



Who Should Read

Division Directors

Deans of Faculty

Administrators Involved
in Faculty Hiring

How to Build a Criteria-Based Faculty Hiring Process

Templates and Tools to Create Hiring Criteria for Faculty

3 Ways to Use this Guide

- Establish school-wide criteria on which to assess all faculty candidates.
- Create position-specific criteria that are forward looking.
- Develop criteria-based interview questions and assessment rubrics.

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Executive Summary

Hiring Process at Independent Schools Often Undocumented, Inconsistent

Our research found that while most schools are successful in filling vacancies, few have a true hiring process in place that contributes to this success. As the statistics below show, most independent schools lack a consistent, well-documented process.

37%

Of schools have written criteria against which to evaluate a candidate

50%

Of schools do not provide prepared interview questions to interviewing staff

64%

Of schools conduct no training on effective interview practices

These are all things that should be foundational when it comes to hiring. A successful hiring process should have clear criteria, questions that get at those criteria, and training on how to go about conducting an interview.

Lack of Written Criteria Leads to Issues Throughout the Hiring Process

At the core of these issues is a lack of criteria in the hiring process. Without clear, thoughtful criteria it is difficult to determine the questions to ask and interview activities to conduct that surface evidence that a candidate does or does not meet certain criteria. Below are three common issues that schools encounter due to a lack of criteria.



Inconsistency

Resume reviewers, interviewers are left to assess candidates on what they determine matters most



Bias

Resume reviewers, interviewers own bias, experience can impact how they assess a candidate



Failed Hires

Interviewers miss warning signs in key areas during interview process, bring on candidate who doesn't meet expectations

Inconsistency exists on multiple levels: first, between individuals on the same hiring committee, meaning not everyone is focused on the assessing the same key ideas. Second, between hires in a single division or department, and then final, year to year, your school might be assessing different criteria.

Second, the challenge of bias. Without articulated criteria, it is easy for interviewers to judge candidates on similarities or differences they have with that individual, rather than on what might make them most successful in a role.

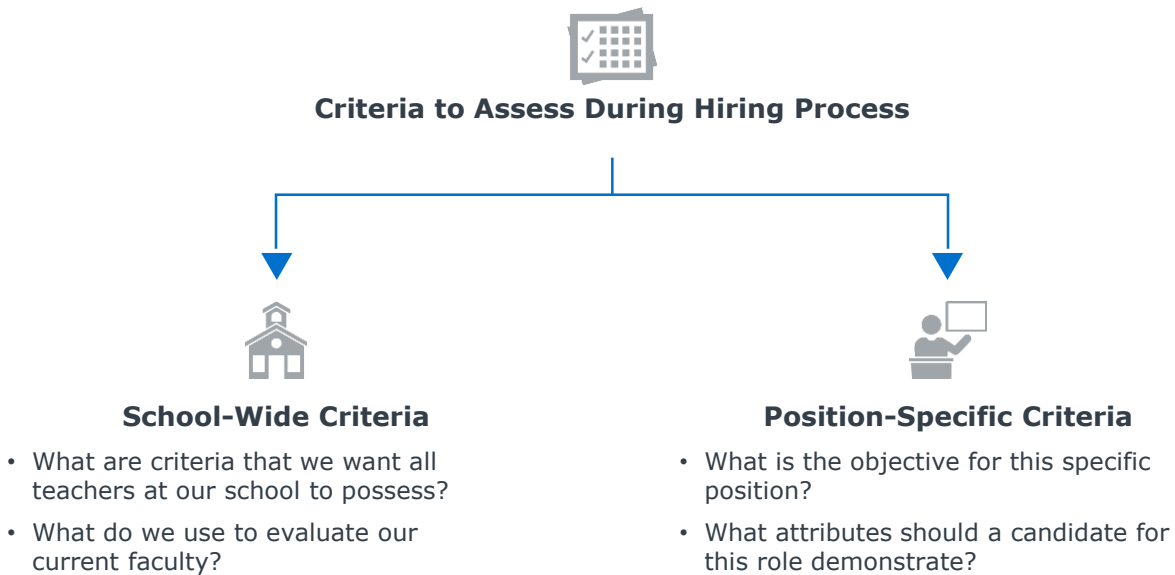
Lastly, failed hires, those candidates that accepted offers and stayed at the school for only a few years. In many cases, if the interviewers had dug a bit deeper or payed attention to certain "red flags" they might have had second thoughts on an offer.

Executive Summary (Cont.)

Define Objectives for All Faculty, Each Position From the Outset

Establish Criteria to Assess Throughout the Hiring Process

Independent schools need to create a hiring process that is built on a foundation of clear, predetermined criteria. These criteria fall in to two categories, detailed below: school-wide criteria and position-specific criteria. School leaders should create school-wide criteria, built off their principles of teaching excellence, to use in all aspects of talent management, starting with hiring. Hiring teams should also dedicate time at the beginning of the hiring process to set clear objectives, criteria to assess for each open position.



With these two sets of criteria established, schools can determine questions to include in the interview process to surface evidence that a candidate meets certain metrics.

