



EAB

Principal Hiring Playbook

Evaluate Hard-to-Measure Strategic Thinking
and Interpersonal Skills in Principal Interviews

District Leadership Forum

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Principal Hiring Playbook

Toolkit Overview

Strategic thinking and interpersonal skills are qualities of highly effective leaders, yet both are difficult to screen through typical principal interview questions. Instead of relying on candidates' narrative accounts of prior experience, incorporate skills-based demonstrations that paint a more objective picture of candidates' qualifications. Supplement the traditional principal interview process with a real-time **case interview** and **role play exercise**, as outlined in the example interview sequence below. These activities can be incorporated together or independently as desired by the district hiring team.

Recommended Sequence for a 1-Hour Principal Interview

20 MIN

Professional Fit Questions



Use this time to ask questions mandated by district hiring leadership. While specific resources for implementation are not provided in this guide, ensure chosen questions cover all core topics listed below.

Common Principal Interview Question Topics

- General professional background
- Knowledge of teaching & learning
- Personnel & hiring experience
- Budget & facilities management
- Public relations & communication
- Vision & personal philosophy



20-30 MIN

Case Interview



Evaluate Strategic & Analytical Thinking

Require candidates to present a data-driven plan of action for addressing a school's challenges.

Case Interview Materials pg. 4-12



10-20 MIN

Role-Play Exercise



Evaluate Interpersonal Skills

Assess hard-to-measure interpersonal competencies by role-playing common scenarios the candidate might encounter while on the job.

Role-Play Exercise Materials pg. 13-18

STRATEGIC & ANALYTICAL THINKING



Conduct a Case Interview

Take an interactive problem-solving approach to interviews by requiring candidates to analyze a school profile and present a detailed plan of action for addressing the school's challenges.

Objective

Candidates will demonstrate **strategic thinking skills** by analyzing data and presenting solutions to real school challenges.

Resources

Time: 30 minutes of a 60-minute interview

Recommended Facilitator: Superintendent or Principal Supervisor

Participant: Principal Candidate

Materials: Case interview prompt, Case Interview Scoring Sheet

Implementation Steps

Before the Interview

- 1 Select the case.** Two examples are provided in this toolkit. To create your own case, use the Case Interview Template.
- 2 Review the case interview prompt and scoring sheet.** Interviewer scripting is provided, but be prepared for candidate-driven conversation outside the topics listed on the case prompt.

During the Interview

- 3 Read the case to the candidate.** Scripting is provided on the completed examples.
- 4 Give the candidate time to ask questions.** Answers to common questions for each case are provided.
- 5 Engage in a conversation about the case.** Ask the candidate to clarify their response, or, add complexity by sharing extra data points.
- 6 Ask the candidate to present their thought process and final solutions.**

After the Interview

- 7 Evaluate candidate performance.** Use the provided Case Interview Scoring Sheet to assess demonstrated strategic thinking skills.

Case Interview Example #1



Topics: Student behavior, student mobility, teacher evaluations

Time: 30 minutes of a 60-minute interview

Materials: Case interview prompt, Case Interview Scoring Sheet

1 Present Driving Question & Data	Interviewer Notes/Comments
<p>▶ Interviewer: Use the informational data points I’m about to give you to uncover why the school is facing these challenges and, ultimately, how you might go about solving these challenges. Feel free to take notes as I review the relevant data:</p> <ul style="list-style-type: none"> • Emerson Township High School has 600 students in grades 9-12. • Although students can articulate the school values and behavioral expectations, they do not consistently follow these guidelines, particularly rules about transitioning in the hallways during passing periods. The first two days of the school year are focused strictly on explaining, modeling, and practicing rules and procedures with students. • 19% of students are failing their first-period class. • In order to better differentiate instruction, the school tiered students into classes with A/B groupings based upon students’ instructional strengths and areas of development. • All staff members report feeling a sense of urgency around student achievement. • Leadership flagged certain teachers based on classroom observations/lesson plans and required that these teachers submit each week's lessons the Friday prior. • During the last school year, the student mobility rate was 30.9%. 	
2 Give Candidate Time to Formulate Questions and a Response	
<p>▶ Interviewer: Please take a few minutes to think through what your ideas and solutions might be. Feel free to ask questions. Depending on your questions, I have additional information I may be able to provide.</p> <p>Overall, I’m interested in hearing your thought processes and will redirect or give you additional context where necessary.</p>	

Case Interview Example #1 (cont.)

