



Certificated Administrator Selection Guide

Ensure there is an effective administrator at every level of the organization focused on improving student outcomes.

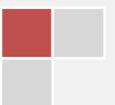


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INTRODUCTION

This guide was developed to support schools and offices in the selection of certificated leaders and school administrators. The primary goal of the guide is to provide hiring administrators with the information and resources necessary to administer a process for selecting high quality school-based or non school-based administrators that are effective and efficient.

Selection processes that are structured and driven by leadership standards can help ensure that schools and offices are consistently staffed with effective administrators. This guide provides the information and tools necessary to design and implement a selection process that follows best practices and can assist administrators in ensuring their process is in accordance with District guidelines and applicable State and Federal non-discrimination laws and requirements.

This guide is designed to assist principals and hiring administrators as they coordinate and oversee either school-based or non school-based administrator selection processes. Human Resources (HR), Personnel Research and Analysis staff is available to offer guidance and assistance with development of the selection process components. HR staff may be reached at (213) 241-6356.

HOW TO USE THIS GUIDE

1. This guide is organized around the sequential steps and guidance in the staffing process: developing a flyer and advertising the position; conducting the paper screen, additional assessments, and interviews; candidate selection and assignment.
2. At the end of the guide, an appendix has been included that contains the HR forms necessary for advertising positions, submitting applicant names to HR for screening of minimum requirements, templates for selection tool development, and sample selection materials. These materials are referenced throughout the guide with the corresponding appendix page numbers (e.g., Appendix 1). Links to various forms are also provided throughout the document. The first appendix contains a flow chart illustrating each step in the staffing process (Appendix 1).

SELECTION PROCESS GUIDELINES

STEP ONE: FLYER DEVELOPMENT AND POSITION ADVERTISEMENT

To begin position advertisement, ensure the position is budgeted, determine what and how you expect applicants to demonstrate experience and qualifications in response to the flyer, submit a request to announce your vacancy, develop a selection plan, determine the timeline for your selection process, and identify and confirm your raters for each step in your selection process. Compiled below is a guideline to work through these steps.

A. Confirm Budget Allocation

Confirm with your fiscal specialist that the position is budgeted. If necessary, complete and submit the *Request for Freeze Exemption* form (Request for Changes in Assignments and Salaries), [http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/356/Freeze%20Form December%202014 Fillable.pdf](http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/356/Freeze%20Form%20December%202014%20Fillable.pdf), and wait for approval before you submit any paperwork to HR. While you wait for freeze approval, determine the application materials.

*Leadership is
practiced not so much
in words as in attitudes
and in actions.*

*Harold S. Geneen
(American
Businessman)*

B. Determine the Application Materials

Determine what applicant information will best assist you to evaluate applicants' experiences and qualifications for the position. Consider requiring applicants to submit the following: responses to Supplemental Topic Areas (see description below), letter of interest/cover letter, resume, and at least 2 letters of reference.

- **Supplemental Topic Areas**

- **Purpose**

Supplemental information collected as part of the application materials allows you to differentiate candidates' experiences necessary for success in the advertised position. In addition, responses to the Supplemental Topic Areas allow for an enhanced evaluation of candidates' written communication skills.

- **Development**

To determine which supplemental information is important to collect, consider what additional job-related data you would want to know about the candidate's experiences that may not be accessible in the resume or reference letters. The Supplemental Topic Areas you choose to include should illicit the derived responses linked to the rating factors in the Paper Screen process (discussed in Step Two). For example, if gauging the candidates' use of data is important to the position, you should include a topic area that measures their ability to utilize data effectively (see dark font in the example below).

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- **Supplemental Topic Areas (Cont'd)**

The sample Supplemental Topic Areas below can be used to collect information in the required letter of interest:

Describe your successful experience in the following areas:

- Utilizing data to identify student learning gaps and revising instructional practices*
- Developing and leading professional development for instructional staff*
- Partnering with community or parent groups to influence student outcomes*

- **Collection of Supplemental Information**

To collect the supplemental information, add the Supplemental Topic Areas to the flyer as part of the application materials. You should include no more than 3 topic areas in your flyer. Examples of how Supplemental Topic Areas are added to job flyers and additional sample topics areas are included (Appendix 2, 3, and 4).

C. Develop the Flyer for the Position

The job flyer informs potential applicants of your vacant position, describes the position expectations, and sparks an individual's interest to apply. The job flyer identifies areas of experience needed and describes the qualities characterizing the ideal candidate for the position. An effective flyer should include the following:

- description of the work site environment
- position duties
- a brief description of the ideal candidate
- salary level
- minimum experience requirements
- education and credential requirements
- supplemental topic areas
- contact person for submission of application materials
- application deadline (date and time)

For information related to the minimum experience, education, and credential requirements, see the General Standards for Minimum Requirements (Appendix 5). School-based and non school-based flyer templates are included in the appendix for your reference in drafting the job flyer (Appendix 2 and 3). For additional examples, you may also view current advertised flyers by clicking on "School Based Vacancies" or "Non-School Based Vacancies" online at <http://achieve.lausd.net/Page/1125>.

D. Complete the Request to Announce Vacancy Form

Once you have determined your position is budgeted, chosen the application materials you will require applicants to submit, and created a draft of the job flyer; complete either the appropriate *Request to Announce School-Based Administrator Vacancy* or *Request to Announce Nonschool Administrative Vacancy* form for your vacant position. The *Request to Announce* forms are available online at <http://achieve.lausd.net/Page/1538>. Once completed, send your *Request to Announce* form and drafted flyer to Marilyn Fuller, Manager, Personnel Research and Analysis (PRA), via email at marilyn.fuller@lausd.net or fax (213) 241-8418.

Human Resources will then review and edit your flyer to assure inclusion of appropriate experience, education, credential requirements, and salary level. The edited draft of the flyer will be emailed to the hiring administrator for review and final approval. Once the hiring administrator approves the flyer and notifies HR, the flyer will be posted on the District's website and the Associated Administrators of Los Angeles (AALA) will be notified of the vacancy.

- The application filing period must be a minimum of 15 calendar days from the posting date on the District website. Interested applicants must submit application materials to the location identified on the flyer by the specified filing deadline date and time.

E. Develop a Timeline and Secure Resources

Once your position has been posted, begin preparations for the rest of your selection process. Take this time to create a timeline that details the selection test parts you plan to utilize and any resources (location, rooms, equipment, etc.) and staff needed to complete each step in your selection process. As part of your planning, take time to identify and contact different raters for each test part.

F. Begin Developing Materials for each Selection Test Part

In addition to developing your timeline and determining the selection test parts to be included, use the application period for developing your selection tests. Steps 2 through 4 of this guide contain information to assist you in the development of your test materials.

*The great leaders are like
the best conductors –
they reach beyond the
notes to reach the magic in
the player.*

*Blaine Lee
(Franklin Covey Co.)*

G. When the Application Period Closes

1. After the application filing period closes, complete the *Applicant Roster* form and email the names of all applicants to Human Resources, Administrative Selection Unit (ASU) staff. All applicants that submitted application materials to your school/office must be included in the applicant roster. The ASU staff will verify that applicants meet the minimum experience, education, and credential requirements. The approved *Applicant Roster* form will be returned to the hiring administrator identifying applicants who are eligible to continue in the selection process and those who do not meet the requirements. For out-of-district applicants, HR will request verification of experience, education and credentials, if not already on file. The *Applicant Roster* form is available online at <http://achieve.lausd.net/Page/1538>.
2. The hiring administrator notifies applicants who do not meet the minimum requirements in writing. A sample disqualification letter for those not meeting the requirements is included (Appendix 14).
3. Applicants who meet the minimum requirements are now ready to be assessed by your paper screen rater panel.

STEP TWO: PAPER SCREEN PROCESS

Purpose

The paper screen process provides an objective and efficient solution to identify the most qualified candidates to be invited to subsequent components of the selection process. It distinguishes candidates according to scope, depth, and complexity of experience, as it applies to the desired characteristics of the position. Each candidate's application materials (including responses to the supplemental topic areas) are evaluated against a series of rating factors.

Developing the Paper Screen Tool and Rating Factors

The most critical step in the paper screen development process is determining the rating factors (assessment criteria). When developing rating factors, consider the following guidelines:

1. Rating factors shall be objective and address specific types of experiences identified as instrumental to perform effectively in the position. In Step One, one of the sample Supplemental Topic Areas developed determined the candidates' data experience (see dark font Supplemental Topic Area example on page 3). Below is a sample rating factor to be used during the paper screen to evaluate that experience.

Developing the Paper Screen Tool/Rating Factors (Cont'd)

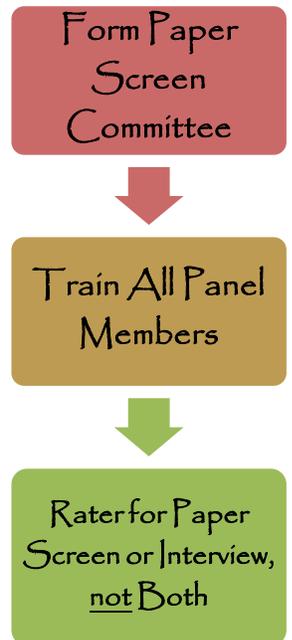
Rating Factor: Utilizes data to inform instruction

2. Rating factors developed shall be independent from one another, covering the different standards or leadership dimensions desired.
3. Rating factors shall be defined and accompanied by a numerical rating scale. The rating scale should differentiate the scope, depth, and complexity of the candidate's experience. A sample paper screen rating form is included (Appendix 6).
4. Rating factors shall be aligned with the description of knowledge, skills, and abilities of the *ideal candidate* listed on the flyer and experiences identified in the Supplemental Topic Areas.
5. Rating factors shall be developed together with the Supplemental Topic Areas to ensure that both the topic areas and rating factors are addressing the same standards.

