







SECTION I Recommended Format for Interview Process

I. Interviews

- a. At the beginning/end of each interview, have prayer with each candidate.
- b. Introduce board members to candidates:
 - i. Candidate #I
 - ii. Candidate #2
 - iii. Candidate #3
- c. Discussion of each candidate's qualifications will be deferred until after the interview.

2. Post-Interviews

- a. Order of discussion:
 - i. Use **A Rating of the Applicants** (p.10) to discuss each candidate's overall qualifications for the position.
 - ii. Report summation of telephone reference checks.
 - iii. Each board member to respond to each candidate's qualifications (3-5 minutes).
 - iv. Season of prayer.

3. By Secret Ballot

- a. Action I
 - i. Is there at least one candidate to whom you desire to extend an invitation for the position? YES or NO (simple majority (51%) vote).
- b. Action II
 - i. Select candidate and rank other candidates (if desired).





SECTION II INTERVIEW INFORMATION THAT MUST NOT BE REQUESTED FROM APPLICANTS

All information in this section is taken from Alexander Hamilton Institute, a leading managerial company that addresses legal issues pertaining to personnel hiring.

- 1. Applicant's weight or height, unless a bona fide occupational qualification exists.
- 2. If the applicant is single, married, or divorced.
- 3. If the applicant is pregnant, has/planning to have children, or must make arrangements for child-care.
- 4. Age, other than to determine applicant meets minimum state requirements.
- 5. Dates applicant attended high school or college.
- 6. Applicant's military status, unless military status is related to his or her ability to perform the work.
- 7. Applicant's organization memberships.
- 8. General questions about arrest records.
- 9. The applicant's general state of health.
- 10. If the applicant is a citizen of another country.
- 11. How the applicant feels abut supervisors or co-workers of different races or of the opposite sex.

THREE PROBLEM AREAS

There are three areas that can get schools into trouble:

- 1. **Dependents and marital status.** Do not ask about marital status or the number of dependents, since the information is frequently used to discriminate against women with dependents. Questions about the length of residence and whether applicants own their own homes are also illegal, since few minorities are homeowners. There is no way the answers to such questions should constitute a bona fide occupational qualification.
- 2. **Arrest records and military discharges.** Questions about arrest records and types of military discharge can be discriminatory against males, Blacks, and Hispanics. While federal and state laws permit questions about felony convictions in most cases, some states require that such questions be accompanied by statements that convictions will not automatically disqualify job applicants.
- 3. **Health and handicaps.** Broad questions that result in the disclosure of information about health and handicaps could produce illegal discrimination. Limit questions about health and handicaps to those that directly affect job performance, e.g., "Do you have any handicap or limitation that will prevent you from successfully performing the job for which you have applied?"

Caution: Even a question like that can be illegal if you ask it of an individual who is protected by the Americans with Disabilities Act (ADA). The ADA makes it unlawful for employers to discriminate against an individual in regard to hiring or discharge, compensation, training, and advancement. Employers who refuse to hire or promote or otherwise discriminate against the disabled can be taken to court.





Chart of Legal Questions

Here is a quick reference detailing legal and potentially discriminating interview questions.

ΤΟΡΙϹ	LEGAL QUESTIONS	DISCRIMINATORY QUESTIONS	
Family Status	Do you have any responsibilities that conflict with the job attendance or travel requirements? Must be asked of all applicants.	Are you married? What is your spouse's name? What is your maiden name? Do you have any children? Are you (or planning to become) pregnant? What are your child-care arrangements?	
Race	None.	What is your race?	
Religion	(Since all applicants must be members of the Seventh-day Adventist Church, you may ask) Are you currently a baptized member of the Seventh-day Adventist Church in good standing?	What is your religion? Which church do you attend? What are your religious holidays?	
Residence	What is your address?	Do you own or rent your home? Who resides with you?	
Gender	None.	Are you male or female?	
Age	If hired, can you provide proof that you are at least 18 years of age?	How old are you? What is your birth date?	
Arrests or Convictions of a Crime	Have you ever been convicted of a crime? You must state that a conviction will be considered only as it relates to fitness to perform the job being sought.	Have you ever been arrested?	
Citizenship or Nationality	Can you show proof of your eligibility to work in the U.S.? Are you fluent in any languages other than English? You may ask the second question only as it relates to the job being sought.	Are you a U.S. citizen? Where were you born?	
Disability	Are you able to perform the essential functions of this job with or without reasonable accommodation? Show the applicant the position description so he or she can give an informed answer.	Are you disabled? What is the nature or severity of your disability?	





