questions or Not Requiring an Answer to the Question**

Rushing candidates or not allowing enough time for them to think about and provide a response can result in little or no information. Some candidates try to side-step a question and need to be redirected to answer the original question. Give candidates enough time to respond. Insist on an answer. Allow silence to encourage them to think through a response.

*Letting a candidate side-step a question:*

Interviewer: "Describe a time when you had trouble dealing with a customer."

Candidate: "Generally I don't encounter problems."

Interviewer: "Oh, well let's go on then."

*Insisting on an answer by rewording the question:*

Interviewer: "Describe a time when you had trouble dealing with a customer."

Candidate: "Generally I don't encounter problems."

Interviewer: "Everyone runs into a difficult situation now and then. Think about it what was the most troublesome contact with a customer you have encountered in your current position?"

## 9. **Asking Questions that Identify or Single Out a Candidate's Protected Group Status**

All questions should be job-related. Do not ask questions that might tend to identify a person's race, religion, sex, age, disability or national origin. Avoid adding questions because of a candidate's protected group status.

*Improper question:*

"Would you be comfortable working here when you're not among your own people?"

*Proper question:*

“Why are you interested in working here?”

**10. Making Promises or Commitments that cannot be kept**

Interviewers must be cautious when making statements about the job, the organization, or the benefits in the interviewing process. Wrongful discharge claims may arise from the interviewing process when inducements are made to an applicant to persuade them to accept a job offer; the applicant relies upon the inducement or promise, but later suffers damages, such as termination or layoff. Statements that promise or are perceived as a promise of certain future benefits or imply a commitment on the part of the employer may also later be used against the employer in a breach of contract. Interviewers should never exaggerate or make predictions about future conditions. Instead, talk in terms of possibilities or potentials.

*Improper statements:*

“You will receive a 20% bonus at the end of the year.”

“If you work hard, you should be promoted within a year.”

“If you’re doing the job, you won’t be fired.”

“We’re growing so fast we won’t layoff employees here.”

“You’ve got a job here as long as you want it.”

*Proper statements:*

“The bonus program is a benefit one we are currently able to offer employees. In the past, bonuses have been between 10-25% although I can’t guarantee what future bonuses will be. However, whether bonuses are granted at all depends on the financial performance of the company.”

“The company has been doing well this past year, but that is not always indicative of future performance.”

**11. Spending Too Much Time Talking**

An interview that does not allow the candidate to do the majority of the talking yields little information from which to make a hiring decision. The interviewer’s role is to gather as much information as is necessary to determine whether or not the applicant’s qualifications fit the job requirements. In order to do this, the interviewer should use the 80/20 rule; the candidate should talk about 80%, the interviewer contributes approximately 20% to the conversation.

*Spending too much time talking:*

Interviewer: “...so those are the goals and values we promote at this organization.”

*Applicant encouraged to talk:*

Interviewer: “What do you know about our organization’s values?”

**12. Failure to Demonstrate Active Listening**

Interviewers may appear disinterested in candidates by their body language or other inappropriate verbal and non-verbal cues. Failure to maintain good eye contact or acknowledge candidate responses (through head nods, gestures, use of probing questions) can be interpreted as possible signs of disinterest. Displaying unconscious habits such as bad posture, swinging a leg below the table, tapping a pencil or flipping through papers can also disrupt the interview. Use active listening techniques throughout the interview to show an interest in the applicant and encourage the sharing of ideas and observations.

**13. Lack of Documentation**

Failing to take job-related notes of the interview can make it difficult to select among several candidates for the same job and may create potential legal liability. Taking notes during the interview and/or writing down additional thoughts immediately after the interview, instead of relying on mental comparisons between candidates, will help make it easier to select between multiple candidates based on objective criteria. Good records of an interview can also be an important defense if your hiring practices are investigated by a legal agency.

**14. Focusing on the “The Image of the Interviewer” Traits**

It is a logical part of human nature for interviewers to want to hire someone just like or similar to themselves. This approach takes the focus off current or future job requirements and, instead, concentrates on the applicant’s personality type and whether or not that matches the interviewer’s personality. Oftentimes, however, a job may require someone with a different style, perspective, priorities, or skill set than that of the interviewer.

## DEALING WITH DIFFICULT CANDIDATES

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Certain interviews might present a challenge to interviewers. Below are suggestions for managing the challenging interview.

### THE NON-STOP TALKER

Interrupt

### THE NON-TALKER

Get them talking about something they know and enjoy.

### THE SMOOTH TALKER

Ask probing questions.

### THE HOSTILE CANDIDATE

Give them the benefit of the doubt.  
Try to determine the basis of hostility.