<div>3</div> Answer Questions and/or Add Complexity	Interviewer Notes/Comments
<p>Interviewer Note: <i>Withhold the following information from candidates until they ask the right questions– or, if the candidate does not ask, it is optional to bring up these points as an extra layer of complexity to the challenge.</i></p> <ul style="list-style-type: none"> ▶ Data Teams: The school data team is comprised of one teacher per grade level, and the team meets monthly; however, members often do not bring data from their grade levels to these meetings. ▶ Teacher Performance: Teachers have been evaluated as effective or highly effective during the past two years. ▶ Behavior System: All classes use the PAWS behavior system, whereby students accrue points for good behavior and lose points for misbehavior. Every three weeks, there is a celebration for students who have earned a pre-specified minimum number of points. There is inconsistent investment in the PAWS system from teachers and students alike. ▶ Student Mobility: When a student transfers to the school, the counselor assigns the student to class(es) and gives the new student a tour of the school before taking the student to class. Staff members described their frustration with the delays in obtaining complete student records from the schools the children previously attended. 	
<div>4</div> Ask Follow up Question and/or Redirect When Necessary	
<ul style="list-style-type: none"> ▶ Follow-up Questions: <ul style="list-style-type: none"> • Why did you choose that solution over another one (e.g., common alternative solution to the candidate’s recommendation)? • What if the school were much bigger? Would you change your approach? ▶ Redirection Questions: <ul style="list-style-type: none"> • Understanding the student demographics we discussed, that solution might not be feasible here—any other ideas? • We don’t have enough funding or staff for that—how else could you solve this problem? 	

Case Interview Example #2



Topics: Academic achievement, teacher placement, school culture

Time: 30 minutes of a 60-minute interview

Materials: Case interview prompt, Case Interview Scoring Sheet

1 Present Driving Question & Data	Interviewer Notes/Comments
<p>► Interviewer: Use the informational data points I’m about to give you to uncover why the school is facing these challenges and, ultimately, how you might go about solving these challenges. Feel free to take notes as I review the relevant data:</p> <ul style="list-style-type: none"> • Robertson Middle School has 600 students in 6th-8th grade. • The same 6th grade advanced mathematics vacancy has gone unfilled for two years in a row. The 4-5 students testing into advanced math each year have been pulled into 7th grade math classes. • 53% of 6th-8th grade students have not scored as “proficient” on state math tests. • 35% of students in 4th-8th grade are chronically absent. • The percentage of teachers teaching one or more classes outside their subject specialization is high and has been increasing. • New families are pleased with school culture, reporting that more kids feel safe in school than out of school. 	
2 Give Candidate Time to Formulate Questions and a Response	
<p>► Interviewer: Please take a few minutes to think through what your ideas and solutions might be. Feel free to ask questions. Depending on your questions, I have additional information I may be able to provide.</p> <p>Overall, I’m interested in hearing your thought processes and will redirect or give you additional context where necessary.</p>	

Case Interview Example #2 (cont.)

<div>3</div> Answer Questions and/or Add Complexity	Interviewer Notes/Comments
<p>Interviewer Note: <i>Withhold the following information from candidates until they ask the right questions– or, if the candidate does not ask, it is optional to bring up these points as an extra layer of complexity to the challenge.</i></p> <ul style="list-style-type: none"> ▶ Demographics: 75% of the student population qualifies for free or reduced-price lunch. 70% of the faculty were educated in other states. ▶ Hiring Procedure: The same job posting has been visible on various state or district-run job sites. Most teacher vacancies are filled in within one month of school beginning in August. The 6th grade advanced math position has not been prioritized, as Robertson MS needs to hire 7-10 new grade-level teachers every year. ▶ Data Teams: The school data team is comprised of one teacher per grade level, and the team meets monthly; however, members often do not bring data from their grade levels to these meetings. ▶ Teacher Performance: Teachers have been evaluated as effective or highly effective during the past two years. 	
<div>4</div> Ask Follow up Question and/or Redirect When Necessary	
<ul style="list-style-type: none"> ▶ Follow-up Questions: <ul style="list-style-type: none"> • Why did you choose that solution over another one (e.g., common alternative solution to the candidate’s recommendation)? • What if the school were much bigger? Would you change your approach? ▶ Redirection Questions: <ul style="list-style-type: none"> • Understanding the student demographics we discussed, that solution might not be feasible here—any other ideas? • We don’t have enough funding or staff for that—how else could you solve this problem? 	

Case Interview Template



Topics:

Time: 30 minutes of a 60-minute interview

Materials: Case interview prompt, School Data Sheet, case interview rubric

1 Present Driving Question & Data	Interviewer Notes/Comments
<p>▶ Interviewer: Use the informational data points I'm about to give you to uncover why the school is facing these challenges and, ultimately, how you might go about solving these challenges.</p>	
2 Give Candidate Time to Formulate Questions and a Response	
<p>▶ Interviewer: Please take a few minutes to think through what your ideas and solutions might be. Feel free to ask questions. Depending on your questions, I have additional information I may be able to provide.</p> <p>Overall, I'm interested in hearing your thought processes and will redirect or give you additional context where necessary.</p>	

Case Interview Template (cont.)