SECTION III INTERVIEWING TEACHER CANDIDATES: Questions to Ask

Advanced preparation is essential to the successful screening of applicants for teaching positions. Further, by asking the same or similar questions of all candidates, you will be assured that all candidates are treated equally, and you will have a common base upon which to evaluate them.

Listed below are questions that may be asked when interviewing prospective teachers. Obviously, it would be impossible to raise all of these questions in an interview. The list is designed to serve as a resource from which to draw and/or develop your own set of interview questions. You are encouraged to adjust questions to fit the vacancy.

I. Educational Background and Preparation

- a. (This question applies if applicant has a Baccalaureate Degree not in elementary education.) Your educational background indicates that you have a Baccalaureate Degree. Would you be willing to pursue classes leading toward NAD certification in elementary education (or specific subject areas on the junior academy level)?
- b. (If person has advanced degree outside of the field of elementary education) Do you feel that your advanced degree, even though outside the field of elementary education, will assist you in relating effectively to our elementary-age students? How?
- c. What qualities does a superior teacher possess?
- d. Why did you choose to enter the teaching profession?
- e. What experience have you had with students from culturally diverse backgrounds?
- f. What do you enjoy most about teaching?

2. Educational Methodologies (General)

- a. What principles would you use to motivate low-achieving students and challenge high-achievers?
- b. What teaching strategies would you use if you were assigned to a heterogeneous class (lowmedium-high achievers)?
- c. What role does homework play as part of the learning process?
- d. What types of behavior will you demonstrate in the classroom to enable your students to know that you are a Christian teacher?
- e. How would you include religious principles in your instructional program besides the allotted time for Bible instruction?
- f. Give one example of how creativity is used in your teaching?
- g. What benefit do you consider workbooks and worksheets to have in your teaching program? What other methods do you use to assess student learning?
- h. What methods would you use to encourage or commend a student?
- i. What activities would you incorporate into your school program so that a Seventh-day Adventist philosophy of education is readily apparent?
- j. What aspects of the curriculum do you consider to be your **strongest** language arts, math, science, etc.?
- k. What aspects of the curriculum do you consider to be your weakest?
- I. How will your students know that you are a caring person and are concerned about their educational needs?
- m. Given the multitude of material that must be taught, what is the optimum way to cover all subjects and still meet individual student needs? How does your management of your classroom facilitate this?
- n. How would you effectively integrate Christian service as part of the instructional program?
- o. Have you developed any new ideas about teaching in the last six months? Please describe one or two of them.





- p. How do you apply technology to enhance daily instruction and student learning outcomes, and do you feel comfortable with the use of technology in your classroom?
- q. Describe any innovative projects that you were involved in developing that got your class excited about learning?
- r. Give an example of how you have used cooperative learning in your classroom.
- s. What current trends in the field of education please you? Concern you?
- t. Describe a typical lesson in your classroom. What would I see you and your students doing?
- u. What do you look for to evaluate that learning is taking place in your classroom? Do you evaluate all students the same way? Explain.
- v. Under what conditions would you instruct students in a whole group setting? Individualized instruction?
- w. What are the ingredients of a "perfect" lesson?
- x. How do you feel when a student fails in your classroom?
- y. Are you constantly seeking for things you can show, tell, or demonstrate to students? Tell us about some recent discovery; something that you found.
- z. What would you do if 50 percent of a class did poorly on a test?