### THE EVASIVE CANDIDATE

Ask the same question they are avoiding by re-wording it.

### THE NERVOUS CANDIDATE

Spend more time building rapport.

# CONSIDERATIONS AFTER THE INTERVIEW

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## SUMMARIZING THE RESULTS OF THE INTERVIEW

Document the results of the interview immediately following the meeting with each candidate. Be sure all comments are job-related and supported with objective information. Biased remarks or unsupported assumptions may be interpreted as discriminatory if legally challenged.

## MAKING THE SELECTION DECISION

In making the final selection decision, interviewers should compare all information collected about each candidate with the pre-established selection criteria. Do not directly compare one candidate against another. In some instances interviewers may want to weigh selection criteria, giving added consideration to more important factors.

Other considerations include:

Don't rely on first impressions. Consider all information gathered throughout the selection process to assess the candidate.

Try validating non-verbal cues such as gestures, posture, appearance, handshake and eye contact through more objective means, i.e., additional interview questions or reference checking.

Always check references before selecting a candidate. Despite the difficulty many face in obtaining information, reference checks can help confirm an interviewer's impression of the candidate's suitability for the position.

Make the decision by consensus so the outcome is based on uniformly accepted and supported conclusions regarding the final candidate's ability to meet the pre-established selection criteria.

# CONDUCTING REFERENCE CHECKS

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Once the candidate selection process has been narrowed down to a small number of final candidates (3 for principal positions), a telephone reference check is the next step to complete prior to making the selection decision. The hiring manager should contact two to three professional references for each candidate. A personal reference may also be used, but it will not provide as much information useful to a selection decision as someone who worked with the candidate in a school or business setting.

The Instructional Superintendent does reference checks on principal candidates. Reference checks on Assistant Principal candidates are done by the Instructional Superintendent and Principal. Reference checks on teachers are performed by the Principal.

Following is the statutory language about checking between and among school districts:

*crs 22-63-202 (4) (a) upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.*

*(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).*

## Whom to Contact?

The most accurate reference information will usually come from a past or present supervisor. While reference letters provide some useful information, it is much better to speak with a reference directly to get a more complete picture and to be able to ask questions you have about the candidate. In addition to speaking with references the candidate lists on their application or resume, it is important to seek out other references, since you will get a more accurate view than by speaking with their "best friend" at work who was listed on the application.

***REMEMBER: Always check the candidate's application to see if it is okay to contact current supervisors before you call them!***

## How to Request Reference Information?

Many employers have policies that restrict supervisors from giving out references on past or current employees. This is done to prevent potential legal action due to communicating inaccurate, undocumented or biased information about employees. It is your job to establish rapport with the

reference so they share information with you. One way to do this is to keep all questions job-related, and to ask them to verify information that the candidate has already shared with you, rather than asking for new information. For example, “Mary told us that she had the following job duties when she worked in your organization. Is this accurate? She also told us that her strengths are \_\_\_\_\_. Is this how you see it?” Once you have established rapport, then you can ask other questions. Sample questions are on the following page.

**NOTE: Be cautious about providing reference information about one of your employees to a prospective employer, for the reasons listed above. When in doubt about what to say, contact Human Resources or Legal for advice first.**

# Telephone Reference Check Form



## DENVER PUBLIC SCHOOLS DEPARTMENT OF HUMAN RESOURCES

### TELEPHONE REFERENCE CHECK

|                    |                 |
|--------------------|-----------------|
| Applicant          | Job Applied for |
| Employer Contacted | Date            |

#### Employment/Performance Verification

Person Contacted \_\_\_\_\_ Title \_\_\_\_\_ Phone \_\_\_\_\_

Business Relationship to Applicant \_\_\_\_\_

**(Personal friends, workplace friends or family are not sufficient professional reference checks and will not be accepted as reference checks).**

Reference

Check Made by \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

Applicant Employment Dates: From \_\_\_\_\_ To \_\_\_\_\_ Final Base Pay \_\_\_\_\_

Job Held/General Duties \_\_\_\_\_

1. **Excluding** absences due to disability or absences covered by Family & Medical Leave Act (FMLA), how many days of work did <<applicant name>> miss in the last six months of employment? Explain.

2. May I read from the application the part describing <<applicant name>>'s responsibilities while working for your organization? (Read resume or application summary.) Does this sound accurate? Are there any omissions or corrections?

3. If you had an opening today for the same job, would you hire <<applicant name>>'s Why or why not?

4. If we were to extend an employment offer, what suggestions would you give us to help contribute towards his/her success of this new position? Any specific areas of professional development needed?