How to Use This Guide

This guide is designed to help schools and hiring teams determine criteria at the outset of the hiring process. With criteria selected, hiring teams will then create interview questions that get at each criteria and determine what to look for in response to those questions.

This guide includes three sections. The first section focuses on incorporating a school's principles of teaching excellence into the hiring process and creating school-wide criteria on which to assess all faculty candidates. The second section details how to determine position-specific criteria. The third section includes a bank of sample interview questions that may align with school-wide or position-specific criteria.

This guide, particularly the section on school-wide criteria, refers to a school's principles of teaching excellence, or similar document. Users seeking more information on how to create principles of teaching excellence at their school should read EAB's [Principles of Teaching Excellence Resource Guide](#).



1 | **Establish School-Wide Criteria**

- School-Wide Criteria Discussion Guide
- School-Wide Questions and Rubrics

2 | Create Position-Specific Criteria

3 | Appendix

Establish School-Wide Criteria

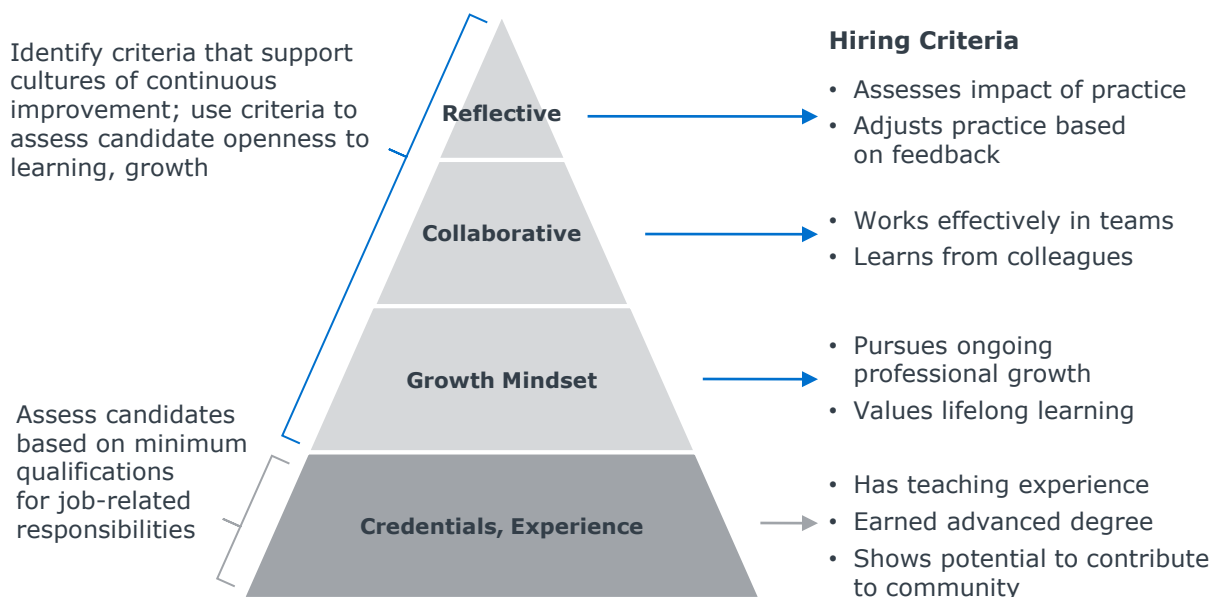
Incorporate Principles of Excellence into Recruitment, Hiring

The Importance of Aligning Hiring to Principles of Teaching Excellence

The criteria used by independent schools to evaluate their current faculty should serve as a starting point for how candidates are evaluated. They provide a solid foundation for a more structured, comprehensive approach to assessing candidates on criteria of excellence and growth.

Additional Hiring Criteria Reflect Teaching Principles

In addition to credentials and experience, a school's hiring process should assess candidates for qualities that reflect the school's principles of teaching excellence.¹ Specifically, we believe that growth mindset, an orientation toward collaboration, and an ability and inclination toward self-reflection are necessary qualities in highly effective teachers. These qualities suggest a teacher will continually work toward self-improvement and growth, keeping them at the leading edge of teaching.



Creating Your School-Wide Criteria

The tools in this section will help hiring teams embed your principles of teaching excellence in the hiring process by creating school-wide criteria on which all faculty candidates are assessed. These tools will guide you through the process of creating interview questions that align with each aspect of the principles of teaching excellence, determining what to look for in an answer to those questions, and encouraging conversation around new ways to collect evidence that a candidate possesses these criteria. This work should be done by those that lead the hiring process across divisions.

Once this group has completed this work, they will have questions related to each school-wide criteria that should be included in all faculty interviews. These questions should be reviewed annually.

1) If your school does not currently have a set of principles of teaching excellence, it is important to first articulate and/or adopt such principles. For guidance as to how to do this, see the [Principles of Teaching Excellence Resource Guide](#).



School-Wide Criteria Discussion Guide

Section Description

Many schools have clearly defined, through documents like principles of teaching excellence, what it means to be a great teacher at their school. But these principles should not only be used in assessing and evaluating your current faculty, they should be the foundation of your entire talent management lifecycle, from hiring to evaluation to employment decisions.

