

## LEADERSHIP INTERVIEW QUESTIONS

Questions within this library are grouped by Leadership Standard. “FIT” questions, provided by the Gallup organization, can be found on the last page. These questions assist in determining a candidate’s suitability for a position.

Select questions from among this list that align to the job description and leadership competencies needed for the position. Tailor questions, as needed, to match the level of the position. For example, entry level management positions may call for less complex questions than senior management positions.

### 1: SKILLFUL SUPERVISION AND EVALUATION

**Goal:** *The leader will demonstrate the knowledge, skills, and abilities to skillfully supervise and evaluate staff performance and support performance improvements throughout the organization.*

1. How do teachers/staff at your site/department know what you expect of them?
2. How does student achievement/work process goals impact your supervision of staff?
3. How will you use supervisory and evaluative activities as opportunities to help teachers/staff members practice and get feedback on critical instructional/work skills?
4. What kind of evidence do you use to gauge whether or not employees are improving practices which directly or indirectly increase student achievement?
5. How would you provide on-going supervision and coaching to your direct reports, both individually and as a group? How do you differentiate your supervision and coaching, depending on direct reports’ needs?
6. What system will you use to collect and synthesize teacher/employee performance documentation? What pieces of written documentation do you most frequently use? Why?
7. How will you ensure that all teacher/staff members engage in on-going professional growth activities that are linked to the student achievement/process improvement goal area?
8. Give examples of how you engage staff that report to you.
9. Share with us your philosophy of coaching and your experience in coaching teachers.
10. Select one or two of the California Standards for the Teaching Profession and describe how you would supervise and monitor these standards in building teacher capacity to improve student achievement.

## 2: USING EVIDENCE TO IMPROVE INSTRUCTION/SUPPORT TO SCHOOLS

**Goal:** *The leader will demonstrate the skills, knowledge, and ability to use student achievement and process data to develop student-centered goals for improving learning and teaching in classrooms to eliminate the achievement gap.*

1. In terms of student performance indicators, what evidence will you gather during routine classroom/department observations and walk-throughs?
2. What evidence will you look for that indicates that ALL students are making progress toward stated learning goals?
3. How will you examine student work samples with teachers project work with employees, and what type of work samples do you tend to request? Why?
4. How often and in what setting will your staff examine student work samples/student achievement data/process data to improve instruction and processes?
5. What type of evidence will you examine at the start of a new year?
6. What evidence will you look for that indicates that all adults are meeting their process targets?
7. What formal training will you provide your teachers/staff to assist them in analyzing student achievement data including standardized data and other forms of student data?
8. What student achievement data do you think is most important to review to improve instruction/processes? Why?
9. What student achievement data do you think is most important to review to improve student learning? Why?
10. What specific steps will you use to identify target areas for your school's/department's improvement goals?
11. How will you enlist the ideas, input, and support of your staff and community in the development of your written improvement goals and supporting plan?
12. How do you "unveil" your yearly improvement goals and supporting plan with your staff and various constituencies?
13. How will you use the cycle of the academic year to support, to monitor, and to adjust your improvement goals and supporting plan? Please give an example.
14. The Board of Fresno Unified School District adopted five goals, one of which is: Every school will provide a safe environment that is conducive to learning. Please describe how you would proceed if you were assigned to develop a data collection system for measuring this goal.
15. What key indicators would you focus on to formulate reflective dialogue with your staff? (When you walk through classrooms/working environment).

### **3: DECISION MAKING/MANAGING CHANGE**

*Goal: The leader will demonstrate the skills, knowledge, and ability to manage change and help groups of people make decisions that remain over time.*

1. Describe a time when you involved others in a decision-making process? How did you frame the work of each group? Why was it appropriate to do so?
2. What do you consider before deciding to embark upon a group decision-making process or to make a decision unilaterally?
3. How do your direct reports make decisions that stay made?
4. What specific decision-making tools/processes/models do you use to focus the work of your stakeholders? How do these tools/processes/models reduce the achievement gap?
5. How will you monitor the effectiveness of your decisions? Give an example of a time when you were not successful and what did you learn?
6. How do you deal with non-negotiable/district mandates?
7. Describe a situation when you successfully implemented a new regulation or procedure.
8. How do you ensure that a project is completed on time and within budget?
9. Some of the best solutions are created when diversity of thought is present in the planning and solution development stages. Share a time that showcases your ability to create such an environment.
10. Share a situation that demonstrates your ability to create a climate in which valuing diversity is the norm.
11. The measure for organizational change places a premium on effective leadership. Please prioritize the key principles of an effective leader and how would you model these elements for your staff?