3. Classroom Management

- a. What do you consider to be the key factors for maintaining effective classroom management?
- b. How would you go about setting classroom standards at the beginning of the school year?
- c. What steps would you take to handle a student disrupting your classroom?
- d. How would you assist in preventing the destruction of school property in your classroom?
- e. What type of disciplinary control do you consider the most effective in maintaining an orderly classroom environment? Why?
- f. Do you believe students should play any part in establishing, maintaining, or revising any rules or standards in your classroom?
- g. How would students be able to differentiate between acceptable versus unacceptable behavior in your classroom?
- h. What 2-3 rules would you consider to be the most important in maintaining an orderly classroom environment?
- i. Who should be responsible for discipline in a school? Why?
- j. How do you get students to develop self- discipline? Can this be taught?
- k. Compare negative and positive reinforcement. Which one do you think is more effective?
- I. What is your attitude toward disciplining an individual vs. disciplining the entire class?
- m. Describe your philosophy regarding discipline.
- n. What was the most challenging disciplinary problem you've encountered, and how did you handle it?

4. Professional Growth

- a. What is the most exciting thing happening in the area of education today?
- b. What was the last book or magazine article you read from which you incorporated some new concepts/methodologies into your classroom?
- c. What activities do you participate in to keep yourself current in the teaching profession?
- d. Do you read the Journal of Adventist Education or any other educational journals regularly?
- e. Who has had the biggest influence on your educational career? How?
- f. What do you believe is the major purpose of a teacher evaluation?
- g. What are your plans for continuing your professional growth?

5. Professional Relationships with Students, Colleagues, and Parents

a. Students

- i. What experience do you have in dealing with ESL students?
- ii. What experience do you have in dealing with students possessing mild learning disabilities (Note: "mild learning disabilities" includes students with specific learning disabilities, ADD/ADHD, and mild physical/social/emotional/cognitive disabilities, etc.)?







- iii. What ages do you feel comfortable teaching?
- iv. Are you comfortable teaching students at all learning levels (e.g., slow learner, average, gifted)?
- v. You give an assignment. A student ridicules the assignment saying, "It doesn't make sense." What would you do?
- vi. How do you help students experience success?
- vii. How would you individualize your instructional program for students?
- viii. What procedures would you use to evaluate student progress other than using tests?
- ix. How would you challenge the slow learner and the advanced learner within your classroom?
- x. How would you handle a student who is chronically late and/or absent?
- xi. How do you provide instruction for a culturally diverse classroom, including ESL students?
- xii. A student is consistently late with assignments. How would you handle this situation?

b. Colleagues

- i. What would you do to help develop and maintain cordial and friendly relations with your colleagues?
- ii. How would you respond to constructive criticism, e.g., the principal finds certain deficiencies in your teaching techniques through a performance evaluation?
- iii. How would you handle working with someone with whom you do not get along?
- iv. What quality(ies) do you have that would enhance our teaching staff?
- v. What needs and/or expectations do you have of the school administration?
- vi. Beyond your regular classroom responsibilities, do you feel that it is essential to be part of a team in the completion of school programs and school-wide events?
- vii. What would you do if your principal made a decision you didn't like?
- viii. If your principal required that you sponsor an extra-curricular activity, what activity would you desire to do?

c. Parents

- i. How would you communicate student progress to parents?
- ii. What strategies would you implement to maintain an effective relationship with parents?
- iii. How will you involve parents in the learning process?
- iv. If a student's performance were unsatisfactory, at what point would you request a parent/ teacher conference?
- v. How have you used parents/volunteers in your classroom?
- vi. What would you include in your "Back to School Night" (the first formal meeting) presentation to parents?
- vii. Identify the ways you will keep parents informed of what is going on in your classroom.
- viii. What would you tell a parent who complained about his or her child not having enough/too much homework?
- ix. How effective are parent conferences in solving student problems?