Administering the Paper Screen Process

Assembling and Training the Paper Screen Raters

1. Each school or office should form their own Paper Screen Committee consisting of a representative group of stakeholders:
 - School-based: teacher, classified staff, student (secondary schools), parent/community representative, and administrator.
 - Non school-based: raters at the same or above pay scale from the position being filled and stakeholder representation is ideal.
2. Train all individuals assigned to serve as paper screen raters. The paper screen training should provide an in-depth understanding of the position's responsibilities and role within the respective school or office. The training should also explain the rating factors and provide instructions on reviewing candidate application materials (i.e., resumes, responses to Supplemental Topic Areas, letter of interest, and/or letters of reference) and how to assign scores.
3. To maintain objectivity in the process individuals who participate in the development or as a rater of the paper screen process should not serve as a rater during subsequent test parts.



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Maintaining Fairness and Objectivity

1. Each candidate's application materials shall be assessed by at least two raters. Rating teams must always come to a majority consensus with regard to the final recommendation or whether the candidate in question advances in the selection process.
2. Advise raters to make objective assessments based only on the candidates' resume, letter of interest, responses to the supplemental topic areas, and letters of reference (application materials).
3. Provide guidance to raters that allow them to consistently differentiate between the benchmarks (i.e., limited/moderate/extensive) on the rating scale. Raters should be provided a clearly defined explanation regarding what kind of experience constitutes each benchmark.
4. Advise raters to recuse themselves from assessments of candidates whom they feel they cannot rate objectively due to the nature of a past or existing professional experience or personal relationship, whether positive or negative. This typically presents a conflict of interest which can interfere with an objective rating process. Raters should never interview close friends or family members.



Administering the Paper Screen Rating Process

1. Each rater reviews the position duties, required and desirable qualifications, Supplemental Topic Areas, and rating factors.
2. Raters independently review the candidates' application materials.
3. Raters independently provide a rating for each factor, record supporting rationale, and make a preliminary recommendation whether the candidate should advance to the next stage in the selection process.
4. Raters share their preliminary recommendations and supporting rationale with their co-rater, pointing out specific job-related evidence of candidate experience as needed.
5. Raters come to a consensus on a final recommendation, finalize supporting rationale, and sign the rating forms. If raters cannot come to an agreement, a third rater should independently review the candidate's materials and provide an assessment as the "tie-breaker." The third rater should also provide a rating for each factor and record supporting rationale.
6. Raters must record all final ratings and sign each rating form in ink. There should be at least two finalized rating forms for each candidate.

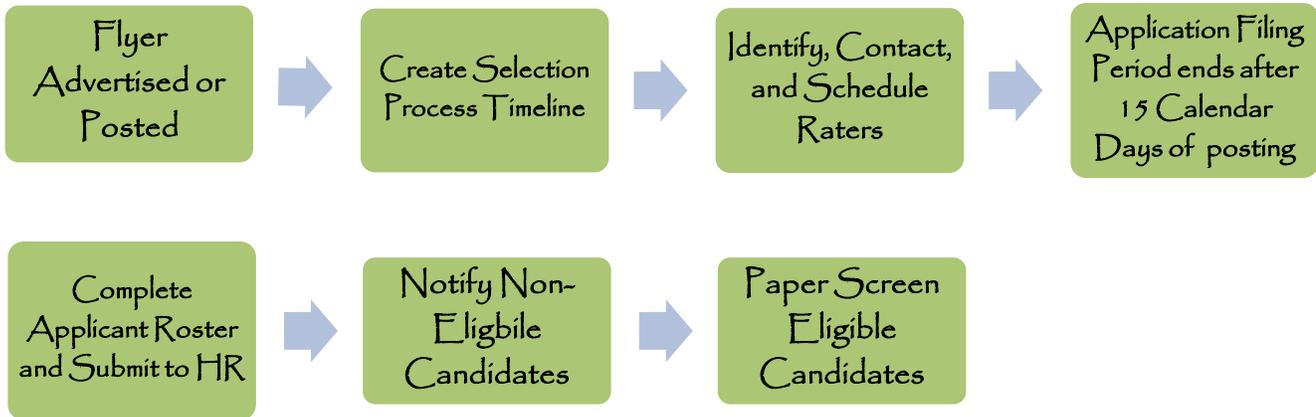
*Leadership should be more
participative than directive,
more enabling than
performing.*

*Mary D. Poole
(Philanthropist)*

Administering the Paper Screen Rating Process (Cont'd)

7. The hiring administrator sends out interview invitation letters to recommended candidates and regret letters to those who were not recommended for the next step in the selection process (Appendix 14).

Advertising to Paper Screen Flow Chart



STEP THREE: ADDITIONAL ASSESSMENT METHODS AND TOOLS

Purpose

Additional assessment methods and tools add to a comprehensive evaluation of the candidate. For example, a hiring administrator may wish to see a candidate prepare correspondence to parents or stakeholders in response to a described situation or how he/she would approach developing the school budget. These types of assessment methods allow for the opportunity to directly observe the candidate's demonstration of skills, as opposed to listening to the candidate recount their experience. Please see examples of additional assessment tools below, note this is not a comprehensive list.



Additional Assessment Methods

1. **Writing Project:** The purpose of the writing project is to give hiring administrators the opportunity to assess the quality of candidate's written communication skills. A basic writing project would provide the candidate with a simple directive or writing prompt that they must address, such as:

"Please write a memo to an administrator to describe why you believe that you are the best candidate for the position of Principal at <school name>."

Additional Assessment Methods (Cont'd)

For basic writing projects, interview raters would evaluate candidates' writing skills based on the:

- Organization and Clarity
- Sentence Structure
- Professionalism and Tone
- Grammar Usage

While the basic writing project does not assess content, writing project can be technical. Technical Writing Projects can be used to assess a candidate's knowledge or experience in a specific topic area related to the position, while also assessing the candidate's writing skills. The topic area(s) used should be directly related to the job description, such as the typical duties or knowledge needed for the position. For example:

“Briefly discuss your experience managing a budget. Please describe a specific example of how you have managed a budget for a school or program? What tools and strategies did you use to monitor the budget?”

- 2. Situational Judgment Exercise (SJE):** The purpose of a SJE is to provide a forum to evaluate candidates' thought processes via their ability to handle tasks or situations that may be encountered once on the job. The candidate is provided with a written description of a problem or situation and asked to develop an action plan or asked how they would handle a mock (acted) version of the situation to assess candidate's abilities to resolve the situation. This type of SJE is effective in addressing conflict situations or employee management skills. For example:
 - A candidate can be provided with pertinent information about a school and then create a plan for their first 90 or 180 days in the position and how they would address the specific instructional and/or operational issues at the school.
 - A candidate can be provided with specific information about a fictitious subordinate employee and then be asked to provide developmental feedback to the employee. Please note that the person acting as the subordinate employee should be specifically trained on how to act and respond in the scenario to ensure consistency.
- 3. Mock Presentations:** Mock Presentations assess a candidate's ability to present information clearly and effectively. For example, a candidate can be provided with specific expectations and be asked to develop and/or provide a presentation of material such as a teaching exercise or professional development training for staff.
- 4. In-Basket Exercise:** The purpose of an In-Basket Exercise is to determine candidates' ability to prioritize a heavy or difficult workload and can also be used to determine candidates' ability to delegate work to staff. This type of exercise takes more time to develop; however, it is effective in distinguishing candidates' skills.

Training and Guidance

Human Resources, Personnel Research and Analysis staff are available at (213) 241-6356 to answer questions you may have to ensure a successful process and to provide guidance in the development, administration, and scoring of any assessment tools.

A good leader inspires people to have confidence in the leader, a great leader inspires people to have confidence in themselves.

Eleanor Roosevelt (First lady and first chair of the UN Commission on Human Rights)

STEP FOUR: INTERVIEW PROCESS

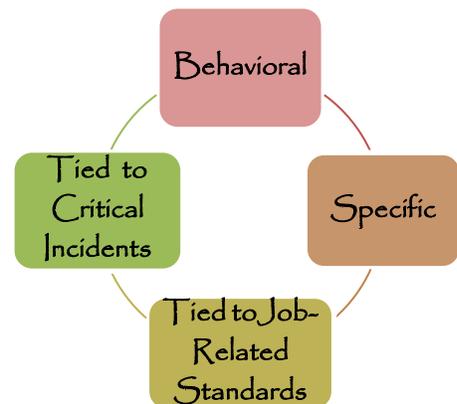
Purpose

The impetus of interviewing candidates is specifically to differentiate job-related knowledge, skills, abilities, and experiences among the candidates. Interviews assess the candidate's potential to succeed in the position for which they are applying, utilizing a series of behavioral-based questions that ask the candidate to share specific examples of his/her past professional experiences.

Developing Interview Questions

Components of Effective Interview Questions

1. Behavioral: Focuses on what the candidate has done or has accomplished in his/her career. Behavioral questions solicit responses substantiated by specific examples, as opposed to opinions or personal philosophies.
2. Specific: Assures the candidate clearly understands what is being asked and the raters have a clear interpretation of the response.



Components of Effective Interview Questions (Cont'd)

3. Tied to Job-Related Standards: Questions should be designed to assess a candidate's experience as it applies to each of the standards or leadership dimensions. Specifically, the [School Leadership Framework](#) Standards should be utilized as a guide for creating interview questions for school-based and for non school-based leadership positions. Developing interviews in this manner ensures a comprehensive assessment of knowledge, skills, and abilities deemed critical for success in leadership roles.
4. Tied to Critical Incidents: Focuses on situations unique to the position for which the candidate is interviewing.

Ineffective Versus Effective Interview Questions

Composed below is an example of an ineffective interview question for a school administrator's interview. It is neither behavioral nor specific and fails to ask the candidate about his/her specific professional experience.

Ineffective Interview
Question

Describe your philosophy on parent engagement in the school community.

It is highly unlikely that a response to the previous question would provide the interview rater with evidence of the candidate's past experience and associated areas of knowledge, skills, and abilities. A more effective question would be:

Effective Interview
Question

Provide an example of when you worked with parents to achieve a goal. What did you do to foster and sustain parent engagement? What was the result?