<div> <div>3</div> Answer Questions and/or Add Complexity </div>	Interviewer Notes/Comments
<p>Interviewer Note: <i>Withhold the following information from candidates until they ask the right questions– or, if the candidate does not ask, it is optional to bring up these points as an extra layer of complexity to the challenge.</i></p>	
<div> <div>4</div> Ask Follow up Question and/or Redirect When Necessary </div>	
<p>▶ Follow-up Questions/Redirection Questions:</p>	

Case Interview Scoring Sheet

N/A - Not demonstrated by candidate

1 - Weak demonstration

2 - Average demonstration

3 - Excellent demonstration



Case Interview

	N/A	1	2	3	Interviewer Notes/Comments
Understanding of the Problem					
▶ Candidate recaps the background information to demonstrate understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Candidate focuses on key elements of the case and enumerates details for which more information is needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Candidate asks 1-3 clarifying questions based on provided background information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Candidate takes 2-5 minutes to construct an initial response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sub Score:					
Rigorous Thinking & Structured Response					
▶ Candidate provides an over-arching testable hypothesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Candidate support hypothesis with a 2-tiered response consisting of high-level strategies supported by data-driven details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Candidate converses openly with the interviewer and explains his/her thinking out loud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Candidate asks at least 3 appropriate questions during conversation that help further streamline his/her hypothesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Candidate relies on available data and evidence rather than assumptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Candidate demonstrates flexibility and quickly recovers when posed with added complexity or conflicting data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sub Score:					
Final Solutions & Recommendations					
▶ Candidate communicates when they have reached a solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Candidate clearly summarizes their final response, tying it back to initial hypothesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Candidate walks interviewer through the solution, proposing actionable recommendations and/or next-steps for further analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sub Score:					
See next page for guidance on interpreting scores					Total Score:

Case Interview Scoring Sheet (cont.)



Interpreting Scores

Total Score:

Score Range Strategic & Analytical Thinking Maturity Stage

32 - 39

Advanced: Candidate achieves a high standard of strategic thinking at a level proficient for principal leadership. Minimal additional training required.

26 - 31

Intermediate: Candidate achieves an average standard of strategic thinking and will require additional training to demonstrate advanced leadership.

13 - 25

Early: Candidate achieves below the standard of strategic thinking necessary for effective principal leadership. Rigorous additional training will be required.

0 - 12

Hiring at this level of skill is not advised.

Additional Notes During Deliberation:



Evaluate Interpersonal Skills

Assess hard-to-measure social and interpersonal competencies by role-playing common scenarios the candidate might encounter while on the job.

Objective

Candidates will demonstrate job-ready **interpersonal skills** by responding to a role-play scenario.

Resources

Time: 10-20 minutes of a 60-minute interview

Recommended Facilitator: Superintendent or Principal Supervisor, other members of interview team

Participant: Principal Candidate

Materials: Role-play prompt, role-play rubric

Implementation Steps

Before the Interview

- 1 Select a prompt.** Two examples are provided in this toolkit. To create your own prompt, use the Role-Play Exercise Template.
- 2 Review the role-play prompt and scoring sheet.** Interviewer scripting is provided to begin each prompt, but be prepared to drive conversation beyond the candidate's initial response.

During the Interview

- 3 Read background information to the candidate.** Scripting is provided with the completed examples.
- 4 Begin conversation.** An opening statement is provided with each example. Further conversation will be created organically.



Remember, the candidate is being assessed on interpersonal skills – not necessarily strategic and analytical thinking. You are monitoring the manner in which the candidate responds, not the accuracy of their problem solving.

After the Interview

- 5 Evaluate candidate performance.** Use the provided Interpersonal Skills Scoring Sheet to assess demonstrated interpersonal skills.