Interviewers might already incorporate some of these principles into the process in an informal way, but if schools are looking to hire great teachers, who have a strong potential to succeed in the role, they must create a structured way to assess all candidates on these key metrics.

This discussion guide is designed to help school leaders think about how to incorporate their principles of teaching excellence into the hiring process by creating school-wide criteria.

Recommended Owner: Faculty hiring lead




Implementation Steps

1. Circulate your school's principles of teaching excellence, or similar document, to stakeholders involved in the hiring process.
2. **Gather hiring managers, division directors, and other relevant stakeholders involved in the hiring process** to discuss your school's principles of teaching excellence, or similar document, as it relates to your hiring process.
3. Use the questions provided (p. 8-9) to foster discussion about how to incorporate your principles of teaching excellence into the hiring process for all faculty positions across the school.

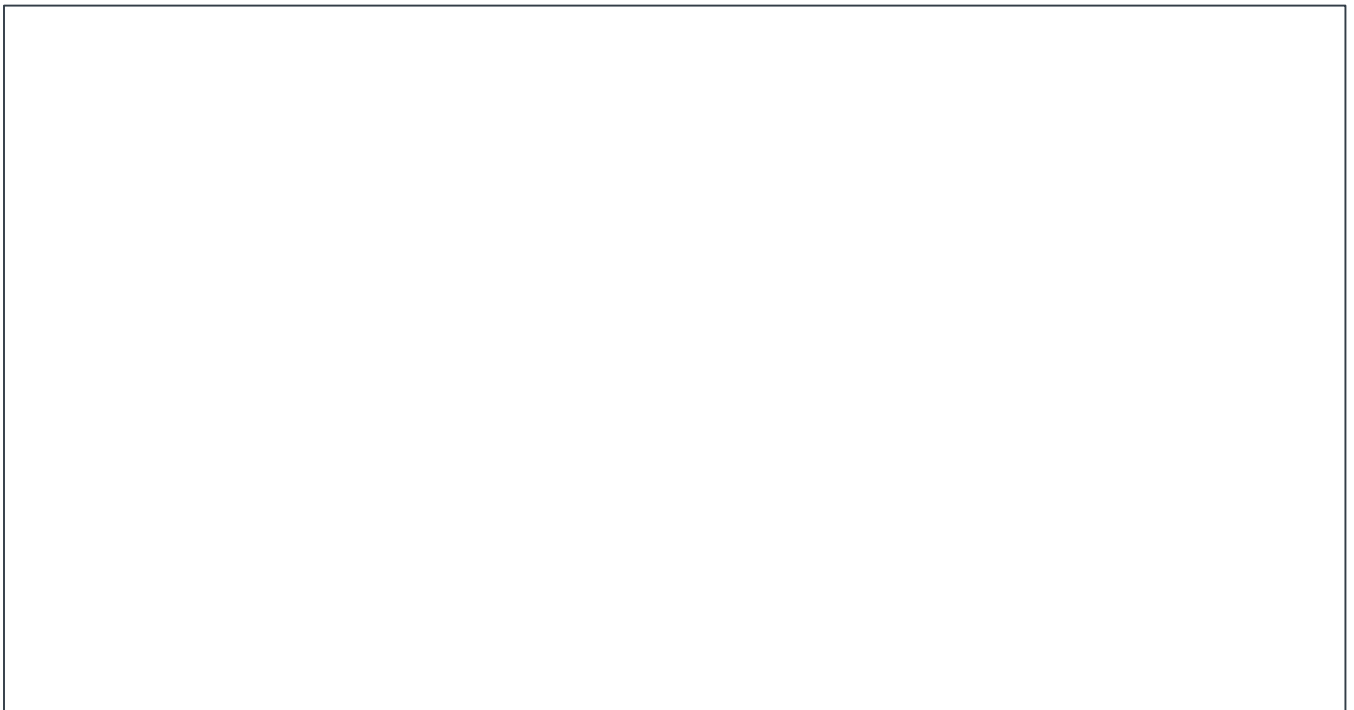
School-Wide Criteria Discussion Guide

Reflect on How to Incorporate Principles of Excellence into the Hiring Process

1 How should we incorporate school-wide criteria, based on our principles, into the interview process? At what stage should questions about them be asked? Who should be responsible for asking them?



2 Are there certain principles that lend themselves to an activity rather than just questions? (*Ex. Collaboration: candidate participates in a planning exercise with current faculty.*)