#### **4: APPROPRIATELY ALLOCATING RESOURCES (TIME, MONEY, PEOPLE, MATERIALS, FACILITIES)**

*Goal: The leader will demonstrate the skills, knowledge, and ability to focus and appropriately allocate resources toward identified goals.*

1. How will you determine whether existing programs and services need to be continued, eliminated, or modified?
2. How will you identify priorities and goals? Describe how you will link them with your allocation of funds?
3. How will the master schedule maximize student-learning opportunities?
4. How will you maximize your instructional minutes allowable?
5. How will you access continual feedback from teachers/employees to improve instruction/ processes to meet your goals?
6. How does your calendar reflect your priorities?
7. How will you align your human resources to prioritized goals, taking people's skills, talents, and competencies into consideration?
8. Describe the professional learning activities that will be built into your school/department improvement plan. How will your budgets support professional learning? How will your classified staff be incorporated in the plan? The parents?
9. Provide three examples of how you use data to help guide policy development and resource allocation.

## **5: EFFECTIVE COMMUNICATION**

*Goal: The leader will communicate in formal and informal settings a message centered on teaching and learning, student achievement, and resource allocation using effective skills.*

1. How do you know your communication is effective in reaching all staff? Students? Your parent community?
2. How and when will you communicate with your administrative team? What determines the focus of conversation?
3. How will you develop your message about the status of student achievement on your site?
4. How will you maintain quality and consistency when communicating your message about goals and priorities?
5. Which mode of communication do you use most frequently? Why?
6. Which mode of communication do you feel is your strength? How do you know?
7. How do you raise teachers' awareness/concern about instructional or curricular issues?
8. How do you develop a common language among your staff?
9. As you monitor instruction/performance, how are you informing staff of performance?
10. Who/what helps you stay centered on your consistent message about eliminating the achievement gap?
11. How do you judge the quality of your communication throughout the year?
12. Describe when you disagreed with a supervisor's decision or company policy. How did you handle the situation?

## **6: SERVICE TO SITES**

*Goal: The leader will demonstrate requisite expertise, knowledge, qualifications, and commitment to consistent, high quality service, customer support, and capacity-building, and responding to school needs with differentiated support.*

1. How do you measure customer service?
2. How do you measure employee satisfaction?
3. How do you keep yourself well informed about school needs and issues? How do you maintain open lines of communication in order to continuously monitor and update the quality of your service?
4. What will you do with the results of customer satisfaction surveys?
5. What assistance do you need to help you meet high standards for excellent service?
6. How will you provide feedback, information, and support in a timely and courteous manner in ways that help build capacity at the school level while supporting school needs?
7. What criteria do you use to determine the areas of need in assisting those you coach?
8. How do you respond effectively to the different needs, goals, and other characteristics of schools through more communication, cooperation, and collaboration?
9. How will you measure the progress on your goals?

**MOTIVATION**

**FIT QUESTIONS (CONSIDER IF THIS PERSON FITS YOUR NEEDS, THE NEEDS OF YOUR TEAM, AND THE CULTURE OF YOUR SCHOOL/DEPARTMENT)**

What does it mean to be a leader? Tell me in your own words what it means to be a leader.

What motivates you to achieve goals, to be successful?

How do you keep yourself motivated when you have challenging days at work?

What do you think will provide you the greatest satisfaction in being a leader?

**RELATIONSHIPS**

What are the most important things a leader must accomplish during the first few days of school?

Would you want to be friends with your District reports? Why?

Do leaders or other people use your ideas or strategies? (If yes) Would you give me an example?

**SITE FIT**  
**(PREFERENCES)**

Why would you choose to lead in this school/department as opposed to another?

How important is it to you that your co-workers be your friends?

What kind of support do you need from your supervisor? What are your expectations of your supervisor?

What “specialty” do you have as a leader? What do you do really well?

**CLOSING**

If you were to be the next \_\_\_\_\_, what could you bring to our school/department that would really make a difference?

The Fresno Unified School District’s aim is to produce career ready graduates. What does that mean to you and how do you see the (title of position) impacting this goal?

What makes you an effective leader that can make a difference and what makes you the most qualified person for this position?

Is there anything you would like to add to help us know you better?