5. Are you aware of any workplace misconduct by <<applicant name>>while in your employment? If yes, please explain.

6. Are you aware of any intimidating, threatening, or violent conduct by <<applicant name>> while in your employment? If yes, please explain.

7. Is there any reason why this person should not work around children? If yes, please explain.

8. If you had to rate <<applicant name>>'s overall performance, would you rate it as **above, at, or below expectations**? Why?

9. For whom did <<applicant name>> work prior to joining your organization?

10. Who else would you suggest we talk to in order to learn more about <<applicant name>>'s work performance?

11. Is there anything else you think would be helpful for us to know about <<applicant name>> in making our hiring decision?

**FOR INSTRUCTIONAL POSITIONS ONLY:**

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12. Describe his/her communication skills both written and oral.

13. How did he/she adhere to district curriculum?

14. How does he/she facilitate the development and implementation of student learning?

15. How does he/she handle classroom behavioral issues?

16. How well is he/she able to follow directions and accept feedback, and how does he/she respond to criticism?

17. Does he/she have any extraordinary skills or major accomplishments that stand out?

*These questions may only be used IN ADDITION to the Telephone Reference Check form, on page 26.*

## DENVER PUBLIC SCHOOLS

900 GRANT STREET / DENVER, CO 80203

### Principal/Administrator Reference Check Form

Date: \_\_\_\_\_  
Applicant Name: \_\_\_\_\_  
Employer Contacted: \_\_\_\_\_  
Person/Reference Contacted: \_\_\_\_\_  
Reference Check Completed by: \_\_\_\_\_

|                                                                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--|
| Verify dates of employment:                                                                                                                   |  |
| Verify current/previous job title (starting/final):                                                                                           |  |
| Verify salary (starting/final):                                                                                                               |  |
| Describe job responsibilities during tenure (any promotions or changes in assignment)?                                                        |  |
| What is/was their attendance record? Any unexcused absences or tardiness issues?                                                              |  |
| Describe his/her communications skills both written and verbal?                                                                               |  |
| Describe his/her ability to work with customers (parents, community members, various levels of administration)? Can you provide any examples? |  |

## APPENDIX A

# HIRING CHECKLIST

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Once a decision to fill a position is made, a hiring checklist can help ensure consistency in the hiring process. The following list of steps is divided into three sections: pre-interview, interview and post-interview. The steps within each section should be performed in a logical order that makes sense for your organization.

### Pre-Interview

\_\_\_\_\_ **Requisition approval from Management and Human Resources**

A requisition must first be approved by Management and Human Resources.

\_\_\_\_\_ **Establish Who will Conduct the Interviews**

People who interview may include the hiring manager, an interview committee, a human resource representative, and/or peers. Interviews may be conducted by individuals or teams. Using multiple interviewers cuts down on individual bias and usually leads to a fuller understanding of a candidate's knowledge, skills and abilities.

\_\_\_\_\_ **Review the Position to Determine the Necessary Knowledge, Skills and Abilities**

Positions should be reviewed to make sure no changes to the base requirements have been made. A variety of sources may be used for this purpose. Key requirements of the job should be identified so they can be used for screening applications and resumes.

\_\_\_\_\_ **Develop Interview Questions**

An effective way to avoid issues of potential discrimination and obtain factual information on the applicant's ability to do the job is to focus the questions on job-related factors. The interviewer must identify a group of "core" questions that are asked of all applicants interviewed.

\_\_\_\_\_ **Screen Applications or Resumes Based on Consistent Requirements**

Applicants should be assessed based on the job requirements, not compared to each other. Anyone who screens applications should keep documentation demonstrating the relationship between applicants being considered for the job and the job requirements.

## **APPENDIX A**

### **Interview**

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#### **The Environment**

A comfortable, relaxed environment for the interview is important to encourage open, honest communication with the applicant. Distractions, interruptions and barriers should be eliminated as much as possible.

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#### **The Interview Format**

A structured interview format is recommended because it provides the interviewer with a format to maintain consistency and control of the interview. A structured interview contains the following steps:

- accommodation for applicant if necessary;
- introductions and establishing rapport;
- outline of the interview meeting;
- asking questions of the applicant to gather more information;
- providing information to the applicant about the position and the organization;
- and closing the interview.

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#### **Document the Interview**

It is important to keep records of the interview for reference when evaluating candidates in the selection process. This is best done immediately after the interview by completing notes or filling out a review form. Furthermore, documentation is a means of defense if your hiring process is challenged. The documentation of interview responses should be factual, job-related, and not recorded on the application or resume.