This latter question will tap directly into the candidate's past experience and produce responses that provide raters with valuable information on the candidate's ability to handle "critical incidents" that are common in the role of a school administrator.

If you would like additional sample interview questions or assistance in the development of interview questions Human Resources, Personnel Research and Analysis staff is available at (213) 241-6356 to provide you with support.

Developing an Effective Interview Rating Form

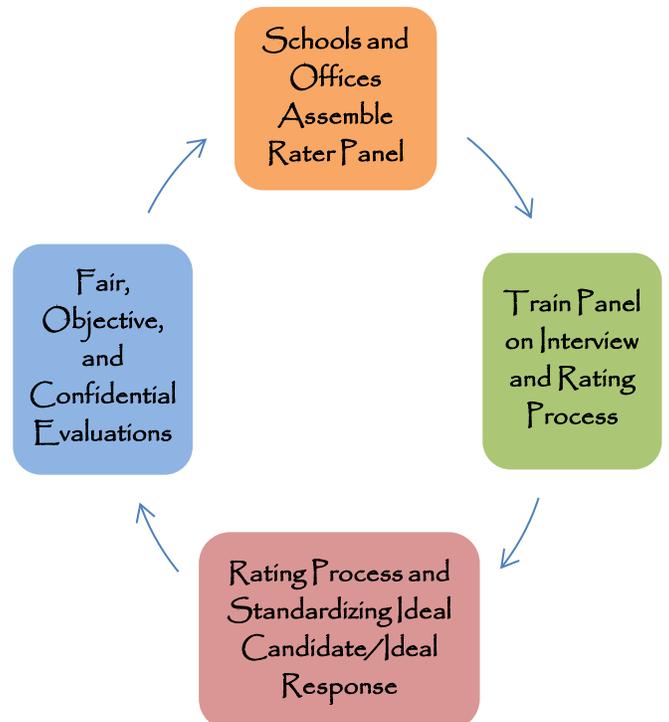
An effective interview rating form includes a rating scale delineated by benchmarks to depict varying levels of proficiency in candidate responses. In addition, it is important to provide space for raters to justify their scores for each interview question. A sample interview rating form is included (Appendix 7).

1. Benchmark definitions should be clear and align properly with the standards being assessed.
2. Rating scales should have 4 benchmarks to effectively account for the varying levels of proficiency. The following are two options to score the interview questions.
 - When all standards or leadership dimensions are equally important to success in the position, responses are weighted equally (equal weighting).
 - When some standards or leadership dimensions are more important than others, specific responses should be assigned higher weight (differential weighting). If you would like to use differential weighting please contact Human Resources, Personnel Research and Analysis staff at (213) 241-6356 for assistance.

Administering the Interview Process

Assembling and Training the Rater Panel

1. Schools and offices have flexibility in assembling the interview panel in terms of the number of raters and representation of constituency groups. With this in mind, Human Resources sets forth the following recommendations:
 - The panel(s) should have equal representation from each constituency group. See *bullet #4 under Interview Administration Day for Instructions when there is a non-English speaking panel member(s)*.
 - For school-site interviews, the panel should represent the school's student and community diversity.
 - Panels should consist of at least two panel members.



Assembling and Training the Rater Panel (Cont'd)

2. Prior to the interview process, all panel members must be trained on and provided an in-depth understanding of the school or office's mission and goals, as well as the role and responsibilities of the position being filled, the interview protocol, and rating process. This should take place not more than 2-3 days prior to the interview administration. Components of the interview training are highlighted in a sample agenda included (Appendix 9).
3. During the interview training, raters should also sign a Rater Agreement form that addresses the rater's commitment to provide fair, objective, and confidential evaluations. A sample Rater Agreement form is included (Appendix 8).
4. It is essential to orientate the raters to ensure a consistent rating process. Specifically, the hiring administrator shall provide specific detailed information (orally or written) to the raters such as:
 - a standardized description of the "ideal candidate"
 - the expectations for the specific position (advertisement flyer/job description)
 - an overview of the interview questions
 - a description of the "ideal response" for each specific interview question
 - In addition to providing a description of the "Ideal" or "Outstanding" response, further description of the response quality and/or content necessary to obtain other specific ratings (i.e., Needs Development, Competent, and Strong) is also suggested.

*Leadership is the capacity
and will to rally men and
women to a common
purpose and the character
which inspires confidence.*

*Bernard Montgomery
(British Armed Forces)*

Panelist should be further encouraged to listen for specific examples of behaviors that address the question and outcomes as a result of the candidate's action.

Prior to the interview, it is also recommended that the raters be provided time to review the interview materials and ask clarifying questions. When raters assess candidates against the same clear standards, the potential influence of rater bias is decreased allowing for objective and consistent rating scores.

Guidelines for Decision Making/Recommendations

1. Candidate responses to interview questions should always be assessed using a rating scale. Rating scales ensure that all raters base their assessments on objective, job-related criteria. They also allow for consistency and uniformity in scoring.

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Guidelines for Decision Making/Recommendations (Cont'd)

2. It is essential that raters are objective and fair when assigning interview scores. Interview scores should be based entirely on the candidate's responses to the questions and should never take external factors into consideration. For example, interview scores should not be based on information found on the candidate's resume or from information obtained through conversations with or from letters of past supervisors.
3. The interview panel then makes a decision regarding each candidate's status and recommendation for the position.
4. Final recommendations should always be supported by the rater's interview scores. Candidates should not be recommended for hire or for a subsequent interview, if their ratings are not reasonably high.
5. The designated facilitator of the group is responsible for collecting all completed rating and note sheets.

Maintaining Fairness and Legal Defensibility

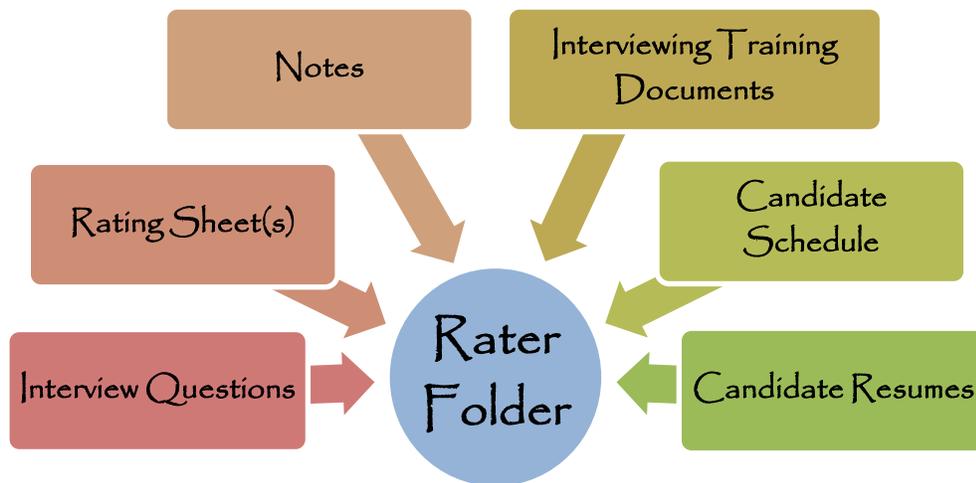
1. Raters must take into consideration and be accountable for adhering to State and Federal non-discrimination laws and statutes.
2. The hiring administrator must also be aware of the candidate inquiries that are prohibited by law. *The California Fair Employment and Housing Act (FEHA)* prohibits any non job-related inquiries of candidates or employees, either verbally or through use of an application form, that express, directly or indirectly, a limitation, specification, or discrimination as to race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, age, sex, sexual orientation, military/veteran status, or any intent to make such a limitation, specification, or discrimination. For more information, you may refer to the *California Department of Fair Employment and Housing Fact Sheet* is included (Appendix 10).
3. Hiring administrators should be aware of the potential for rater error and biases in the interview process. Examples of common rater errors and biases are included (Appendix 11).
4. It is extremely important that all raters stay committed to confidentiality with regard to the content of the interview materials and the ratings assigned to candidates. Candidates and raters are to keep the interview questions, benchmarks, and all other selection materials completely confidential. Raters shall not discuss the candidates' interview performance outside of the assessment environment. This includes discussion of candidate responses and overall candidate qualifications.

A leader is one who knows the way, goes the way, and shows the way.

*John Maxwell
(Author and Speaker)*

Interview Administration Day

1. The hiring administrator may serve as the facilitator (assuming they are participating on the interview panel) or may designate a facilitator for the day(s) of the interview administration. The facilitator would be responsible for ensuring the interview process is conducted in a fair and objective manner. The facilitator will also control the pace of the interview and assume responsibility for the collection and organization of all assessment materials. The facilitator should have an in-depth knowledge of the position, description of the ideal candidate, and interview procedures. A Facilitator Checklist containing a summary of the facilitator responsibilities is included (Appendix 12).
2. Each interview panel rater should have a folder with the following documents:



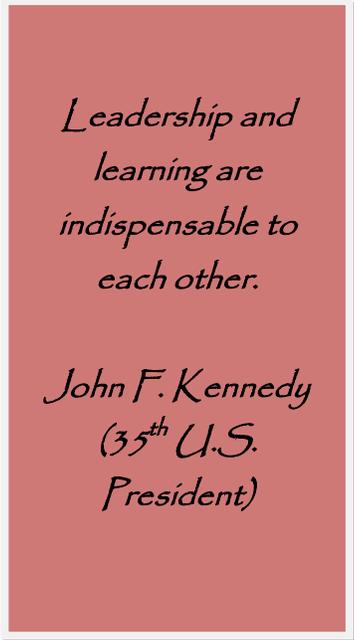
3. It is important that all panel members are fully briefed on the structure of the interview process. At the beginning of the day, assign questions to each rater and instruct raters to introduce themselves with their name and title/affiliation before beginning each interview.
4. If you have a non-English speaking panel member(s) as representative of a constituency group (i.e., parents, students, or community members) ensure to provide a Certified Interpreter throughout the process. If the panel member is assigned an interview question, he/she may ask the question to the candidate in his/her preferred language followed by a

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Interview Administration Day (Cont'd)

translation into English by the interpreter. Prior to the interview, candidates should be informed that there is a non-English speaking panel member(s), a Certified Interpreter will be used during the process, and that they will be expected to answer all questions in English while the translator provides simultaneous translation to the non-English speaking panel member(s). Should the candidate instead chose to respond to the interview question in the alternative language, the translator will provide simultaneous English translation to the rest of the panel and the candidate will not be provided additional time to repeat his/her answer in English.