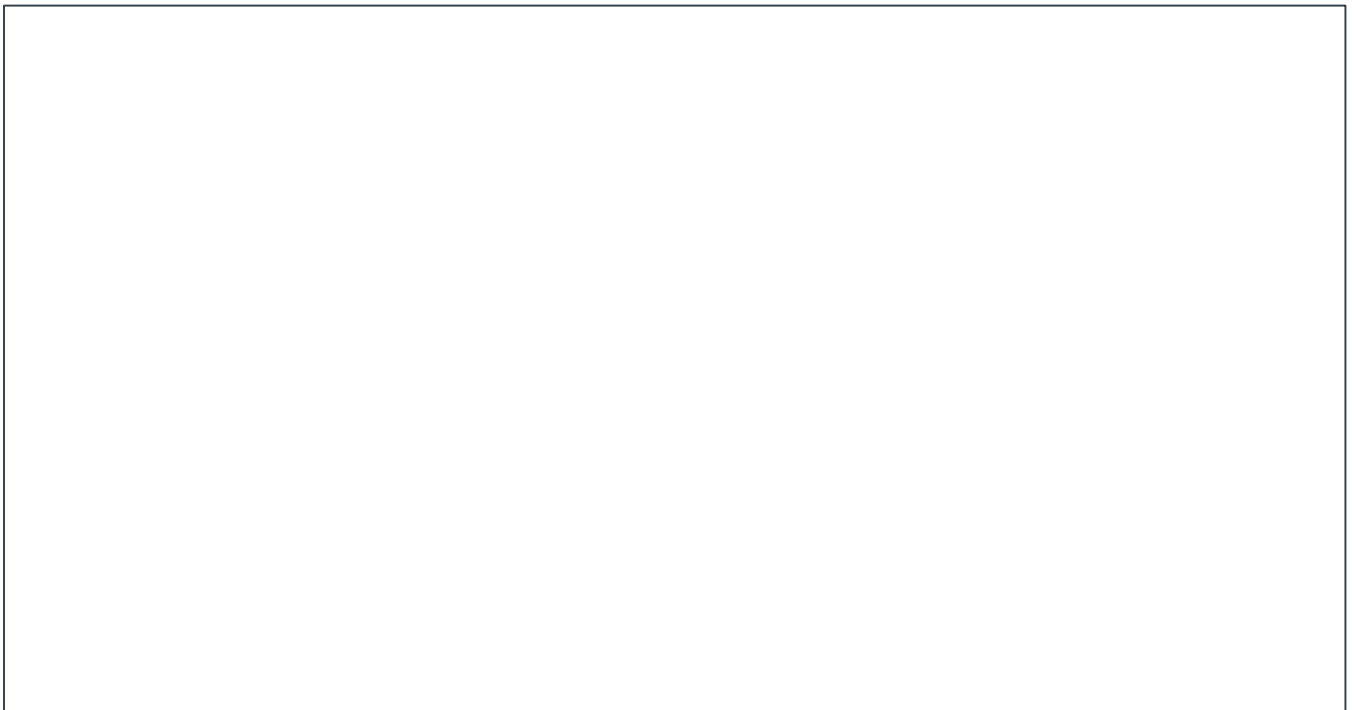
School-Wide Criteria Discussion Guide (Cont.)

Reflect on How to Incorporate Principles of Excellence into the Hiring Process

- 3** How might questions these principles, or school-wide criteria, look different across divisions? Are there any particular criteria that have an ideal response or red flags that look different for each division?



- 4** Are there any additional criteria or attributes that aren't covered under our principles but that we would want to ask of all faculty candidates?





School-Wide Questions and Rubrics

Section Description

At many independent schools, people across campus are partial owners of the hiring process. While hiring teams can determine what is required to be successful in a certain position, there are common attributes that schools want all faculty to possess. Many schools have definitions of what it means to be a great teacher at their school, captured in their principles of teaching excellence, but don't extend those beyond their current faculty.

The template in this section is designed to help hiring leaders from across campus design school-wide interview questions, based off their principles of teaching excellence, and detail what to look for in a response. Once these questions and responses are determined, they should be incorporated into the interview process for all faculty hires.

Recommended Owner: Faculty hiring lead, division directors



Implementation Steps

1. **Gather hiring managers, division directors, and other relevant stakeholders involved in the hiring process** to discuss your school's principles of teaching excellence, or similar document, as it relates to your hiring process.
2. Use each principle to create a school-wide criteria, the group should determine **2-3 questions that will surface evidence about that particular criteria**. A bank of sample interview questions can be found on p. 25.
3. For each question, the **group should detail the components of a weak, moderate and strong answer**.
4. Duplicate the template as needed to allow for creation of questions for all criteria.
5. Once questions and responses have been determined and agreed to, **the hiring lead should create a central document with this information and circulate it** to all hiring leads to be used in faculty candidate interviews.

Develop School-Wide Questions and Rubrics

Determine Questions, Ideals Responses for Each Criteria

Key stakeholder involved in faculty hiring should work together to determine question that can help surface evidence for each school-wide criteria.

First, the group should individually discuss each principle, or school-wide criteria, to determine how to best surface evidence that a candidate possesses that attribute. For each principle, the group should write 2-3 interview questions and then discuss, and document, what interviewers should be looking for in a response. This process should be repeated for each principle or school-wide criteria. Once all principles have been discussed and questions have been created, a central hiring point person should consolidate the questions into one document and circulate it to stakeholders involved in hiring across campus.

This page includes an example of what the completed template should look like. In this example, the school-wide criteria being discussed is growth mindset.

Sample School-Wide Question and Rubric

Each principle should be discussed individually.

The group should agree on a definition of what this criteria means. This language can come from your principles of teaching excellence.

1 Principle: Growth Mindset

Description: Faculty seek opportunities to continue their own learning and engage in personal and professional development.