### **Post-Interview**

---

#### **Evaluation and Selection**

There are three primary sources of information utilized in the evaluation and selection phase of the interview process. First, the interviewer must understand the requirements of the position and the culture of the organization. The interviewer must then evaluate the applicant's skills and experience to determine if they match the requirements of the position and needs of the organization. Finally, the results of the reference check must be considered. It is imperative that when evaluating applicants, they are compared to the job requirements, not each other, to keep the process objective.

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#### **Reference Checks and Background Checks**

Applicants should be made aware that Denver Public Schools conducts reference checks. Reference checks should be conducted on all final applicants for a position and should be handled by the building personnel, usually the hiring manager. Background checks, which include past employment verification, criminal investigation, and/or licensure, must be conducted through Human Resources. The depth of reference checks and/or background checks will vary depending on the position and the organization.

## **APPENDIX A**

\_\_\_\_\_ **Making the Offer**

Offers (exception: principal positions) are extended through Human Resources with cooperation of the Administrator/Manager.

\_\_\_\_\_ **Rejection Letters**

A rejection letter will be sent to external applicants who are not selected for the position by Human Resources. Candidates who were interviewed but not selected for a position should be contacted by the hiring manager. Human Resources will follow up with a rejection letter.

Utilizing a checklist for the hiring process will help maintain consistency and enhance efficiency. This checklist presents typical steps in the selection process. The steps may vary, depending on the needs and culture of the organization.

**APPENDIX B**

**INTERVIEW PLANNING WORKSHEET**

Use this worksheet as a guide when developing interview questions specific to the listed areas.

Position Title: \_\_\_\_\_

Summary of Responsibilities:

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---

| <b>POSITION REQUIREMENTS</b>   | <b>INTERVIEW QUESTIONS</b> |
|--------------------------------|----------------------------|
| <b>Education / Experience</b>  | 1.                         |
|                                | 2.                         |
|                                | 3.                         |
|                                | 4.                         |
| <b>Duties</b>                  | 1.                         |
|                                | 2.                         |
|                                | 3.                         |
|                                | 4.                         |
| <b>Skills and Competencies</b> | 1.                         |
|                                | 2.                         |
|                                | 3.                         |
|                                | 4.                         |

## **APPENDIX C**

### **SAMPLE INTERVIEW QUESTIONS FOR TEACHERS**

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1. Now that you have had an official tour of the school, what are your impressions?
2. Why are you interested in continuing your teaching experience at the elementary school level?
3. What special skills or experience do you have that would assist you in teaching a diverse student population like ours?
4. Share with us an example of something you learned that you have applied in the classroom.
5. What discipline methods work for you?
6. Give us an example of one rule you have in your classroom and how you enforce it.
7. If you were to join our school as a teacher, what would you see yourself doing to contribute to healthy staff relationships?
8. We are interested in finding out about your approach to conducting a lesson. Walk us through a recent assignment you gave your students that you found particularly effective.
9. What does your principal expect from you as a teacher?  

Would she say you have lived up to that expectation if I were to call her, and if so how?  
Share with us something you have done that supports your answer.
10. Tell us about a parent interaction you have had in the past that illustrates your ability to involve parents in their children's education.
11. Is there anything else in your background that we should know about that will be important in our selection decision?

## **APPENDIX C**

### **SAMPLE INTERVIEW QUESTIONS FOR PRINCIPALS/ASST. PRINCIPALS**

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1. What makes you the best candidate to support and enhance the school's educational success and continued development?
2. How will you foster a climate that encourages participation and acceptance of students, staff, and community within the school?
3. What special skills and talents do you have to help our urban students succeed?
4. How do you propose to involve the school's bilingual parents/community in increasing second language learner's achievement?
5. What will you do to maintain a staff at school that is highly qualified to meet the needs of our learners and works together in a cohesive manner?
6. Describe what a vibrant media center is. How do you feel it relates to standards and the curriculum?
7. How would you support all teachers in ways to teach a differentiated classroom including special needs populations?
8. How would you evaluate the needs of a school?
9. What style of student discipline do you use?
10. Is there anything else in your background that we should know about you that will be important in our selection decision?

**APPENDIX D**

**INTERVIEW SAMPLE EVALUATION FORM FOR TEACHERS**

---

Applicant \_\_\_\_\_ Position \_\_\_\_\_

Date \_\_\_\_\_ Interviewer \_\_\_\_\_

| <b>SELECTION CRITERIA</b>                                                                | <b>RATING 1 TO 5</b> | <b>INTERVIEWER'S COMMENTS</b> |
|------------------------------------------------------------------------------------------|----------------------|-------------------------------|
| Instructional Practices                                                                  |                      |                               |
| Classroom Management                                                                     |                      |                               |
| Appropriateness of Academic Preparation                                                  |                      |                               |
| Teaching Experience                                                                      |                      |                               |
| Total School Involvement                                                                 |                      |                               |
| Work Performance Records                                                                 |                      |                               |
| Additional Criteria                                                                      |                      |                               |
| Summary of candidate's strengths and appropriateness for the vacancy.                    |                      |                               |
| Summary of candidate's developmental needs, restrictions or limitations for the vacancy. |                      |                               |
| Overall Summary and Recommendation.                                                      |                      |                               |