6. Questions for Principal/Teacher Candidates (regarding administrative responsibilities)

- a. The primary mission of Adventist education is for the students to develop an experiential relationship with Jesus Christ. What would you do to encourage this process?
- b. What would you introduce into your program to help establish effective relationships with your faculty and staff?
- c. What are the most important professional expectations you ask of your faculty and staff?
- d. How would you involve parents and volunteers in your school program?
- e. What elements would you incorporate into an effective school marketing program?
- f. How would you describe the appearance of a classroom with a professional tone? How would you guide a teacher who falls short of this mark?
- g. How do we know you deeply care about children?
- h. How do you describe your leadership style?
- i. Please explain what talent you bring to this position that would set you apart from other applicants.







- j. What are some things you have done that demonstrate your commitment to excellence in education?
- k. Describe the culture of an effective school.
- I. How would you, as the administrator of the school, create a disciplined learning environment? What strategies would you develop to deal with children who are not meeting school standards (e.g., discipline/behavior, dress code, academic performance, etc.)?
- m. Describe how you would handle a student who was sent to your office for being disruptive in class?
- n. Do you consider yourself to be an organized person? Explain.
- o. How would you demonstrate your support for your teachers when students or parents have a complaint about their performance?
- p. How would you characterize your communication, decision-making, and conflict resolution skills?
- q. As an administrator, how would you establish a good working relationship with your school board?
- r. What types of extra-curricular programs do you consider to be essential for an effective K-12 school operation? How will you introduce them?
- s. Describe your teacher evaluation process. (The GNY Conference Office of Education requires each principal/teacher to observe their faculty a minimum of once per school year.)
- t. Three students approach you, in confidence, and state that a particular teacher has been hitting them with a ruler. What do you do? This is the second time in two years that this complaint has been made. Now what do you do? The teacher admits to this practice. Now what?
- u. Do you believe that you have to be in control of everything (leaving little opportunity for teacher input) that happens in the school, or do you feel comfortable delegating certain responsibilities to your teachers?

7. Scenarios

A principal and/or teacher needs to be able to handle a wide range of problems, respond to a variety of situations, and make wise decisions, often on the spur of the moment. The following are typical scenarios that may occur in a school setting.

- a. You have heard students complaining constantly about another colleague. What would you do?
- b. You are struggling with the management of your classroom. Your classroom has been identified as noisy, and your students wander in and out at will. A parent complains to you that little, if any, learning is taking place. What would you do to remedy the situation?
- c. The school dress code stipulates that only school sweaters may be worn indoors. Jackets are not to be worn indoors at any time. However, it is February, and your classroom is one of two that is extremely cold. Students are complaining, and parents have made requests that the students be allowed to wear jackets and/or non-school sweatshirts. What would you do?
- d. A neighbor complains that children playing on the playground are being poorly supervised. She claims that the teacher on duty is not keeping his or her eyes on the 20 or more students she observed. She feels the teacher is not doing a proper job. How would you respond?
- e. You are constantly sending a student to the principal's office for disruptive behavior. The parents complain that you are picking on their child. However, you have found their child to be disrespectful toward you, easily provoked to anger, and resistant to your counsel. What do you do?
- f. A student is 15 minutes late to your class every day. After a week, you speak to the parents, and ask them to ensure that their child arrives to school on time. The lateness persists. You write a letter to the parents stressing the importance of punctuality. The problem continues. What do you do?
- g. A new student tests three years below grade level in Mathematics and 2 years below grade level in Reading. The parents want the child in your classroom. Your conference with the child and parents and your reading of the child's recommendations from the previous school's principal, teachers, and pastor indicate that the student is warm, friendly, has a good attitude, and a sincere desire to serve Christ. However, you are gravely concerned about the child's areas of academic challenge. What recommendations would you make on behalf of the child to the school's admission committee?
- h. You attend Home & School Association meetings and have observed that the attendance by parents from your classroom is extremely poor. You have further observed that it is the same parents who







are present on each occasion. What would you do to encourage your parents to attend these meetings?

