

Principal Interview Questions

District _____ School _____ Date _____

Name and Position of Interviewee(s): _____

Interviewer: _____

Trait	Question	Comments/Notes
<p>Schoolwide or Targeted Assistance Program</p>	<p>• Please describe your Schoolwide/Targeted Assistance Program. Schoolwide: What kind of reform strategies does your school implement to address the needs of all students, particularly those who are low-achieving and at-risk and who are historically underserved? What kind of instructional practices are implemented to increase the amount and quality of learning time? What is the process for determining if students' needs are being met? What types of data are collected? Targeted Assistance: What criteria are used to identify students for services? Who teaches these students? How does the program minimize removing students from the regular classroom - Extended learning time? Before & after school programs? Summer programs? What do children miss when they receive supplemental instruction during the school day? How is student progress monitored? What types of data are collected? How does this program strengthen the core academic program?</p>	
<p>Highly Qualified</p>	<p>• Do your core academic teachers and instructional paraprofessionals meet highly qualified requirements? Schoolwide: All core academic teachers and instructional paraprofessionals must be HQ or immediately reassigned. Targeted Assistance: All Title I teachers must be HQ, and all instructional paraprofessionals paid with Title I funds must be HQ; Non-Title I, core academic teachers who are not HQ must complete a Teacher Plan. Instructional paraprofessionals not HQ cannot be paid with Title I funds.</p>	
<p>Paraprofessionals</p>	<p>• What kind of non-instructional duties do Title I paraprofessionals have? Are these similar to the duties other paraprofessionals in your building have?</p>	

Building level interview

	<ul style="list-style-type: none"> • Who supervises the paraprofessionals? • Do the paraprofessionals work in close and frequent proximity to a certified teacher? • Who prepares the lessons carried out by the paraprofessionals and who evaluates the students' progress? 	
<p>Professional Development</p>	<ul style="list-style-type: none"> • To what extent were you involved in the development of the LEA professional development plan? • How are decisions made about the professional development activities offered in your school? Who is involved in these decisions? What is the relationship between professional development activities at the building level and academic achievement needs? Subgroup needs? • How is the effectiveness of professional development activities in your building evaluated? How is staff held accountable for implementing professional development activities in the classroom? • How do teachers regularly participate in school-based professional development that is structured so that teachers continuously examine, reflect upon, and improve instructional practice? • What kind of professional development does the district/school offer all teachers/staff for ELL students? 	
<p>Academic Achievement – School Performance</p>	<ul style="list-style-type: none"> • Talk a little bit about the assessment results from last year for your school. • Tell me about the Annual Measurable Objectives...Was two year progress made for each of the targets in all of the subgroups? • Are Annual Achievement Gaps decreasing or increasing for each of the target areas? Why? What is making a difference/what are the current challenges? • What is the school's Star Rating and School Improvement rating? • How do teachers, parents, and the community participate in the school review process? • What role does the LEA play in your school's review process and what kind of technical assistance does the LEA provide the school? <p>Family and Student Support (Rapid Improvement and Turnaround schools):</p> <ul style="list-style-type: none"> • Please provide a copy of the letter notifying parents of eligible students 	

Building level interview

	<p>(not proficient in reading or math and not making adequate growth) of the eligibility for extended learning time and enrollment options.</p> <ul style="list-style-type: none"> • Tell me about the extended learning time. How has the schedule been redesigned to include time for extended learning opportunities? Who is providing these services and how have they met high standards of performance? Tell me about progress monitoring/benchmark data used to evaluate the effectiveness of the services and to determine when services are no longer needed. What is the school’s process for giving authority to parents in making the final determination to continue services for the entire length of time? • What enrollment options does the school provide eligible students (not proficient in reading or math and not making adequate growth)? 	
<p>Title I-A Program Effectiveness</p>	<ul style="list-style-type: none"> • Is the Title I-A program in your building making a difference? How do you know? • Tell me about the evaluation process for the Title I-A program. Who is involved? What data is collected and analyzed? When/how often is the Title I-A program evaluated? Who is involved in determining the effectiveness of the program to increase student achievement? • Please give an example of changes that have been made as a result of past program evaluations of the Title I program. What academic achievement results will the leadership team be looking for this year in its program evaluation of Title I? • How does the use of Title I-A funds help foster continuous improvement and include approaches to modify or discontinue strategies that evidence indicates are ineffective in improving student achievement? 	
<p>Parent Notifications</p>	<ul style="list-style-type: none"> • When are parents notified that they may request the professional qualifications of classroom teachers? Does this notification include the questions that parents can ask? If applicable, in what language are parents notified? • When are parents notified if their child has been assigned to be taught or has been taught for four or more consecutive weeks by a teacher who is not HQ? If applicable, in what language are parents notified? • (Rapid Improvement and Turnaround schools) When and how were parents of eligible students (students not proficient in reading or math 	

Building level interview

	<p>and not making adequate growth) notified of the extended learning time and enrollment options? Are the students who need the services receiving the services?</p>	
<p>Parent Involvement</p>	<ul style="list-style-type: none"> • How are parents involved in your school beyond volunteering in the classroom? • What kind of materials and training are provided to assist parents in helping their child succeed in school? • When is the annual Title I meeting held to inform parents about the school’s Title I program and their right to be involved? What kind of participation does the school have for this meeting? • How much money has been distributed from the LEA to your school specifically for parent involvement activities? How do parents give input in how these funds are spent? • Does your school have a parent involvement plan with all the required elements? How often is it reviewed? Who participates in the review? How is the plan disseminated to parents? • Does your school have a school-parent compact with the required elements? How often is it reviewed? Who participates in the review? 	
<p>Homeless Education</p>	<ul style="list-style-type: none"> • Who is the district homeless education liaison? • What staff has been trained on McKinney-Vento? Tell me about the training. • How many students have been identified in your building as homeless? • Is data collected on attendance and grades for these students? • What kind of services do these students receive? • How does the achievement of homeless students compare to their housed peers? 	