**Personnel Subcommittee Chair must retain any Evaluation Form used.**

**APPENDIX D**

**INTERVIEW WORKSHEET FOR  
PRINCIPALS/ASST. PRINCIPALS**

Applicant \_\_\_\_\_ Position \_\_\_\_\_

Date \_\_\_\_\_ Interviewer \_\_\_\_\_

| SELECTION CRITERIA                                                                      | RATING 1 TO 5 | INTERVIEWER'S COMMENTS |
|-----------------------------------------------------------------------------------------|---------------|------------------------|
| Instructional Practices                                                                 |               |                        |
| School Management                                                                       |               |                        |
| Appropriateness of Academic Preparation                                                 |               |                        |
| Previous Experience                                                                     |               |                        |
| Teaching Experience                                                                     |               |                        |
| Total School Involvement                                                                |               |                        |
| Work Performance Records                                                                |               |                        |
| Additional Criteria                                                                     |               |                        |
| Summary of candidate's strengths and appropriateness for the vacancy.                   |               |                        |
| Summary of candidate's developmental needs restrictions or limitations for the vacancy. |               |                        |
| Overall Summary and Recommendation.                                                     |               |                        |

**Personnel Subcommittee Chair must retain any Evaluation Form used.**

## APPENDIX E

### How to Be a Good Listener

---

- Want To Listen  
Almost all problems in listening can be overcome by having the right attitudes. Remember, there is no such thing as an uninteresting person, only an uninteresting listener.
- Act Like A Good Listener  
Be alert, sit straight, lean forward if appropriate, let your face radiate interest.
- Listen To Understand  
Do not just listen for the sake of listening; listen to gain a real understanding of what is being said.
- React  
The only time a person likes to be interrupted is when applauded. Be generous with your applause. Make the other person feel important. Applaud with nods, smiles, comments, and encouragement.
- Stop Talking  
You can't listen while you are talking.
- Smile Appropriately  
But don't overdo it.
- Share Responsibility for Communication  
Only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand, and if you don't, ask for clarification.
- Don't Argue Mentally  
When you are trying to understand the other person, it is a handicap to argue mentally while you are listening. This sets up a barrier between you and the speaker.

## **Tips on Note Taking**

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- Notify the candidate of your intent
- Have a format available to record your notes
- Be an active listener and observer
- Record key words or phrases using your own shorthand
- Note a candidate's responses, actions, and observed behaviors from which you can later draw conclusions
- Avoid recording information available through other sources
- Take notes openly but away from the candidate's "direct" view
- Don't signal the candidate
  - Be consistent
  - Delay notes when discussing sensitive or negative information

## **APPENDIX G**

### **Checklist for Evaluating the Selection Decision Process**

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- \_\_\_\_\_ Organize the information obtained about each applicant before making a selection decision.
- \_\_\_\_\_ Don't look for the "perfect" candidate. Weigh candidate's strengths and assets against deficiencies, restrictions, and developmental needs.
- \_\_\_\_\_ Focus on demonstrated qualifications avoiding first impressions or unsupported conclusions.
- \_\_\_\_\_ Come to a group consensus by pooling each interviewer's data then arriving at an informed, more accurate selection decision.
- \_\_\_\_\_ In addition to the interview consider all pertinent information obtained about the candidate including past performance evaluations and other related information obtained from Human Resources' review of the personnel file

## **APPENDIX H**

# **Special Considerations for Interviewing In-Building Candidates**

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**Objectivity, sensitivity, and fairness are essential to making the selection decision.**

### **Subcommittee Preparation:**

- How will the selection committee be determined if there is a conflict of interest?
- Has input on developing criteria been sought from appropriate staff?
- Will questions provide interviewers with objective information?
- In addition to the interview, what other information should the committee consider?
- What will the interview committee do to communicate a fair process?

### **Candidate Preparation**

- Will the candidate be informed of the criteria being used to make a selection decision?
- Has the candidate received adequate notice and an opportunity to prepare for the interview?
- Are candidates prepared to provide work samples or a portfolio?

### **After the Interview**

- How will the decision be announced?
- What steps will be taken to ease the transition process for selected staff as well as remaining staff?