- i. You share after-school supervision with another teacher who is constantly 15-20 minutes late. You feel the number of students you are supervising is too much for one person to handle. What would you do?
- j. A student complains to the parents that you show favoritism to one or two students in your classroom. Would you listen to the accuser with an open mind to determine whether the accusation is factually correct? Would you not hold a grudge nor retaliate against this student? What strategies would you introduce to ensure all students are treated fairly? What would you do to make the accuser feels he or she is now being treated fairly?
- k. How would you handle a personal attack from a parent? (For example: A parent declares, "What do you know about teaching children? You don't have any!")
- I. Following the issuance of report cards, a parent comes to your classroom angry about the grades you gave their child. How will you handle this parent?
- m. Your students sat for the Iowa Test of Basic Skills in October. The test results indicate the majority of your students scored Iow in Reading and Mathematics. What strategies would you use in your instructional program to improve their performance?
- n. Several students in your class scored at the 90th percentile or better on the lowa Test of Basic Skills. How will you modify the curriculum to challenge these gifted students?
- o. A bus driver angrily demands that a disruptive student get off the bus immediately, which is at a point other than the student's regular stop. The child calls home. The parent calls you, and demands assistance in getting the child home. Who is responsible? What would you do?

8. Seventh-day Adventist Philosophy of Education

- a. What is your philosophy of education?
- b. What are a few of the key differences between the SDA philosophy of education vs. a secular one?
- c. Ellen White says that a student's education is incomplete unless it includes Christian service activities (students become acquainted with the spiritual needs of the families in the communities around them). What will you do to encourage your students to be actively involved in Christian service activities and work toward a Christian Service Certificate/Diploma?
- d. What is your mission as a teacher, more so as a Christian teacher?

9. Professional Commitment to Local SDA Church

- a. Will you transfer your membership to one of the constituent churches of the school?
- b. Will you regularly attend and actively support your local church?
- c. In accordance with the **NAD Working Policy**, will you return faithful tithes and offerings to your local church?
- d. Do you consider your personal life (off campus) to be just as important a responsibility as your professional responsibilities in the classroom? Why?

10. Professional Accountability to Office of Education/Closing Observations

a. Professional Accountability to Office of Education

- i. Do you have any handicap or limitation that will prevent you from successfully performing the job for which you have applied?
- ii. Can you show proof of your eligibility to work in the U.S.?
- iii. Have you ever been convicted of child abuse or a crime involving actual or attempted sexual molestation of children?
- iv. Are you able to perform the essential functions of this job as it relates to arriving to work 30 minutes before school begins and remaining a minimum of 30 minutes after school, other appointments as scheduled by the school administration and/or Office of Education, and occasional Sabbath appointments (promotional programs)?



b. Closing Observations

- i. What questions have we not asked that you wish we would have asked?ii. If you are selected for this position, what can we do to help you be successful?
- iii. Why should we hire you?





A RATING OF THE APPLICANTS

Please rate each applicant based on the following 5-point scale:

I - significantly below average; 2 - below average; 3 - average; 4 - above average; 5 - significantly above average

		Candidate I	Candidate 2	Candidate 3		
Section I						
Personal appearance						
Met scheduled appointment on time						
Communication skills						
General responses by applicant						
Evidence of a sense of balance						
Personal qualities						
Spiritual considerations						
NAD certification requirements met						
Section II						
I)	Educational background and preparation					
2)	Educational methodologies					
3)	Classroom management					
4)	Professional growth					
5)	Professional relationships with students					
6)	Professional relationships with colleagues					
7)	Professional relationships with parents					
8)	Administrative questions					
9)	Scenarios					
10)	SDA philosophy of education					
II)	Professional commitment to local SDA church					
12)	Professional accountability to Office of					
	Education/closing observations					
Section III						
Telephone reference checks						
Total Points						



10