5. Prior to the interview administration, the hiring administrator should decide how much time the panel will take to review the resume of each candidate, length of the interview, and time to evaluate results of each interview. A pre-set interview duration time will allow for an efficient administration day. During the interview, the facilitator will keep track of the time and interject, as necessary, to ensure each interview stays within the allotted time frame.
6. For each candidate invited to the interview ensure that they read and sign the *Candidate Confidentiality Agreement* form. A sample *Candidate Confidentiality Agreement* is included (Appendix 13).



STEP FIVE: CHECKING REFERENCES

Once the paper screen, additional assessments, and interviews have concluded, the top candidate(s) is determined based on the information collected during the selection process. Before any offer is extended, reference checks should be conducted on the candidate(s) you are considering for hire. The hiring administrator should have a standardized procedure to follow when checking references, consisting of standardized questions and thorough note-taking. To standardize reference checks, verify the following: school/office name, dates of employment, position held, discuss job-related behaviors, and if the prospective employee would be eligible for rehire.

For guidance in completing reference checks, please contact: Maria Voigt, Coordinator, Administrative Assignments Unit at (213) 241-6365 **or** Marilyn Fuller, Manager, Personnel Research and Analysis at (213) 241-6356. A sample Reference Checklist form is included (Appendix 15).

STEP SIX: FINAL CANDIDATE SELECTION

Once the top candidate has been chosen by the hiring administrator(s) and the reference checks have been completed, you can extend a final offer. For Principal finalists, before the final offer is made, an endorsement from the supervising District Superintendent is also required. After making your offer, submit either the *Request for School Based Administrator Assignment* or the *Request for Administrative Assignment Action* (Non school-based) form as appropriate to the Administrative Assignments Unit. The *Request for Administrator Assignment* forms are available online at <http://achieve.lausd.net/Page/8048>.

STEP SEVEN: CANDIDATE NOTIFICATION

Candidates are understandably anxious to know about their status in the selection process at any given point in time. Provide candidates with timely information regarding their status, as well as the subsequent steps in the selection process. It is recommended that the office use written communication to inform the candidates, regardless of whether they were successful or unsuccessful in the given selection process. Candidates should be informed at the close of each stage in the selection process, if they will continue on. Written communication sent via U.S. mail or email, as appropriate, allows for a consistent message and facilitates record keeping. It is also helpful for legal purposes. The content of regret letters should be clear, consistent, and concise. Developmental reviews, justifications, or explanations of the outcome are not necessary and often may infringe on the confidentiality and integrity of the process. Sample regret and congratulation letters are included (Appendix 14).

STEP EIGHT: RETENTION OF RECORDS

Schools are advised to diligently maintain records and paperwork throughout the course of the selection process. It is recommended that schools keep a separate file for each selection process conducted. The following documents should be confidentially maintained in each file:

- Flyer
- Roster of applicants
- Application materials (resumes, responses to supplemental topic areas, letters of interest, letters of recommendation) for all candidates
- Names and titles of raters used for each component of the selection process
- Candidate rating sheets (for all components of the selection process)
- Signed confidentiality statements from candidates
- Signed rater agreement/confidentiality forms (for all components of the selection process)

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Certificated Administrator Selection Guide

- Materials related to additional selection tests (writing project, situational judgment exercises, etc.), if applicable
- Interview questions and all other assessment materials

For ease of record retention, a Selection Process Document Checklist is included (Appendix 16).

Questions/Assistance

If you have any questions about the information contained in the Selection Guide or would like assistance in developing any parts of the selection process, contact Human Resources, Personnel Research and Analysis at (213) 241-6356.

Life takes on meaning when you become motivated, set goals, and charge after them in an unstoppable manner.

Les Brown (Band Leader and Composer)

LOS ANGELES UNIFIED SCHOOL DISTRICT
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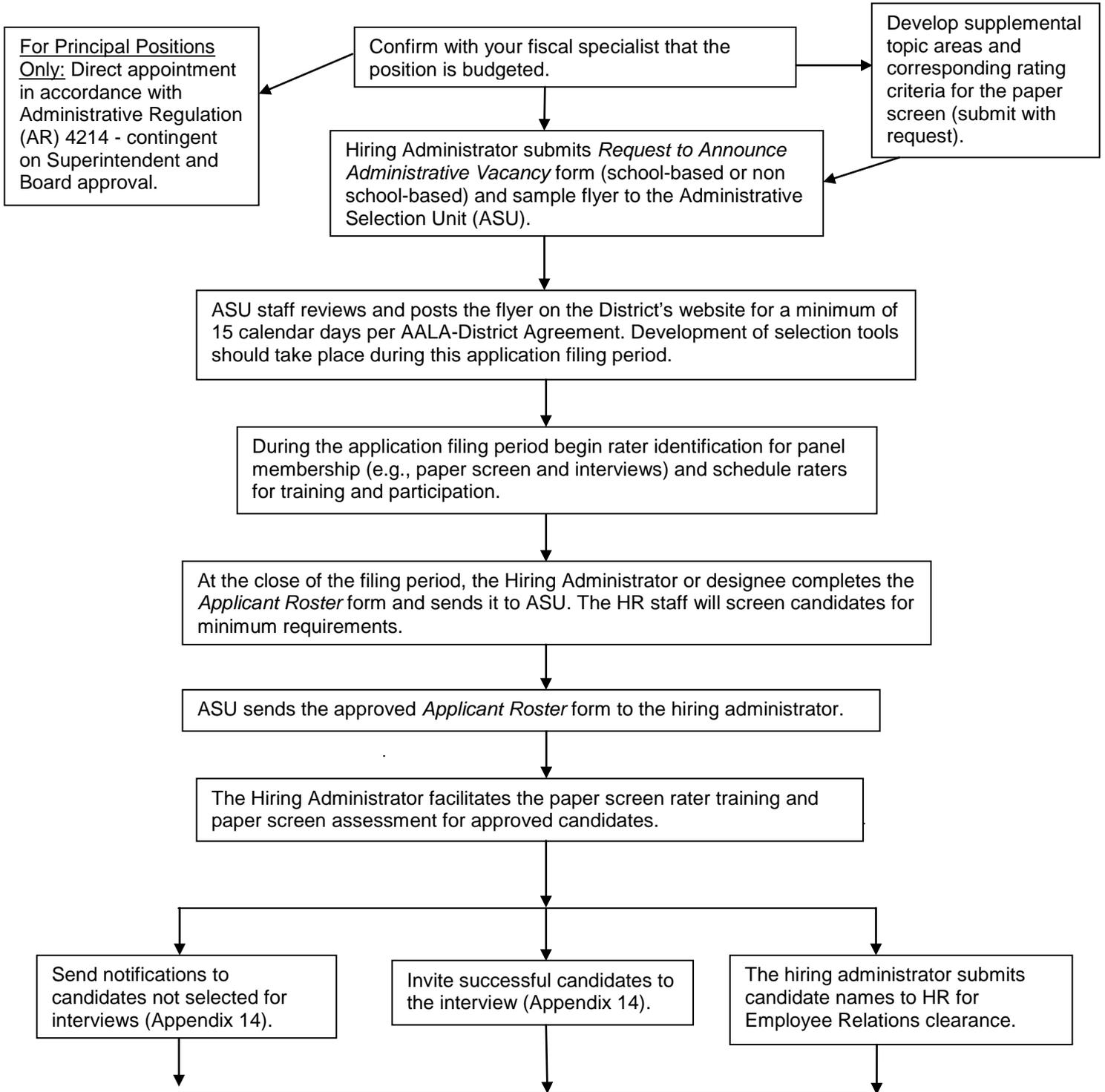
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Selection Process Flowchart – Principal