# APPENDIX I

## DCTA – Article 13

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### Article 13 - Assignments, Schedules and Transfer

13-1 General Principles. Teacher assignments, schedules, and transfers will be made in the best interest of the educational program for the students and consistent with teacher preparation, certification, and experience. Every effort will be made to identify the District educational strategies, programs, and leadership in a timely manner to maximize site-based planning, teacher selection, assignments, and transfers.

13-2 Schedules.

13-2-1 Prior to conducting in-building bidding, the Department chairs at the secondary level and grade level chairs at the elementary level, in collaboration with the principal will establish procedures whereby teachers may indicate assignment preferences. All such procedures shall emphasize the needs of students as the primary consideration for assignment. Teacher preferences may be established at grade level meetings, departmental meetings, or team meetings, as appropriate.

13-2-2 Teachers shall be notified of their tentative program, schedule, or grade level assignment for the ensuing semester or year as applicable, as soon as possible following preparation of the master schedule. In addition, they will be notified of changes in their tentative program, schedule, or grade level assignment, if any.

13-2-3 Teacher scheduling shall be made without regard to race, creed, color, sexual orientation, national origin, gender, marital status, age, and consistent with the provisions of the Americans with Disabilities Act, membership in any teacher organization, or such other specified human or civil rights as may be protected by statute.

13-2-4 School schedules for each teacher normally will include a variety of assignments. The District and the Association recognize that students who are not achieving to the level of ability need the expertise of experienced teachers as much as do students with high achievement levels.

13-3 In-Building Bidding.

13-3-1 In accordance with Article 13-2, the CDM Committee shall determine whether any vacant positions will first be posted in that school before they are posted District-wide. Based on this decision, members of a school faculty who are assigned for the next school year shall be able to apply for all such vacancies that may occur in that school prior to its being posted District-wide.

13-3-2 In determining if current faculty is allowed to bid on a vacancy prior to its being posted District-wide, the CDM Committee will:

- a. Identify its staffing needs, including the identification of all teachers who will vacate their positions;
- b. Determine assignments open for in-building bidding and announce them to the faculty;

- c. Determine and announce procedures for in-building bidding;
- d. Allow eligible faculty members interviews by the Personnel Subcommittee according to the procedure developed by the CDM Committee.

13-4 Posting Vacancies.

13-4-1 The principal shall be responsible for notifying the Department of Human Resources of vacancies that are open at their school as soon as they are known.

13-4-2 Each vacancy shall be posted on the Denver Public Schools website.

13-4-2-1 Teachers assigned to a vacant position will not be eligible to apply for subsequent vacancies during the current school year.

13-4-2-2 Teachers accepted to fill vacancies will remain in their current assignment until the end of the school year, except as determined by the Department of Human Resources.

13-4-2-3 The CDM Committee shall write basic postings and detailed job descriptions for all vacancies that occur at their school.

13-4-2-4 Postings shall include a brief description of all involved responsibilities, and special and unique qualifications.

13-4-2-5 Unposted Vacancies. Vacancies that occur outside of the school year shall be filled by the Department of Human Resources and the principal at the school on an annual assignment basis. Unposted vacancies will be posted subject to the provisions of Article 13-2-1.

13-4-2-6 Vacancies for Teacher on Special Assignment (TOSA) shall be posted when they become available.

13-4-2-7 Teachers with continuing contracts shall be eligible to bid on all posted vacancies. If positions from the first posting are not filled, out of District applicants shall be eligible to bid on them. For all subsequent postings, teachers with continuing contracts, and out of District applicants shall be eligible to bid on those positions.

13-5 Filling Vacancies.

13-5-1 Applications for vacancies may be submitted by any currently qualified candidate. The Department of Human Resources shall screen all applications to ensure compliance with the state law and District requirements. Teachers who agree to fill a different position within the same school for the next school year, through the in-building bidding procedure in Article 13-3, forfeit their right to bid for and be assigned to a position listed on the vacancy list. In order to be considered for a position, a teacher must meet accreditation standards of the Colorado Department of Education and the North Central Association, where applicable, and must meet all posted requirements for the position. The applications of all qualified candidates for a vacancy will be forwarded to the school. Teacher applicants shall be responsible for sending their resumes to the schools where they have applied. Teachers who do not have an assignment for the next school year should, whenever possible, forward a copy of their resume to the Department of Human Resources to aid in proper placement of the teacher.

13-5-2 The Personnel Subcommittee shall write interview questions based on the posting.

13-5-3 The Personnel Subcommittee shall operate during the school year. Outside of the school year the principal may fill positions without the requirement of consultation with the Personnel Subcommittee.