Question/Prompt	Weak Response	Moderate Response	Strong Response
<i>The mission of our school focuses on [insert mission specific value here]. How might you adapt your teaching to support our mission?</i>	<ul style="list-style-type: none"> Provides limited ideas and relies on how past teaching would fit, includes limited specifics 	<ul style="list-style-type: none"> Provides 1-2 ideas that broadly address the mission, but doesn't include strategies or specifics 	<ul style="list-style-type: none"> Articulates 2-3 specific ideas, strategies for adapting his/her practice to fit your school's mission
Evidence of Candidate Performance:			
<i>Talk about a time recently when you were inspired to try something new.</i>	<ul style="list-style-type: none"> Struggles to produce a concrete example Focuses on something new they tried that was the result of someone else's suggestion/mandate 	<ul style="list-style-type: none"> Provides concrete example but seems hesitant about related risk of failure 	<ul style="list-style-type: none"> Exhibits excitement about trying something new Shows openness to the possibility of failure in trying something new, but interest in improving Response does not have to be related to teaching, but about a risk and/or new action
Evidence of Candidate Performance:			

Create predetermined questions to help surface evidence information about the candidate.

The group should provide guidance for interviewers and detail measurable characteristics of a "weak". This should also be done for moderate and strong responses. Providing this guidance can help reduce an interviewer's bias in assessing a candidate's answer.

Provide space for interviewers to write notes as they ask candidates questions.

Source: EAB, [Hiring Resource Guide](#); EAB interviews and analysis.

School-Wide Questions and Rubrics [Template]

Determine Questions, Ideals Responses for Each Criteria

1 Principle:
Description:

Question/Prompt	Weak Response	Moderate Response	Strong Response
Evidence of Candidate Performance:			
Evidence of Candidate Performance:			
Evidence of Candidate Performance:			

School-Wide Questions and Rubrics [Template]

Determine Questions, Ideals Responses for Each Criteria

2 Principle:
Description:

Question/Prompt	Weak Response	Moderate Response	Strong Response
Evidence of Candidate Performance:			
Evidence of Candidate Performance:			
Evidence of Candidate Performance:			



1 | Establish School-Wide Criteria

2 | **Create Position-Specific Criteria**

- Position-Specific Criteria Discussion Guide
- Position-Specific Questions and Rubrics

3 | Appendix

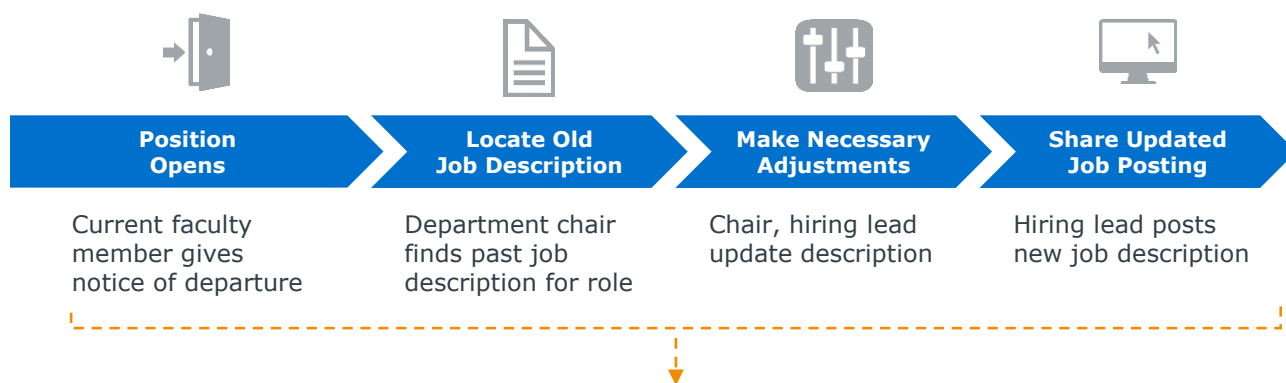
Create Position-Specific Criteria

Define Position in Terms of Future Success, Not Just Tasks to Be Done

Current Approach to Position Descriptions Misses Opportunity

The first part of most faculty searches is writing a job description. Once a position becomes available, either because someone is leaving or because of increased demand in a subject area, someone on the hiring team gets to work on beginning the process to find a replacement. The graphic below details the process that we most frequently heard in our research. Once the opening is known, the next step is to pull out the last job posting for that same position, dust that off, make some small tweaks and then begin the process of distributing the posting.

With this approach, you miss a key opportunity to reflect and consider what this department or division needs today and what it will need in the future.



Questions Overlooked in This Process

How have the department needs changed since we last hired?

What qualities are we looking for in this role?

What are areas where a new hire could help us grow?

As shown in the graphic above, this current process overlooks key questions. When a vacancy arises, departments have an opportunity to think about how this new person could help the department grow or fill a knowledge gap. The current approach focuses on how a candidate's experience aligns with the department, instead of thinking how this person can help move our department forward.

Creating Position-Specific Criteria

The tools in this section will help hiring teams think strategically about how to maximize each individual hire. These tools will guide teams through the process of discussing the goals for the specific open position, creating criteria and questions that align with them, and creating a mechanism to collect consistent feedback.

This work should be done by the hiring team at the beginning of the process for each hire.