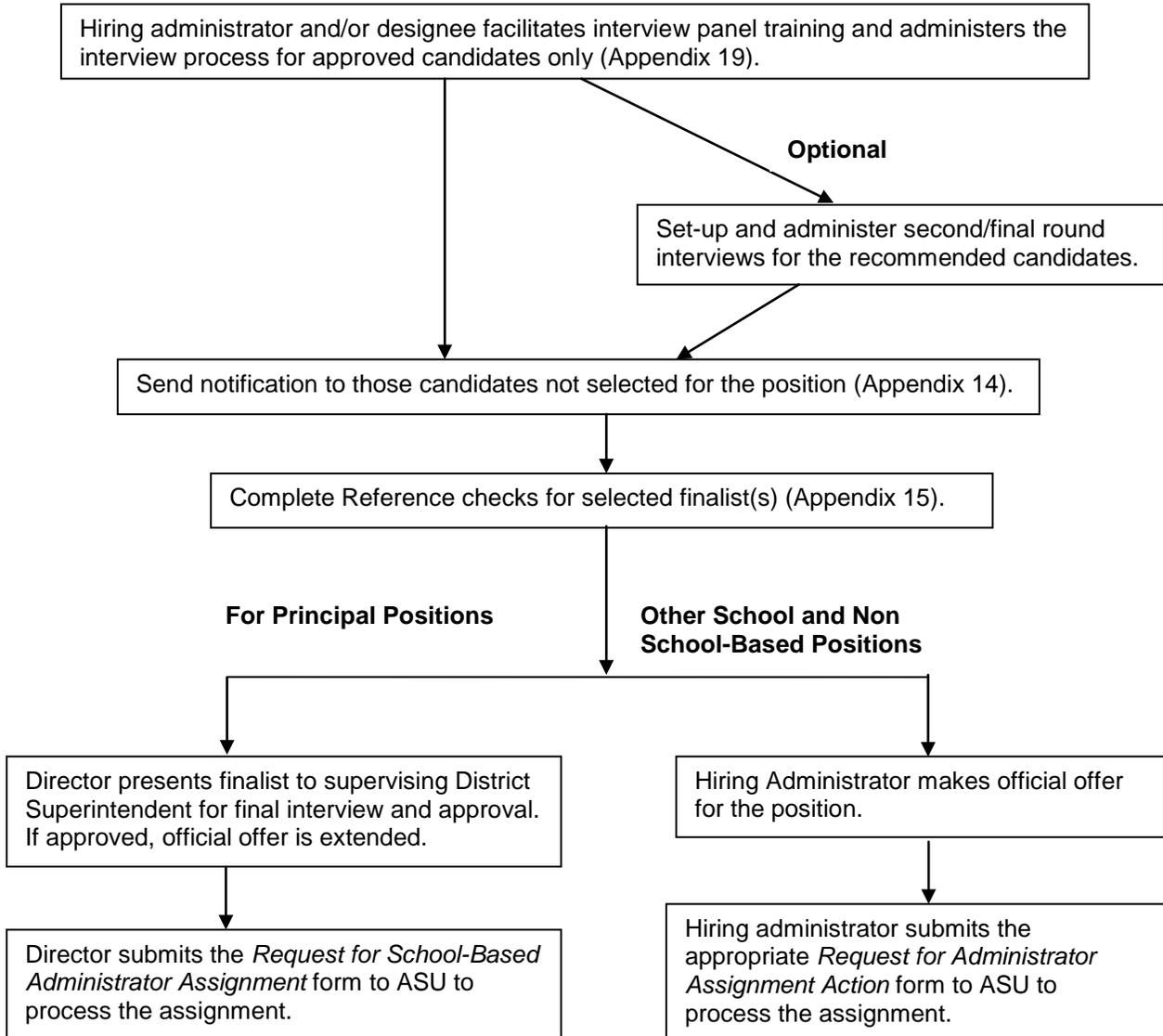


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Human Resources Division

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Selection Process Flowchart – Principal





Los Angeles Unified School District

All Youth Achieving

Name of School
Position Title

The Los Angeles Unified School District seeks a _____.

Description of School: _____ school is a traditional calendar school covering <grades> with an approximate enrollment of <#> students. The school population is _____. <Add all other important distinguishing information regarding your school.> This school is located at _____.

Include school website <here>

The Ideal Candidate <List here the characteristics necessary for success in your position. You may use narrative form or bullet points to convey your information.>

Salary: MST __ G – __ Basis (\$____ - \$____) - __ paid days

- For an annualized employee who is changing basis during the year, this change may result in an annualized "settlement" (i.e., the process by which the District resolves an under or overpayment).
- Selected individual may be subject to displacement due to norm allocation and seniority-based RIF provisions or due to budget limitations.
- For employees who change basis during the school year, this basis change may prevent them from earning a full year of service credit.

Required Experience:

- ____ years of successful full-time public school certificated service
- A minimum of ____ years experience as a teacher in a K-12 public school program
- A minimum of ____ years experience in an _____ program grades ____ through ____

And one of the following:

- List additional required experience as necessary

Minimum Requirements include:

(All minimum requirements must be met on or before the filing deadline. It is the responsibility of the applicant to ensure that documentation of minimum requirements is on file with the Human Resources Administrative Selection Unit. For information on submitting your documentation, please call (213) 241-6886).

- A valid California teaching credential requiring a Bachelor's degree and a program of professional preparation, including student teaching
- A valid California Administrative Services Credential
- Master's degree from an accredited college or university
- Multicultural coursework*
- District Master Plan requirements*

* Candidates have one year to complete this requirement

Application Procedure:

To be considered, applicants must submit the following:

1. Cover letter that describes your success in the following areas:
 - List Supplemental Topic Areas in bullet format.
 -
 -
2. Current resume (include employee number, if an LAUSD employee)
3. A Letter of Recommendation from your current administrator

Submit your Application Materials via Email, U.S. Mail, or Hand Delivery:

_____, Instructional Director
 _____ District
 _____ Street Address
 _____ City, CA Zip Code
 (###) ###-####
 Email: supervisor.email@lausd.net

DEADLINE: _____ – 5:00 PM

FAXED COPIES WILL NOT BE ACCEPTED

The Los Angeles Unified School District intends that all qualified persons shall have equal opportunities for employment and promotions.



Los Angeles Unified School District

All Youth Achieving

Division Name

Position Title

__G (Class Title, Class Code)
(Number of Vacancy)

Description of Position and Location:

Primary Duties and Responsibilities:

- List the primary duties and responsibilities of the position:

Salary: __G, (Class Title, Class Code) – __ Basis (\$_____ - \$_____) – __ paid days

- Z time may be available at the District's discretion (Include if not A-Basis)
- In the case of an annualized employee who is changing basis during the year, this change may result in an annualized "settlement" (i.e., the process by which the District resolves an under or overpayment).
- For employees who change basis during the school year, this basis change may prevent them from earning a full year of service credit.

Minimum Requirements:

- At least ____ years of successful full-time public school experience in a certificated position(s), no fewer than ____ years of which must have been in a <position>
- A valid California Administrative Services Credential
- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university
- Completion of required Multicultural Education and Master Plan coursework*

* Applicants have one year to complete this requirement.

NOTE: All minimum requirements must be met on or before the filing deadline. It is the applicant's responsibility to ensure that appropriate documentation is on file with Human Resources. For additional information, please call (213) 241-6886.

Desirable Experience/Qualifications:

- Please bullet the characteristics necessary for success in your position.

Application Procedure:

To be considered, you must submit:

1. A letter of interest describing your success in the following areas:
 - List Supplemental Topic Areas in bullet format.
2. A current resume (include employee number) with a list of ____ references that include your current and next most recent supervisors and their contact information. References will be verified for all applicants who are finalists for the positions.

Applicants are advised that meeting the stated minimum requirements does not ensure an invitation to an interview.



Los Angeles Unified School District

All Youth Achieving

Submit your Application Materials via Email, U.S. Mail, or Hand Delivery:

Attn: Name of Supervisor, Position Title
Street Address
City, CA Zip Code
(###) ###-####

If using email send documents to supervisor.email@lausd.net and include the following in the **Subject Line** of the email: *Position Title: Applicant Name.*

DEADLINE: _____ – 5:00 p.m.
FAXED COPIES WILL NOT BE ACCEPTED

Certificated Administrator Selection Guide

SAMPLE SUPPLEMENTAL TOPIC STATEMENTS

Supplemental Topic Statements allow the candidates to elaborate on specific professional experiences that have prepared them to assume the responsibilities of the position.

The following are sample supplemental topic statements that have been developed in alignment with the School Leadership Framework. Supplemental topic statements should address experiences that the ideal candidate should possess. Finally, it is not necessary to have a supplemental topic statement for each standard, as some standards may be more effectively addressed in the interview.

Supervision of Instruction

1. Providing instructional leadership to certificated staff for the purpose of increasing student achievement.
2. Using data to inform and enhance an instructional initiative(s).
3. Providing differentiated professional development opportunities for teachers.
4. Developing, implementing, and delivering professional development to instructional staff.

Culture of Learning and Positive Behavior

5. Removing barriers to academic achievement for all students.
6. Building and/or implementing a culture of academic growth and achievement.

Family and Community Engagement

7. Engaging and collaborating with parents for the purpose of increasing student and school achievement.
8. Partnering with community leaders and organizations to identify and work toward shared goals.

Systems and Operations

9. Introducing and implementing school or program level policies and procedures.
10. Maximizing limited resources to address students' needs.



LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

**GENERAL STANDARDS FOR MINIMUM REQUIREMENTS
SCHOOL-BASED CERTIFICATED MANAGEMENT CLASSES**

Minimum Education and Credential Requirements

School-Based Administrators

- California Administrative Services Credential
- Pupil Personnel Services Credential (Assistant Principal, Secondary Counseling Services and Assistant Principal, Adult Counseling Services)
- A valid California teaching credential requiring a Bachelor's degree and a program of professional preparation, including student teaching
 - √ Except for Adult School Education positions
- Master's degree from an accredited college or university
- Multicultural Coursework
- Master Plan Coursework
 - √ Except for Adult School Education positions
- Experience - Check the specific requirement listed for each position below

Minimum Requirements for Early Education Childhood administrative positions include:

- Administrative Services Credential or a California Child Development Program Director Permit authorizing service at the preschool level
- Master's degree from an accredited college or university
- Multicultural Coursework

Minimum Experience Requirements

PRINCIPAL	
ELEMENTARY	SECONDARY
<ul style="list-style-type: none"> ➤ 8 years successful full-time certificated service in a public school district ➤ 3 years of successful full-time teaching experience ➤ 2 years certificated service in an elementary instructional program covering grades Pre-K through 6 ➤ 1 year of service in an administrative or supervisory position utilizing an administrative credential; OR 1 year in a school-based Assistant Principal level position; OR 3 years in a school-based leadership non-classroom assignment 	<ul style="list-style-type: none"> ➤ 8 years successful full-time certificated service in a public school district ➤ 3 years of successful full-time teaching experience ➤ 2 years certificated service at a middle/senior high school, grades 6-12 (for Senior High School); OR 2 years certificated service at an elementary, middle/senior high school, grades K-12 (for Middle School) ➤ 1 year of service in an administrative or supervisory position utilizing an administrative credential, such as an assistant principal or equivalent position
ADULT AND CAREER EDUCATION	SPECIAL EDUCATION
<ul style="list-style-type: none"> ➤ 8 years successful full-time certificated service in a public school district ➤ 2 years must include 100 hours of part-time, or 65 days of full-time, adult education and/or career technical education experience per year ➤ 3 years of successful full-time teaching experience ➤ 2 years of full-time public school certificated K-12/Adult administrative experience 	<ul style="list-style-type: none"> ➤ 8 years successful full-time certificated service in a public school district ➤ 3 years of successful full-time teaching experience ➤ 2 years must have been directly related to a K-12 instructional program with at least 2 years in special education school, class, or working with students with special needs



LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

**GENERAL STANDARDS FOR MINIMUM REQUIREMENTS
SCHOOL-BASED CERTIFICATED MANAGEMENT CLASSES**

PRINCIPAL	
SPAN SCHOOL	CONTINUATION SCHOOL
<ul style="list-style-type: none"> ➤ 8 years successful full-time certificated service in a public school district ➤ 3 years of successful full-time teaching experience ➤ 2 years in an elementary, middle or senior high school ➤ 2 years in an administrative position ➤ 1 year in a school-based assistant principal level position 	<ul style="list-style-type: none"> ➤ 5 years of successful full-time certificated service in a public school ➤ 3 years of successful full-time teaching experience ➤ 2 years in a middle or senior high school, grades 6-12 ➤ 1 year in a non-classroom leadership position, such as a coordinator, instructional coach, dean, etc.
EARLY CHILDHOOD EDUCATION	
<ul style="list-style-type: none"> ➤ 3 years of successful full-time certificated service as a teacher or in an administrative or supervisory position in a public school child development program, licensed child day care center, preschool or elementary school (K-3) 	<ul style="list-style-type: none"> ➤ A valid CA Administrative Services Credential or a CA Child Development program Director Permit authorizing service at the preschool level
ASSISTANT PRINCIPAL	
ELEMENTARY	SECONDARY
<ul style="list-style-type: none"> ➤ 5 years of successful full-time certificated service in a public school ➤ 3 years of successful full-time teaching experience ➤ 2 years certificated service at an elementary instructional program covering grades Pre-K through 6 ➤ 1 year of verifiable experience in a non-classroom leadership position such as coordinator, instructional coach, etc 	<ul style="list-style-type: none"> ➤ 5 years of successful full-time certificated service in a public school ➤ 3 years of successful full-time teaching experience ➤ 2 years certificated service at a middle/senior high school, grades 6-12 ➤ 1 year must have been in a non-classroom leadership position such as coordinator, instructional coach, dean, etc.
ELEMENTARY INSTRUCTIONAL SPECIALIST (AP,EIS)	SECONDARY COUNSELING SERVICES (AP,SCS)
<ul style="list-style-type: none"> ➤ 5 years of successful full-time certificated service in a public school ➤ 3 years of successful full-time teaching experience <p>Desirable Experience: Elementary teaching experience; successful experience as a Program Specialist or in a position related to special education; successful experience in an elementary school leadership position</p>	<ul style="list-style-type: none"> ➤ 5 years of successful full-time certificated service in a public school ➤ 3 years of successful full-time teaching experience ➤ 2 years certificated service at a middle/senior high school counseling office <p>Note: A PPS Credential or Service Credential in pupil counseling and a valid CA teaching credential are required.</p>



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**GENERAL STANDARDS FOR MINIMUM REQUIREMENTS
SCHOOL-BASED CERTIFICATED MANAGEMENT CLASSES**

ASSISTANT PRINCIPAL

ADULT AND CAREER EDUCATION		ADULT COUNSELING SERVICES	
<ul style="list-style-type: none"> ➤ 5 years of successful full-time certificated service in a public school ➤ 3 years of successful full-time teaching experience ➤ 2 years must include 100 hours of part-time, or 65 days of full-time, adult education and/or career technical education experience per year ➤ In lieu of the adult school experience, service in a position which requires possession of a CA administrative, supervisory or counseling credential may be substituted 		<ul style="list-style-type: none"> ➤ 5 years of successful full-time certificated service in a public school ➤ 3 years of successful full-time teaching experience ➤ 2 years must include 100 hours of part-time, or 65 days of full-time, adult school experience per year, including one year as an adult education classroom teacher * 3 years of successful full-time teaching experience OR <u>counseling</u> experience 	
SPECIAL EDUCATION			
<ul style="list-style-type: none"> ➤ 5 years of successful full-time certificated service in a public school ➤ 3 years of successful full-time teaching experience 		<ul style="list-style-type: none"> ➤ 2 years must have been directly related to a K-12 instructional program working with students with special needs 	

* Check the Human Resources Division Website for employment updates at www.teachinla.net

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Certificated Administrator Selection Guide

PAPER SCREEN RATING FORM

<Position Title>

APPLICANT NAME

This is a structured rating process of the candidate's submitted application materials (resume and letter of intent) for the position mentioned above. As the rater for this candidate, we ask that you review the flyer provided to you and evaluate the successful experiences presented by the candidate. The rating factors listed on this form are reflective of the experiences the candidate should be presenting and are deemed as critical and essential for this position. As you review the candidate's materials consideration should be given to the scope and complexity of the candidate's.

Rating Factors	Limited (1)	Moderate (2)	Extensive (3)	Comments (e.g., scope, complexity, and recency of experience)
----------------	----------------	-----------------	------------------	---

A. Administrative & Professional Experience

<i>Examples:</i>				
Demonstrated instructional leadership based on shared vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Used multiple data sources to inform teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Designed and delivered effective professional development or training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Worked with stakeholders to improve student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Utilized technology to manage job duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enriched systems for school improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

B. Communication

Clear expression of ideas and effective organizational structure in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quality of writing (i.e., tone, grammar, organization, sentence structure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation for Interview: **No [] Yes []**

Rater Name

Rater Signature

Title

Date

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 Human Resources Division
Certificated Administrator Selection Guide
CONFIDENTIAL

SAMPLE

Total Score: _____

<Name of school/Office>
 <Position Title>
Interview Rating Sheet

CANDIDATE: _____

RATER'S NAME (Please Print): _____

RATER'S SIGNATURE: _____ DATE: _____

Please rate the candidate on the leadership standards below, using the following rating scale:

<p>4 = Outstanding: response is complete, well thought-out and presented, addresses all aspects of the question, displays high complexity of experience/expertise related to this position.</p>	<p>3 = Strong: response is complete and addresses all aspects of the question, displays complexity of experience/expertise related to this position.</p>
<p>2 = Competent: may not be as complete or thorough, but addresses the question's content, displays a basic but adequate complexity of experience/expertise related to this position.</p>	<p>1 = Needs Development: response is vague or incomplete, does not address the question's content, the complexity of experience/expertise required in this position is not evident.</p>

Introduction for Candidates

"Welcome. In this interview, we will be looking for information about your experience. We have allotted <TIME> minutes for the interview to address a series of <#> questions, so we may have to interrupt you either to move on or to change direction. We'll be taking notes, so we may not always maintain eye contact. Now, we will begin with the first question."

1. Leadership and Professional Growth
<Insert Question>

<i>Needs Development</i>	<i>Competent</i>	<i>Strong</i>	<i>Outstanding</i>
1	2	3	4
<p><i>Rater Comments:</i></p> <p><i>Situation/Task:</i></p> <p><i>Action:</i></p> <p><i>Results:</i></p>			

2. Change Management
<Insert Question>

<i>Needs Development</i>	<i>Competent</i>	<i>Strong</i>	<i>Outstanding</i>
1	2	3	4

Rater Comments:

Situation/Task:

Action:

Results:

3. Instruction
<Insert Question>

<i>Needs Development</i>	<i>Competent</i>	<i>Strong</i>	<i>Outstanding</i>
1	2	3	4

Rater Comments:

Situation/Task:

Action:

Results:

4. Culture of Learning and Positive Behavior
<Insert Question>

<i>Needs Development</i>	<i>Competent</i>	<i>Strong</i>	<i>Outstanding</i>
1	2	3	4

Rater Comments:

Situation/Task:

Action:

Results:

5. Parent and Community Engagement
<Insert Question>

<i>Needs Development</i>	<i>Competent</i>	<i>Strong</i>	<i>Outstanding</i>
1	2	3	4

Rater Comments:

Situation/Task:

Action:

Results:

6. Systems and Operations
<Insert Question>

<i>Needs Development</i>	<i>Competent</i>	<i>Strong</i>	<i>Outstanding</i>
1	2	3	4

Rater Comments:

Situation/Task:

Action:

Results:

7. Is there anything else you would like to add about your qualifications for this position?

8. Do you have any questions for us?

Overall Supporting Comments:

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<Name of School/Office>
<Position Title> Interviews
XX XX, 20__

RATER AGREEMENT

In consideration of the mutual understanding with the District, I agree to the following:

- I understand my responsibility to remain objective in all candidate evaluations. If I have personal or professional knowledge of a candidate, I will not use this knowledge in a way that results in a conflict or appearance of a conflict between the interests of the District and the candidate's personal interests.
- I will base all candidate evaluations on job-related criteria. I will adhere to state and federal non-discrimination statutes and will not base evaluations on race/color, ethnicity, birthplace/national origin/citizenship, age, sex/sexual orientation, marital status, religious creed, disability, military/veteran status, or gender expression/identity.
- I understand the confidential nature of my participation as a panel member with this selection process and my responsibility for the security of the information involved. I will not reveal any information about this process (including any materials) or panel/candidate personal or performance-based information to anyone.
- I understand that any breach of my obligations for confidentiality or security as stated in this agreement will be considered a serious violation of District policy.

I read this entire Agreement and fully understand the contents hereof. This Agreement reflects my conformity with respect to all subject matter addressed herein as of the date below written.

Rater's Printed Name

Rater's Signature

Rater's Title

Date

Certificated Administrator Selection Guide

<Name of School/Office>
XX XX, 20__

Interview Training Agenda: Summary of Topics

The following are topics recommended to cover in your interview panel training.