13-5-4 In determining the most suitable candidate, the CDM Personnel Subcommittee shall consider at least the following criteria:

- a. Instructional practices.
- b. Classroom management.
- c. Appropriateness of academic preparation.
- d. Teaching experience in the subject areas of the assignment and/or grade level.
- e. Participation in school activities beyond the classroom.
- f. Appraisals and relevant information in the central personnel file.
- g. Other criteria specific to the position as stated in the job posting.
- h. Building level interview.
- i. References.

13-5-5 Selection Procedure. In order to hire an applicant, the Personnel Subcommittee will make decisions by consensus. If the Personnel Subcommittee is unable to reach a decision by consensus, the principal shall make an impasse decision. The fact of an impasse decision having been made by the principal will be reported to the CIC by the dissenting members of the Personnel Subcommittee.

13-5-6 The decision or results of the Personnel Subcommittee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance.

13-5-7 Teachers applying for a vacancy in other schools must complete the appropriate application forms and notify their principal at the time of application. This signature serves as a notification, not a request for approval from the principal.

13-5-8 A notice to vacate a position may only be requested by a nonprobationary teacher. A notice to vacate results in a teacher relinquishing her/his current assignment at the building. Teachers who vacate must actively participate in the teacher staffing process.

13-5-9 A probationary teacher in good standing may choose to transfer only once during their probationary period upon mutual agreement between the probationary teacher and the site administrator unless otherwise noted in Article 13-6 or 13-7.

13-5-10 The Personnel Subcommittee shall review all applications forwarded from the Department of Human Resources and determine how many and which applicants will be interviewed. When there are two or more applicants for a position, the Personnel Subcommittee shall interview a minimum of two candidates.

13-5-11 Interviews shall be completed and a decision made no later than thirty (30) days after the vacancy is posted.

13-5-11-1 The Department of Human Resources will be notified no later than thirty (30) days after the vacancy is posted if no candidate is selected. The Association will receive this information upon request.

13-5-11-2 After the final round of Personnel Subcommittee interviews, principals may select any qualified teacher from the pool of unassigned contract teachers. Positions, which remain unfilled, shall be filled by the Department of Human Resources.

13-5-12 Direct Placement of Teachers. Teachers who are involuntarily transferred are expected to actively participate in the teacher staffing process. The District may pursue consequences for teachers who are directly placed for three consecutive years who have not actively participated in the teaching staffing process. All current teachers shall be assigned as far as practicable by the last day of the school year.

### 13-6 Reduction in Building Staff (RIBS).

13-6-1 The CDM Committee will charge the Personnel Subcommittee with the task of conducting a reduction in building staff upon receipt of information that reduced the number of teaching assignments at a school, or when a CDM Committee decides fewer teaching assignments are needed in a department, grade level or specialty area.

13-6-1-1 Following a determination of staffing needs including all attrition (resignations, retirements, administrative transfers, teacher declaration of vacancies, and annual assignments), the CDM Committee shall establish the group of teachers to be considered for reduction. The determination of staffing needs should include identification of all teachers who would vacate a position. The consideration group may be a grade level, department or specialty area. The CDM Committee shall notify the affected consideration group as soon as possible. For the purpose of establishing consideration groups, teachers serving in more than one department, grade level or specialty area shall annually declare the department, grade level or specialty area in which they choose to be considered no later than the completion of the third week of school. Teachers will not be required to re-interview for their positions if they are not in an affected consideration group.

13-6-1-1-1 Excluding job share teachers, contract teachers who are assigned to a school, less than full-time, shall be accorded the same transfer rights as other teachers in the consideration group.

13-6-1-1-2 Teachers on approved leaves where their positions are being held in accordance with Appendix B shall be considered equally for the purpose of reduction.

13-6-1-2 The CDM Committee shall establish and make available to all faculty members a written procedure that will be followed when determining the teacher(s) to be reduced from a building. In developing the procedures for reduction in building staff, the CDM Committee shall include the following:

- a. Teachers in the consideration group may choose to vacate an assignment;
- b. Teachers in the consideration group should be allowed to interview for any vacancy in the school that is posted through the in-building bidding process;
- c. All members of the consideration group must be interviewed by the Personnel Subcommittee.

13-6-1-3 The Personnel Subcommittee shall attempt to reach consensus on the candidate most suitable to be reduced. If the Personnel Subcommittee is unable to reach consensus, the principal will decide which candidate will be reduced. The fact of an impasse decision having been made by the principal will be reported to the CIC.

13-6-1-4 In determining the most suitable candidate, the Personnel Subcommittee will consider the following criteria:

- a. Instructional practices.
- b. Classroom management.
- c. Appropriateness of academic preparation.
- d. Teaching experience in the subject areas of the assignment and/or grade level.
- e. Participation in school activities beyond the classroom.
- f. Appraisals and relevant information in the central personnel file.
- g. Other criteria specific to the position.
- h. Building level interview.