Spotlight: The Episcopal Academy

EA Scorecard Leads to Different Questions, Approach to Hiring Work

The "A Method" Scorecard




In the book *Who: The A Method for Hiring*, authors Dr. Geoff Smart and Randy Street detail their approach to hiring, including the use of a scorecard. This method focuses on what success in a role will look like. The scorecard has three main components: mission, competencies, and outcomes.

Components of the Scorecard

Mission 	Competencies 	Outcomes 
<ul style="list-style-type: none"> • A plain language description of the position's core purpose • 1-5 sentences 	<ul style="list-style-type: none"> • Behaviors the person will exhibit in achieving the outcomes • 5-8 organization-wide competencies 	<ul style="list-style-type: none"> • Specific, measurable things a person in that position will do to succeed • 3-8 objective outcomes

Putting the Scorecard to Use

Inspired by the lessons in *Who: The A Method for Hiring*, administrators at The Episcopal Academy sought to incorporate the scorecard method into their hiring process, allowing them to think about each role individually and what success in that role looks like. When a position becomes open, they first bring together a small team of stakeholder related to the position. They then ask forward looking questions to determine the position mission and outcomes that inform the scorecard. Lastly, they incorporate the scorecard into the interview process, including crafting interview questions.

Team to Involve 	Questions to Ask 	Way to Incorporate 
<p><i>Bring together right people to define outcomes, role</i></p> <ul style="list-style-type: none"> • Assistant Head of School • Division Director • Department Chair • 1-2 department faculty members • Human Resources lead 	<p><i>Ask the key questions to generate mission, outcomes</i></p> <ul style="list-style-type: none"> • Where is this department strongest? Weakest? • Where could this department use additional expertise? • Where do we want the curriculum to be in five years? 	<p><i>Revise current hiring process to focus on outcomes</i></p> <ul style="list-style-type: none"> • Use scorecard components, language in job posting • Develop 2-3 scorecard-specific interview questions for semifinalists • Focus on-campus interview on gathering information on outcomes, competencies

Sample Scorecard, Related Outcomes-Based Questions

MS Science Teacher Scorecard

1. Students seek the teacher out for support and guidance.
2. MS colleagues look to collaborate, connect and work with this teacher on a regular basis. There is a team-mindedness that is obvious.

1. Can you tell us about a time when you were able to help a colleague improve their curriculum or lesson planning?
2. When we ask your supervisor about your role working on a specific project your department took on, what do you think they'll tell us about?

Source: Smart, Geoff, and Randy Street. *Who: the A Method for Hiring*. Ballantine Books, 2008; EAB interviews and analysis.



Position-Specific Criteria Discussion Guide

Section Description

A vacant position is a great opportunity for a department, or team, to think deeply about exactly what role they need filled. Many hiring leads often default to looking to fill the exact role that had been previously held, but this approach fails to consider how the department, and its needs, might have changed since the position was last filled.

This discussion guide is designed to facilitate conversation about hiring teams at the outset of the process. Teams should determine the desired outcomes of this role and determine position-specific criteria based on those. Teams can then work to incorporate these criteria into the interview process.

Recommended Owner: Position hiring team lead



Implementation Steps

1. When a position becomes open, **gather a small team of stakeholder related to the open position**, likely including the faculty hiring lead, division director, department chair, and select faculty from the department.
2. Use the questions included in this section (p. 18-19) to **discuss the open position, including clarifying the role and defining what success looks like** for this role. Determine 5-8 outcomes or criteria for the role.
3. Using the answer to the questions in this section, **formulate position-specific questions** (p. 20-23).

Position-Specific Criteria Discussion Guide

Reflect on Goals, Necessary Criteria for Position

1 What specifically is the person in this position responsible for?

2 What are the current strengths of the department?

3 What are opportunities for growth within the department?

4 What changes to the curriculum or structure of the department that might happen in the next three years?

Position-Specific Criteria Discussion Guide (Cont.)

Reflect on Goals, Necessary Criteria for Position

- 4** Knowing strengths and opportunities for growth in the department and potential changes, what are the ideal attributes of the person who would fill this role?

- 5** What would success in this role look like three years from now?

- 6** Thinking about the answers to questions 1-5, what are 5-8 specific outcomes we would want this candidate to achieve in this role?



Position-Specific Questions and Rubrics

Section Description

Some departments across campus might go a few years without needing to fill a position, so when a vacancy occurs it is important to take advantage of this opportunity. But, too often when a position becomes available the next step is to simply find the last job description for the role. A scorecard is just one approach to creating position-specific criteria. Regardless of the approach a hiring team takes, it is crucial to agree on and define the specific criteria required for the position.

The template in this section is designed to help hiring teams design position-specific interview questions and detail what to look for in a response. These questions are a way to gather evidence on how a candidate's experience has prepared them for this role.

Recommended Owner: Position hiring team lead



Implementation Steps

- 1. Create and gather a small hiring team for the position.** This team will likely include the faculty hiring lead, division director, department chair, and select faculty from the department.
- Using the criteria determined using the Position-Specific Criteria Discussion Guide (p. 17), the group should determine **2-3 questions that will surface evidence about that particular criteria**. A bank of sample interview questions can be found on page 25.
- For each question, the **group should detail the components of a weak, moderate and strong answer**.
- Duplicate the template as needed to allow for creation of questions for all criteria.
- Once questions and responses have been determined and agreed to, the hiring lead should create a central document with this information and create a plan for how and when to incorporate the questions into the interview process.