I. Introduction

The purpose of this interview training is to ensure:

- A. standardization, fairness, and appropriateness of interview questions
- B. panel members have an opportunity to gather relevant job experiences to provide selection recommendations
- C. confidentiality of the process and to avoid conflict of interest

II. Behavioral Structured Interviews

- A. Definition - An interview in which a candidate is asked to provide specific examples of past job behavior and based on the concept that the single best predictor of future job performance is past job behavior.
- B. Purpose - Allows the rater to learn about the candidate's past behavior/performance, while assessing a candidate's relevant capabilities and potential to succeed in the position. Behavioral interviews allow the rater to learn about previous actions taken to bring resolution to a problem, interactions with others, and steps taken in completing a project.
- C. Use **STAR** Method - An effective tool for collecting information from candidate responses.
 - 1. **Situation/Task (S/T)** = Identify the situation or task being addressed
 - 2. **Action (A)** = What was the action taken, steps followed, or obstacles overcome
 - 3. **Results (R)** = What was the outcome? Goals achieved?
- D. Techniques – As you conduct interviews there may be times when a candidate's responses provide too little information or too much information. Good techniques to keep in mind and use are:
 - 1. **Collecting Less Detail** - (1) Interrupt the candidate and redirect, (2) Summarize the candidate's discussion and transition to another area, (3) Reinforce a concise response, and/or (4) Discourage lengthy responses.
 - 2. **Collecting More Detail** - (1) Clarify misunderstood questions and responses, (2) Show encouragement, and (3) Silence can be used as a question.

Certificated Administrator Selection Guide

<Name of School/Office>
XX XX, 20__

II. Behavioral Interviews (Cont'd)

D. Techniques (Cont'd)

3. **Follow-Up Questions** – These questions below can be used to redirect candidate responses when they provide you with:
 - a. Vague Responses – Can you provide a specific example? Help us understand what you actually did.
 - b. Theoretical or Future Oriented Responses – The last time that happened what did you do? Can you give us a specific example of a similar past event?
 - c. Feelings or Opinions – Describe the situation that caused you to feel that way.

E. Things to Avoid

1. **Common Rater Biases** - Many interview rating errors result from perceptual biases or individual preferences. Remember to be consistent when rating candidates – based on their individual responses to interview questions.
2. **Illegal Areas** – State and Federal law prohibits specific areas to be questioned or discussed during the interview. For a detailed list, please refer to Appendix 13 of the Certificated Administrator Selection Guide.

III. Review of Questions and Rating Process

- A. Discussion of Job Announcement Flyer and “Ideal Candidate”
- B. Review Interview Questions, Expected Responses, and Rating Sheet

IV. Interview Day Logistics

Choose a facilitator and discuss what happens on the day of the interview.

V. Rater Agreement

Ensure that everyone understands and signs the *Rater Agreement* form.

California Department of Fair Employment & Housing Fact Sheet

EMPLOYMENT INQUIRIES

WHAT CAN EMPLOYERS ASK APPLICANTS AND EMPLOYEES?

The Department of Fair Employment and Housing has developed this guide to provide employers with guidance relating to inquiries that can be made to applicants and employees.

The California Fair Employment and Housing Act (FEHA) prohibits any non-job-related inquiries of applicants or employees, either verbally or through the use of an application form, that express, directly or indirectly a limitation, specification or discrimination as to race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation, or any intent to make such a limitation, specification, or discrimination.

The regulations of Fair Employment and Housing Commission indicate that inquiries that, directly or indirectly, identify an individual on a basis enumerated in the Act are **unlawful**. However, it is not unlawful for an employer to collect applicant flow data and other record keeping data for statistical purposes. Misuse of this data constitutes a violation of the Fair Employment and Housing Act.

APPLICANTS

The FEHA also prohibits an employer from requiring any medical or psychological examination or inquiry of any applicant or to make any inquiry whether an applicant has a mental or physical disability or medical condition. It is also unlawful to make an inquiry regarding the nature and severity of a mental or physical disability or medical condition. However, an employer may inquire into the ability of an applicant to perform job-related functions and may respond to an applicant's request for reasonable accommodation.

Once an employment offer has been made to an applicant, but prior to the commencement of employment duties, an employer may require a medical or psychological examination provided that:

- the examination or inquiry is job-related and consistent with business necessity and;
- that all entering employees in the same job classification are subject to the same examination or inquiry.

EMPLOYEES

An employer may not require any medical or psychological examination or make any inquiry of an employee, or inquire whether an employee has a mental or physical disability or medical condition or inquire into the severity of the disability or condition.

However, an employer may require any medical or psychological examination or make inquiries that it can show are job-related and consistent with business necessity. An employer may conduct voluntary medical examinations, including medical histories, which are part of an employee health program available to the employee at the work site.

The Employment Inquiries table is a guide and is not intended to be an exhaustive list of all acceptable and unacceptable inquiries. Those questions considered unacceptable are likely to limit the employment opportunities of persons protected by the Fair Employment and Housing Act.

EMPLOYMENT INQUIRIES

ACCEPTABLE	SUBJECT	UNACCEPTABLE
Name	NAME	<ul style="list-style-type: none"> • Maiden name
Place of residence	RESIDENCE	<ul style="list-style-type: none"> • Questions regarding owning or renting.
Statements that hire is subject to verification that applicants meet legal age requirements.	AGE	<ul style="list-style-type: none"> • Age • Birth date • Date of attendance/completion of school • Questions which tend to identify applicants over 40
Statements/inquiries regarding verification of legal right to work in the United States.	BIRTHPLACE, CITIZENSHIP	<ul style="list-style-type: none"> • Birthplace of applicant or applicant's parents, spouse or other relatives. • Requirements that applicant produce naturalization or alien card prior too employment.
Languages applicant reads, speaks or writes if use of language other than English is relevant to the job for which applicant is applying.	NATIONAL ORIGIN	<ul style="list-style-type: none"> • Questions as to nationality, lineage, ancestry, national origin, descent or parentage of applicant, applicant's spouse, parent or relative.
Statement by employer of regular days, hours, or shifts to be worked.	RELIGION	<ul style="list-style-type: none"> • Questions regarding applicant's religion. • Religious days observed.
Name and address of parent or guardian if applicant is a minor. Statement of company policy regarding work assignment of employees who are related.	SEX, MARITAL STATUS, FAMILY	<ul style="list-style-type: none"> • Questions to indicate applicant's sex, marital status, number/ages of children or dependents. • Questions regarding pregnancy, child birth, or birth control • Name/address of relative, spouse or children of adult applicant.
	RACE, COLOR, SEXUAL ORIENTATION	<ul style="list-style-type: none"> • Questions to applicant's race, color, or sexual orientation. • Questions regarding applicant's complexion, color of eyes, hair or sexual orientation.
	CREDIT REPORT	<ul style="list-style-type: none"> • Any report which would indicate information which is otherwise illegal to ask, e.g , marital status, age, residency, etc.
Statement that a photograph may be required after employment.	PHYSICAL DESCRIPTION, PHOTOGRAPHS, FINGERPRINTS	<ul style="list-style-type: none"> • Questions as to applicant's height/weight. • Requiring applicant to affix a photograph to application or submit one at his/her option. • Require a photograph after interview but before employment.
Employer may inquire if applicant can perform job-related functions. Statement that employment offer may be made contingent upon passing a job-related mental/physical examination.	MENTAL/PHYSICAL DISABILITY, MENTAL CONDITION (APPLICANTS)	<ul style="list-style-type: none"> • Any inquiry into the applicant's general health, medical condition, or mental/physical disability. • Requiring a psychological/medical examination of any applicant.

A medical/psychological examination/inquiry may be made as long as the examination/inquiry is job-related and consistent with business necessity and all applicants for the same job classification are subject to the same examination/inquiry.	MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (POST- OFFER/PRE-EMPLOYMENT)	<ul style="list-style-type: none"> Any inquiry into the applicant's general health, medical condition, or physical/mental disability, if not job-related and consistent with business necessity.
A medical/psychological examination/inquiry may be made as long as the examination is job-related and consistent with business necessity.	MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (EMPLOYEES)	<ul style="list-style-type: none"> Any inquiry into the employee's general health, medical condition, or mental/physical disability, if not job-related and consistent with business necessity.
Job-related questions about convictions, except those convictions which have been sealed, or expunged, or statutorily eradicated.	ARREST, CRIMINAL RECORD	<ul style="list-style-type: none"> General questions regarding arrest record.
Questions regarding relevant skills acquired during U.S. military service.	MILITARY SERVICE	<ul style="list-style-type: none"> General questions regarding military service such as dates/type of discharge. Questions regarding service in a foreign military.
Requesting lists of job-related organizations, clubs or professional societies omitting indications of protected bases.	ORGANIZATIONS, ACTIVITIES	<ul style="list-style-type: none"> General questions regarding organizations, clubs, societies and lodges.
Name of persons willing to provide professional and/or character references for applicant.	REFERENCES	<ul style="list-style-type: none"> Questions of applicant's former employers or acquaintances which elicit information specifying applicant's race, etc.
Name and address of person to be notified in case of accident or emergency.	NOTICE IN CASE OF EMERGENCY	<ul style="list-style-type: none"> Name, address, and relationship of relative to be notified in case of accident or emergency.

NOTE: Any inquiry, even though neutral on its face, which has an adverse impact on persons on a basis enumerated in the Fair Employment and Housing Act, is permissible only if it is sufficiently related to an essential job function to warrant its use.

For more information, contact the Department
toll free at: **(800) 884-1684**

TTY Number: **(800) 700-2320**

or visit our Web site at: www.dfeh.ca.gov

This publication can be made available in Braille, large print, computer disk, and tape cassette.

**STATE OF CALIFORNIA
DEPARTMENT OF FAIR EMPLOYMENT & HOUSING
2218 Kausen Drive, Suite 100
Elk Grove, CA, 95758**



DFEH-161 (8/01)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Certificated Administrator Selection Guide

<Name of School/Office>
XX XX, 20__

COMMON RATER BIASES

Many interview rating errors result from perceptual biases or individual preferences. The following are the most common rating errors you should keep in mind.