13-7 Administrative Transfer. A teacher may be transferred by the Superintendent from one school, position, or grade level to another within the District, if such transfer does not result in the assignment of the teacher to a position of employment for which he/she is not qualified by virtue of academic preparation and certification. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, race, creed, color, or membership or non-membership in any group or organization.

13-7-1 Principal Recommended. Principals may recommend to the Superintendent or designee the administrative transfer of teachers. If a principal is considering recommending a teacher for administrative transfer, the principal shall provide a written notice including the specific reasons to the teacher and to the Area/Assistant Superintendent in the interest of problem solving, once the written notice has been given, a meeting shall be held with the Area/Assistant Superintendent, principal, and teacher to discuss the reasons for the transfer. The teacher is entitled to representation from the Association at this meeting. After review, the Area/Assistant Superintendent may only recommend an administrative transfer for good and sufficient reason for final action to the Superintendent.

13-7-1-1 Good and sufficient reasons for an administrative transfer does not include transfer for corrective action or discipline, transfer due to performance evaluation or transfer in retaliation for reasonable performance of activities covered by this contract or by law.

13-7-2 Relocation. When a school program is relocated from one (1) site to another, currently assigned teachers with continuing contracts will maintain their assignment pursuant to the provisions of Article 13.

13-7-3 Changes in Program. The provisions of Article 13, which allow for the administrative transfer of staff due to a change in program, adopted by the CDM and affirmed by the Superintendent, will be appropriately followed.

13-7-4 Opening/Closing of a School. When a new school is opened, the principal shall make hiring decisions until the new CDM Committee becomes operational. The principal will follow the processes and standards set out in this Article.

13-7-4-1 If a school is relocated leaving few, if any, teachers assigned, teachers who remain assigned will not have to interview for their respective positions.

13-8 Assignments. The Department of Human Resources will send written confirmation of changes in assignments to teachers. The letter of confirmation will indicate if the assignment is temporary, annual, or continuing.

13-8-1 A temporary or annual assignment is for a specified period of time, subject to the provisions of Article 13.

13-8-2 A continuing assignment continues from year to year, subject to the provisions of Article 13.

13-8-3 Any teacher transferred during the school year by the District may be provided with up to two (2) days of non-pupil contact planning time in order to permit the transferred teacher to make an orderly transition between the two (2) assignments.

13-9 Other.

13-9-1 Specialized service personnel, including nurses, social workers, psychologists, speech correctionist/therapists, and any other specialty group, shall be transferred according to a written procedure made available to all affected employees. Specialized service personnel shall meet annually with their supervisor to discuss and make revisions to written reassignment procedures.

13-9-2 The Area/Assistant Superintendent will review and address any alleged abuses of principal authority in the Personnel Subcommittee process that are brought to his/her attention.

13-10 School Redesign. The Association and the District enter into this Agreement to assure that a known and fair process is followed in the treatment of personnel in a school that has been designated for redesign. By definition, the redesign of a school shall refer to the Superintendent's decision to overhaul a school's complete educational and or programmatic structure due to substandard growth in student achievement.

The parties affirm that the action to redesign a school is due to structure and design reasons and is not a reflection on individual teacher competency.

The parties agree the treatment of personnel to be as follows:

1. The District will designate a principal who will begin the teacher selection process immediately.
2. All teachers who have continuing assignments at the school will have an opportunity to interview for vacant positions with the principal until a new Personnel Subcommittee is elected.
3. Teachers who are not selected through this process defined in #2 may apply for and be interviewed for positions on the District-wide postings.
4. Teachers who choose to leave the redesigned school, or who interview at the school but are not selected, will be guaranteed at least two (2) interviews for other vacancies on the District-wide postings.

5. The District and the Association will monitor this process to ensure adherence to this procedure.
6. The District may require additional work outside the normal school day, time beyond the adopted school year, or activities attributable to the design of the new teaching and learning structure and programs at the school. Compensation for such time will be in accordance with the applicable provisions of this Agreement.

13-11 Timelines. Teacher staffing process timelines shall be established by the Department of Human Resources on an annual basis and published by October 1<sup>st</sup> of each school year. The timeline of dates shall include:

- a. Teacher staffing process aligned with the budget process.
- b. End of transfer for continuing contract teachers.
- c. Intent to vacate.
- d. Administrative transfer.
- e. Recommendation for non-renewal of probationary teacher.
- f. Job share and half time.
- g. Extended leave.
- h. Retirement.
- i. Direct placement of unassigned teachers.
- j. Return from leave notice.