Position-Specific Questions and Rubric

Determine Questions, Ideals Responses for Each Criteria

The hiring team for an open faculty position should work together to determine question that can help surface evidence for each position-specific criteria.

First, the group should individually discuss each criteria to determine how to best surface evidence that a candidate possesses that attribute. For each criteria, the group should write 2-3 interview questions and then discuss, and document, what interviewers should be looking for in a response. This process should be repeated for each position-specific criteria. Once all criteria have been discussed and questions have been created, the hiring team lead should consolidate the questions into one document and create a plan for how the questions should be incorporated in the interview process.

This page includes an example of what the completed template should look like. In this example, the position-specific criteria being discussed is collaboration.

Sample Position-Specific Question and Rubric

Each criteria or outcome should be discussed individually.

The group should agree on a definition of what this criteria means. This language can come from the scorecard.

1 Criteria: Collaborative

Description: Colleagues look to collaborate, connect and work with this teacher on a regular basis. There is a team-mindedness that is obvious.

Question/Prompt	Weak Response	Moderate Response	Strong Response
<i>Can you tell us about a time when you were able to help a colleague improve their curriculum or lesson planning?</i>	<ul style="list-style-type: none"> Provides generic example with surface level details 	<ul style="list-style-type: none"> Provides specifics details about an example, but doesn't elaborate on outcomes 	<ul style="list-style-type: none"> Articulates specific details of the ways in which they helped their colleague Offers an example of a long-term collaboration
Evidence of Candidate Performance:			
<i>When we ask your supervisor about your role working on a specific project your department took on, what do you think they'll tell us about?</i>	<ul style="list-style-type: none"> Oversells their own individual contribution Talks negatively about others on the project 	<ul style="list-style-type: none"> Provides some detail about their role and that of others on the team Emphasizes their role, not the work of the team 	<ul style="list-style-type: none"> Provides details of a specific project, including their own role and role of others Mentions successes, but also lessons learned
Evidence of Candidate Performance:			

Create predetermined questions to help surface evidence information about the candidate.

The group should provide guidance for interviewers and detail measurable characteristics of a "weak". This should also be done for moderate and strong responses. Providing this guidance can help reduce an interviewer's bias in assessing a candidate's answer.

Provide space for interviewers to write notes as they ask candidates questions.

Source: EAB, [Hiring Resource Guide](#); Episcopal Academy, "MS Science Teacher Scorecard"; EAB interviews and analysis.

Position-Specific Questions and Rubric [Template]

Determine Questions, Ideals Responses for Each Criteria

1 **Criteria:**
Description:

Question/Prompt	Weak Response	Moderate Response	Strong Response
Evidence of Candidate Performance:			
Evidence of Candidate Performance:			
Evidence of Candidate Performance:			

Position-Specific Questions and Rubric [Template]

Determine Questions, Ideals Responses for Each Criteria

2 **Criteria:**
Description:

Question/Prompt	Weak Response	Moderate Response	Strong Response
Evidence of Candidate Performance:			
Evidence of Candidate Performance:			
Evidence of Candidate Performance:			



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2 | Create Position-Specific Criteria

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• Behavioral Interview Question Bank



Behavioral Interview Question Bank

Section Description

Behavioral interviews are an important component of a hiring process and provide a chance to assess critical candidate qualities, such as: a commitment to teaching and learning, the ability to reflect on teaching, and a willingness to participate as a community member outside the classroom. Conduct behavioral interviews in a consistent manner to ensure that all faculty meet the same criteria and share the school's teaching philosophy.

This section outlines questions and responses to look for during a behavioral interview. The specific attributes you choose to assess will depend on your school's context. This is not an exhaustive list, but a helpful tool as teams brainstorm criteria-aligned interview questions.



Implementation Steps

This bank of behavioral interview questions is organized into seven categories, some of which may overlap with your school-wide or position-specific criteria.

1. Review the question bank to select any questions that align with school-wide or position-specific criteria. Modify questions as needed.
2. Each question includes "ideal response elements" and "red flags". Hiring teams should review these sections and use them as guidance as they determine their own weak, moderate, and strong responses to questions in the school-wide and position-specific questions and rubrics.

Source: EAB, *Keeping Faculty on the Leading Edge*, "[Hiring Resource Center](#)"; EAB interviews and analysis.

Behavioral Interview Question Bank

1 Growth Mindset

The belief that an individual's abilities can be developed through dedication and hard work.

Question/Prompt	Ideal Response Elements	Red Flags
<i>The mission of our school focuses on [insert mission specific value here]. How might you adapt your teaching to support our mission?</i>	<ul style="list-style-type: none"> Articulates ideas, strategies for adapting his/her practice to fit your school's mission 	
<i>Talk about a time recently when you were inspired to try something new.</i>	<ul style="list-style-type: none"> Exhibits excitement about trying something new Shows openness to the possibility of failure in trying something new, but interest in improving Response does not have to be related to teaching, but about a risk and/or new action 	
<i>What is your biggest opportunity for improvement? How have you/are you working to make progress in that opportunity area?</i>	<ul style="list-style-type: none"> Provides response regarding his/her opportunity area Shows clear steps to how s/he diagnosed opportunity area and took steps to improve 	

2 Willingness to Collaborate

The desire to advance one's practice and the work of the school through collaboration and team work.