Role-Play Exercise Example #1



Topics: Parent conferencing, home-to-school communication

Time: 10-20 minutes of a 60-minute interview

Materials: Role-play exercise prompt, Interpersonal Skills Scoring Sheet

1 Present Background Information	Interviewer Notes/Comments
<p>▶ Interviewer: You will participate in a role-play of a meeting with a parent. <i>[Name of interviewer participating in role-play]</i> will be playing the role of the “parent” and will begin the conversation. You should respond and continue conversation in the manner that best represents how you would deal with such a situation as a principal of this school. Before beginning, I will share some important background information.</p> <ul style="list-style-type: none"> • [Mr./Mrs.] Talbot has requested to meet with you concerning the academic performance of [his/her] daughter, Jade, in Mrs. Riley’s 5th grade classroom. • This is your first face-to-face meeting with [Mr./Mrs.] Talbot. <p>You may make up any details needed during the course of the role-play, but please do not alter these baseline facts or any facts presented by <i>[interviewer participating in role-play]</i>.</p>	
2 Begin Conversation	
<p>▶ Interviewer: Thank you for meeting with me today. I was really upset to see Jade’s grade in math this past quarter. She never struggled this much in 4th grade when she was in Mr. Simon’s class.</p>	
3 Drive Role-Play Conversation	
<p>▶ Interviewer Note: <i>The content and cadence of the role-play conversation depends on how the candidate responds to the initial prompt. As conversation continues, another interviewer in the room should be recording notes and watching for specific behaviors listed on the Interpersonal Skills Scoring Sheet.</i></p>	

Role-Play Exercise Example #2



Topics: Faculty management, de-escalation, conflict mediation

Time: 10-20 minutes of a 60-minute interview

Materials: Role-play exercise prompt, Interpersonal Skills Scoring Sheet

1 Present Background Information	Interviewer Notes/Comments
<p>▶ Interviewer: You will participate in a role-play of a meeting with a teacher. <i>[Name of interviewer participating in role-play]</i> will be playing the role of the “teacher” and will begin the conversation. You should respond and continue conversation in the manner that best represents how you would deal with such a situation as a principal of this school. Before beginning, I will share some important background information.</p> <ul style="list-style-type: none"> • Jamie, the teacher with which you are meeting, abruptly walked out of a faculty meeting after demonstrating frustration with another teacher’s call for increased behavior management in Jamie’s classroom. • Jamie is a 20-year veteran teacher. Cathy, a 2nd year teacher, was describing how students in Jamie’s classroom are consistently wandering the hallway and making noise. • You are meeting with Jamie 15 minutes after the end of the faculty meeting. <p>You may make up any details needed during the course of the role-play, but please do not alter these baseline facts or any facts presented by <i>[interviewer participating in role-play]</i>.</p>	
<p>▶ Interviewer: I’ve had it with Cathy. She came into this school without any regard for those of us who’ve been here for decades. How dare she question my expertise – my students are happy in my class!</p>	
<p>▶ Interviewer Note: <i>The content and cadence of the role-play conversation depends on how the candidate responds to the initial prompt. As conversation continues, another interviewer in the room should be recording notes and watching for specific behaviors listed on the Interpersonal Skills Scoring Sheet.</i></p>	

Role-Play Exercise Template



Topics:

Time: 10-20 minutes of a 60-minute interview

Materials: Role-play exercise prompt, Interpersonal Skills Scoring Sheet

1 Present Background Information	Interviewer Notes/Comments
2 Begin Conversation	
3 Drive Role-Play Conversation ▶ Interviewer Note: The content and cadence of the role-play conversation depends on how the candidate responds to the initial prompt. As conversation continues, another interviewer in the room should be recording notes and watching for specific behaviors listed on the Interpersonal Skills Scoring Sheet.	

Interpersonal Skills Scoring Sheet

N/A - Not demonstrated
by candidate

1 - Weak
demonstration

2 - Average
demonstration

3 - Excellent
demonstration



Role-Play Exercise

	N/A	1	2	3	Interviewer Notes/Comments
Empathy & Emotional Expression					
▶ Demonstrates appropriate body language (avoids sighing or fidgeting, rolling eyes, throwing up hands, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Does not overreact or become impatient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Asks open-ended questions to uncover additional facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Does not interrupt or talk too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Takes time to listen to those involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Expresses belief that a solution can be found	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sub Score: <input type="text"/>					
Clarity & Communication					
▶ Confronts the problem rather than avoiding it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Restates or summarizes key issues of concern expressed by those present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ States rationale for actions and attempts to build buy-in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sub Score: <input type="text"/>					
Leadership					
▶ Expresses beliefs and thoughts with confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Does not permit intimidation (does not overly apologize or become overly compliant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Displays confidence through eye contact and voice control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ Avoids apologizing for or excusing their instructional methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sub Score: <input type="text"/>					
See next page for guidance on interpreting scores					Total Score: <input type="text"/>

Case Interview Scoring Sheet (cont.)



Interpreting Scores

Total Score:

Score Range Strategic & Analytical Thinking Maturity Stage

32 - 39

Advanced: Candidate achieves a high standard of interpersonal and social skill at a level proficient for principal leadership. Minimal additional training required.

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Intermediate: Candidate achieves an average standard of interpersonal and social skill and will require additional training to demonstrate advanced leadership.

13 - 25

Early: Candidate achieves below the standard of interpersonal skill necessary for effective principal leadership. Rigorous additional training will be required.

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Additional Notes During Deliberation:



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