- 1) **First impression error** is the tendency to make snap judgments based only on responses made in the first part of the interview and then attending only to those behaviors that confirm this initial judgment. The direction of this bias can be positive or negative.
- 2) **Personal biases** can prevent objective ratings if the rater allows his/her own non job-related prejudices and attitudes about cultural stereotypes, lifestyles, appearances, and other perceptions to affect the ratings. The direction of this bias can be positive or negative.
- 3) **Contrast effect** is the tendency to rate a candidate relative to the person who was interviewed immediately before them. The direction of this bias can be positive or negative.
- 4) **Leniency effect** is the tendency to rate all candidates high.

RATERS:

Your evaluation of the candidate's responses must be consistent with the delineated benchmarks in the *Interview Rating* form and the "ideal responses" provided by the Hiring Administrator. Your ratings must be reflective of the responses each individual candidate provided matched to the "ideal response" expected and **not** in comparison to a response provided by another candidate in the interview selection process.

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FACILITATOR CHECKLIST

As the facilitator in the interview process, you will be responsible for ensuring that the interview process is completed efficiently and in a timely manner. You will control the pace of the interview and ensure smooth transitions from question to question. You will have panel members ask the core questions and give them an opportunity to ask clarifying questions as appropriate. Please note that panelists are not expected to respond to questions regarding the hiring process.

Before the Interview

- Have all panel members sign the *Rater Agreement* form.
- Discuss the qualities that embody the ideal candidate and how these qualities may be demonstrated in candidate responses.
- Reinforce to the panel that the interviews must be conducted in an objective manner. The decision to recommend a candidate for a position should be based only on a candidate's responses during the interview in comparison to the description of an ideal candidate (provided in the briefing).
- Assign one interview question (there will be an introduction statement, core questions, and a concluding question) to each panel member.
 - For example, you as the facilitator can begin the interview with the introduction statement and then assign core questions to the panel members. Then you can conclude the interview with: "Do you have any questions or statements you would like to share?"
- Have each panelist review the questions and read aloud their assigned question before the start of the first interview.
- Each panelist should have an *Interview Rating* form for each candidate.
- Agree on a panelist who will retrieve and escort the candidate into the interview room. Remind the assigned panelist to put the candidate at ease during this time.

During the Interview

- Before the interview begins have each panelist clearly state their name and affiliation and have the candidate state their name.
- Have panelists ask questions from the prepared list of core interview questions on the *Interview Rating* form.
 - Make sure to ask follow-up questions to get complete responses, as necessary.
 - If a question is inadvertently skipped, ensure that the question is asked at some point before the end of the interview. It is critical that all candidates are asked the same questions.
- Control the pace of the interview.
 - Be mindful of the START time of the interview.
 - Be mindful of when the panel is half-way through the interview questions.
 - Interject, as necessary, to ensure that the interview does not run past the designated timeframe.

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FACILITATOR CHECKLIST

During the Interview (continued)

- Redirect if an illegal area (e.g., ethnicity, marital status, physical disability, etc.) is brought up during the course of the interview.
- Ensure that the interview panel takes no more than <<estimate time>> minutes total per candidate. << >> minutes of actual interview time with the candidate and << >> minutes for introductions and providing your assessment between the candidates.
- Suggest to panelists to take notes during the interview.
- Thorough, behavioral notes of both positive and negative aspects of candidate responses are critical for formulating and defending recommendations.
- Thank the candidate and escort him/her out of the interview room.

After the Interview

- Panelists (including facilitator) will provide ratings based *only* on candidate's responses during each interview and in comparison to the description of the ideal candidate (discussed in the briefing).
- Remind panelists to provide behavioral notes for each candidate in the *Overall Supporting Comments* section of the rating form.
 - o Notes should correspond directly to the candidate's responses to the interview questions.

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<School or Office Name>
<Position Title> Interviews
<Month Date, Year>

Confidentiality Statement

The California Education Code Section 45317 (c) states that any individual who willfully gives confidential information regarding contents of an examination that will unfairly advantage or disadvantage another candidate in an examination for employment or promotion is guilty of a misdemeanor. To ensure confidentiality of the examination materials and preserve the integrity of the examination process, please read the paragraph below, then sign and date the document.

The selection process is completely confidential. By participating in this process, you agree to keep the interview questions and related assessment information confidential, and not disclose them to anyone. Likewise, the ratings are strictly confidential and will not be disclosed.

Candidate Name (Please Print)

Candidate Signature (Please sign in ink)

Date

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CANDIDATE LETTERS

For Applicants Invited to Interview

Dear _____:

The District wishes to thank you for applying to the < *position title*> at < *school or office* > and is pleased to invite you to the interview.

The next stage of the process will consist of a ___ minute panel interview. The interview panel will have access to your resume and letter of interest prior to your interview.

Your interview is scheduled for:

Date: <<Date>>

Time: Check-In Time:
Interview Time:

Location:

Parking:

Please confirm your scheduled participation via email to [hiring.administrator@lausd.net](mailto: hiring.administrator@lausd.net) and don't hesitate to call our office at (###) ###-####, if you have any questions prior to the interview.

Sincerely,

For Applicants Not Invited to Interview

Dear _____:

Recently you applied for the position of < *position title*> at < *school or office* >. Your application materials were received and reviewed and your qualifications were carefully considered. The field of competition included many highly qualified individuals and unfortunately, you were not selected to be among one of the finalists. In closing, thank you for your interest and we wish you success in your career.

Sincerely,

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CANDIDATE LETTERS

For Candidates Interviewed, but Not Selected

Dear _____:

Recently you interviewed for the position of *<position title>* at *< school or office >*. Your experience and qualifications were carefully considered by the selection committee. As one of the finalists, please know that you were among a group of highly qualified individuals. Although you were not selected for the position, we recognize that you have an excellent background of experience and wish you success in your career. In closing, thank you for your interest.

Sincerely,

For Candidate Selected

Dear: _____:

Congratulations! I am pleased to inform you that you have been selected as *<position title>* at *< school or office >*. The selection committee was impressed with the experience and qualifications you bring to *< school or office >*. We look forward to working with you.

Sincerely,

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

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SAMPLE REFERENCE CHECK FORM

Candidate Name: _____ **Position Applied:** _____

Reference Name: _____ **Reference Title:** _____

District/Agency Name: _____

Professional Relationship to Candidate: _____

Please ask the reference to verify the following:

	Information as provided by candidate	Verified	
School/Office/Dept. Name		Yes	No
Dates of Employment		Yes	No
Title of Position Held		Yes	No
Eligible for Rehire		Yes	No

Please ask the reference to discuss the following questions, while taking detailed notes in the comment sections provided.

1. Could you discuss this person's **strengths as they relate to the position of** _____?
Comments:

2. How about this person's **interpersonal skills and qualities** in working with staff, supervisors, and all stakeholders?
Comments:

3. How would you describe the candidate's **track record with increasing student learning and student achievement?**
Comments:

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SAMPLE REFERENCE CHECK FORM

4. How would you describe the candidate's **challenges and weaknesses as they relate to the position of _____?**

Comments:

5. With what you currently know about the candidate, **would you rehire him/her?**

Comments:

6. Based on your knowledge and interaction with the candidate, using a rating scale of 1 – 10 with 10 being the highest, how would you rate the **candidate's ability to successfully perform in the position of _____?**

1 2 3 4 5 6 7 8 9 10

7. Is there any **additional information that I need to know** about this candidate as he/she is being considered for the position of _____?

Comments:

"Thank you for your time and for sharing your perceptions about _____."

Verified By

Signature

Position Title

____/____/____
Date Completed

Certificated Administrator Selection Guide

SELECTION PROCESS DOCUMENT CHECKLIST

Position Title: _____

Selection Test Part:

Administration Dates:

- | | |
|---|-------|
| <input type="checkbox"/> Paper Screen: | _____ |
| <input type="checkbox"/> Additional Test Part I: _____ | _____ |
| <input type="checkbox"/> Additional Test Part II: _____ | _____ |
| <input type="checkbox"/> Interview Training: | _____ |
| <input type="checkbox"/> Candidate Interviews: | _____ |

The following documents are enclosed in the selection process file:

Announcing the Position

- Request to Announce Form
- Copy of Flyer
- Applicant Roster
- Applicant Materials (Resume, Letter of Interest/Cover Letter, Letters of Reference, and Responses to Supplemental Topic Areas) for all Candidates

Paper Screen

- Paper Screen Rater Training Material
- Names and Titles of Raters
- Signed Rater Agreement Forms for All Raters
- Completed Paper Screen Rating Sheets (Minimum of Two Per Candidate) With Rater Notes and Scores
- Copies of Notification Letters Sent to Candidates (i.e., Invitation Letter to Next Test Part or Regret Letter)

Additional Test Parts (Writing Project, Situational Judgment Exercise, Mock Presentation, In-Basket Exercise, etc.)

- Related Rater Training Material
- Names and Titles of Raters
- Signed Rater Agreement Forms From All Raters
- Rater Sign-In Sheet(s)
- Signed Confidentiality Statements From Candidates

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Additional Test Parts (Cont'd)

- Candidate Sign-In Sheets
- Testing Schedule
- Completed Candidate Rating Sheets (Minimum of Two Per Candidate) With Rater Notes and Scores
- Specific Assessment Materials (Directions and Candidate Test Documents) and Associated Rating Standards
- Copies of Notification Letters Sent to Candidates (i.e., Invitation Letter to Interviews or Regret Letter)

Interviews

- Interview Rater Training Material
- Names and Titles of Raters
- Signed Rater Agreement Forms From All Raters
- Rater Sign-In Sheet(s)
- Signed Confidentiality Statements From Candidates
- Candidate Sign-In Sheets
- Testing Schedule
- Completed Candidate Rating Sheets (Minimum of Two Per Candidate) With Rater Notes and Scores
- Interview Questions, Rating Standards, and All Other Assessment Materials
- Copies of Notification Letters Sent to Candidates (i.e., Letter of Success or Regret Letter)

Reference Checks and Final Selection

- Reference Check Form (One Per Each Reference Contacted)
- Assignment Processing Paperwork for Selected Candidate
- Documentation of Freeze Approval (if applicable)

Administrator overseeing selection process:

Name: _____ Title: _____

Signature: _____ Date: _____