Question/Prompt	Ideal Response Elements	Red Flags
<p><i>Discuss a time that you worked with a team.</i></p> <ul style="list-style-type: none"> <i>What went well, and what did not go well?</i> <i>What would you have done to change the experience?</i> 	<ul style="list-style-type: none"> Articulates experience working in teams that indicates ability to do so in the future Able to identify positive elements of teamwork and how to replicate in the future Offers suggestions for how to improve teamwork process 	
<i>Discuss a time when you overcame a difficult collaborative situation.</i>	<ul style="list-style-type: none"> Articulates how s/he overcame situation with clear steps, how s/he would prevent this in the future Demonstrates communication and problem-solving skills with others Discusses a situation with a colleague and includes recognition of areas of improvement from her/himself 	

Source: (2013). "Growth Mindset." The Glossary of Education Reform; Lydia Abbot (2016). "The Most Popular Interview Questions to Reveal Key Soft Skills." LinkedIn.; EAB interviews and analysis.

Behavioral Interview Question Bank (cont.)

3 Alignment of Their Values to the School

The belief in common values related to education, school culture, and community.

Question/Prompt	Ideal Response Elements	Red Flags
<i>What are the three things that are most important to you in a job?</i>	<ul style="list-style-type: none"> Lists items that are relevant to work at a school (e.g., inspiring colleagues; mission-driven workplace; impactful daily work) Demonstrates clarity in his/her own values within the workplace 	
<i>What elements of our principles of teaching excellence speak to you most?</i>	<ul style="list-style-type: none"> Shows familiarity with principles Can point to elements of school principles that speak to his/her professional and personal priorities Provides evidence of how those elements play a role in his/her work 	
<i>What attracted you to this position and our school?</i>	<ul style="list-style-type: none"> Concretely answers how your school and the position specifically matches his/her interests, values, and aspirations Understands school's values, mission and how your school is different from others 	

4 Inclusive Spirit

The belief in the benefits of an inclusive, diverse community and use of actions, language that support this.

Question/Prompt	Ideal Response Elements	Red Flags
<i>How has your background and experience prepared you to be effective in an environment that values diversity and is committed to inclusion?</i>	<ul style="list-style-type: none"> Shows commitment to inclusion and diversity Assesses personal background, experience and his/her ability to function in an inclusive, diverse environment 	
<i>How do you make your classroom an inclusive environment to students of all backgrounds?</i>	<ul style="list-style-type: none"> Demonstrates previous successful experiences creating an inclusive classroom environment Uses inclusive language 	

Behavioral Interview Question Bank (cont.)

5 Commitment to Teaching and Learning

The dedication to student learning and success through high quality teaching.

Question/Prompt	Ideal Response Elements	Red Flags
<i>What inspired you to become a teacher? What keeps you connected to this inspiration?</i>	<ul style="list-style-type: none"> Shows passion for the teaching profession and chosen content area Able to articulate why he/she chose this career path and demonstrates commitment 	
<i>Within teaching and learning, what are you most passionate about?</i>	<ul style="list-style-type: none"> Shows interest in teaching and learning that is not connected to passion for his/her content area 	

6 Community Mindedness

The desire and willingness to be involved in the larger school community beyond classroom duties.

Question/Prompt	Ideal Response Elements	Red Flags
<i>Being a teacher at our school requires involvement in extracurricular activities and student life. What interests you outside of the classroom?</i>	<ul style="list-style-type: none"> Has clear interest in being involved in specific extracurricular activities that occur at your school Demonstrates thought behind, experience in mentioned activities 	
<i>Describe a situation where you went out of your way to help a colleague.</i>	<ul style="list-style-type: none"> Clearly describes a time in which s/he helped a colleague Discusses scenario and seems unconcerned with recognition received for his/her actions 	

7 Self-Reflection

The ability to critically consider one's own practice to drive improvement, refinement of skills.

Question/Prompt	Ideal Response Elements	Red Flags
<i>Discuss a time you reflected on your classroom practice. How did that reflection affect your practice?</i>	<ul style="list-style-type: none"> Indicates s/he reflects on practice frequently Easily articulates a meaningful reflective experience and can concretely discuss how it affected his/her practice 	
<i>Describe a time when you received feedback from a department chair or division head. How did you incorporate that feedback into your work?</i>	<ul style="list-style-type: none"> Discusses feedback received in a positive, constructive manner and acknowledges value of the feedback Able to clearly articulate how s/he changed their practice in the future 	

Sources: Jacqui Barrett-Poindexter (2017). "11 Must-Ask Behavioral Interview Questions." "Sample Interview Questions - Diversity and Equity." Northern Illinois University, Affirmative Action and Equity Compliance; Murphy, Mike (2016). "2 Interview Questions to Test if Job Candidates Have Emotional Intelligence." Forbes; EAB interviews and analysis.



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