

Tuesday, December 6, 2011

The Marshall County Board of Education met in a regular session on Tuesday, December 6, 2011 at 5:30 PM, in the MCBOE.

Board Member Attendance

MARSHALL COUNTY CITY SCHOOL DISTRICT

DIRECTOR OF SCHOOLS PROPOSED CRITERIA

The Director of Schools will serve as chief executive officer of the Marshall County Schools and will be responsible for carrying out all school board policies and supervising the operations of the school system. Candidates will be evaluated in accordance with their individual qualities as well as professional accomplishments with an emphasis on the following:

1. **LISTENER**---Listens carefully and processes individual and community concerns so that s/he understands the concerns of people who will be affected by a decision.
2. **EFFECTIVE COMMUNICATOR**---Speaks and writes effectively to communicate the successes as well as the needs of the school system; is seen as an advocate for children and for public education; can build support, confidence and pride in the school system.
3. **ABILITY TO INITIATE AND ADAPT TO CHANGE**---Has the wisdom to know when change is necessary and the ability to generate such changes. Builds support for change within the system prior to its implementation.
4. **GENERATOR OF SUPPORT**--- Works effectively with individuals, employees, businesses, diverse community groups and the media to build confidence in and to generate support for the schools including school/business partnerships.
5. **INSTRUCTIONAL LEADER**---Has experience as a teacher and administrator who has built an effective staff through employment and staff development. Constantly seeks better ways to effectively educate students.
6. **VISIONARY**---Works with community, staff and students in developing long-range planning for the school system and has a determination to accomplish those goals. Someone who is committed to remain a part of this system and community for several years.
7. **EXHIBITS STRONG INTERPERSONAL COMMUNICATION SKILLS**---Demonstrates ability to build healthy relationships with students, employees, the Board, city government, and the community. Works effectively with diverse, multi-cultural groups within the system.
8. **PEOPLE PERSON**---Employs superior interpersonal skills with the ability to unify diverse groups, build and maintain high morale among employees. Shows respect for and interest in people.
9. **PERSONAL STANDARDS**---Possesses high moral standards, demonstrates ethical conduct and serves as an exemplary role model for others.
10. **FISCAL/BUDGET MANAGER**---Has ability to manage efficiently the school budget, facilities and equipment. Has a record of success in obtaining funding for quality schools.

**Marshall County Schools
Director of Schools**

Outline for opening the interview

- Welcome & introduce the candidate
- Thank the candidate for coming
- Explain the interview process and time frame to be used tonight
- Explain that the board has a number of areas it wants to explore with the candidate and ask the candidate to be as concise as possible in responses.

General	Low-High
1. Have you been provided with or do you have any knowledge of the questions that will be asked of you tonight?	1 2 3 4 5
2. Do you have any relationships with the Tennessee School Boards Association that could be viewed as a potential conflict of interest? <i>(We went through TSBA for our Director's Search)</i>	1 2 3 4 5
3. We've read your resume'. We know something about you. Is there something you'd like to tell us that is not on your resume'?	1 2 3 4 5
4. Briefly describe your philosophy of education.	1 2 3 4 5
5. What do you consider to be the major strengths which you would bring to this position?	1 2 3 4 5
6. Impact. Note your initial reactions and observe his/her level of confidence, ability to meet people easily and put them at ease. Consider poise, grooming and eye contact.	1 2 3 4 5

TOTAL _____
Dimension Rating (Total/6) _____

CRITERION 1

Listener

(Board Member)

General	Low-High
1. What evidence can you cite to show that you are a good listener?	1 2 3 4 5
2. Give us an example of when you've changed your mind and taken a different course of action as a result of listening to others.	1 2 3 4 5
3. In former positions, what programs have you established to listen to the concerns of employees, students, parents, and the community? How would you plan time available for employees, students, parents, and the community in our school district?	1 2 3 4 5
TOTAL Dimension Rating (Total/2)	_____ _____

CRITERION 2

Effective Communicator

(Board Member)

General	Low-High
1. Briefly describe your most recent experience in the following areas, giving us the who, what, when and why: a) Speaking to civic clubs or parent groups to generate enthusiasm and support for a new program; b) Proposing new ideas about teaching and learning to your supervisor; c) Initiating contact with media to discuss plans for a program and create enthusiastic support for school?	1 2 3 4 5
2. What have you done to help the public understand the needs of your school system?	1 2 3 4 5
3. Describe one of your accomplishments that best illustrates your public relations skills.	1 2 3 4 5
TOTAL Dimension Rating (Total/2)	_____ _____

CRITERION 3

Ability to Initiate and Adapt to Change (Board Member)

General	Low-High
1. Describe a significant change you initiated in your school (or school district). What evidence do you have to show it was a positive change?	1 2 3 4 5
2. What educational technology have you introduced into your school? Tell us how and why you introduced it.	1 2 3 4 5
3. What do you do to keep up with the educational research and the educational initiatives that are successful in other school districts?	1 2 3 4 5
TOTAL Dimension Rating (Total/2)	_____ _____

CRITERION 4

Generator of Support

(Board Member)

General	Low-High
1. Describe an experience that exemplifies your ability to work with community groups on school issues.	1 2 3 4 5
2. What programs have you initiated to create excitement and to generate support for public schools?	1 2 3 4 5
3. How have you worked with community businesses to develop partnerships and collaborations?	1 2 3 4 5
TOTAL Dimension Rating (Total/2)	_____ _____

CRITERION 5

Instructional Leader

(Board Chairman)

General	Low-High
1. What learning theories have you found most useful in improving student achievement and success and in better preparing the students for life in the 21 st century?	1 2 3 4 5
2. What qualities did you display as a teacher or principal that you will seek in persons you employ here?	1 2 3 4 5
3. What steps would you take to ensure academic excellence in this school district?	1 2 3 4 5
4. Aside from general academics for K-12, please expand on any particular interest or experience. For example, vocational studies, special education, the arts, etc.	1 2 3 4 5
5. Please give us information which indicates your success in academic performance. For example, test scores.	1 2 3 4 5
TOTAL Dimension Rating (Total/2)	_____ _____

CRITERION 6

Visionary

(Board Member)

General	Low-High
1. Briefly describe your vision for your current system and tell us how you translated that vision into annual and long-range plans.	1 2 3 4 5
2. What steps will you take in this school system to ensure educational excellence?	1 2 3 4 5
3. What do you consider to be the three most important ingredients for excellent schools?	1 2 3 4 5
TOTAL Dimension Rating (Total/2)	_____ _____

CRITERION 7

Exhibits Strong Interpersonal Communication Skills

(Board Member)

General	Low-High
1. Give us three examples of things you've done in your current position that you feel significantly enhanced your relationships with faculty, staff and students.	1 2 3 4 5
2. Cite an instance in a current or former position that demonstrates your ability to work effectively with diverse groups.	1 2 3 4 5
TOTAL Dimension Rating (Total/2)	_____ _____

CRITERION 8

People Person

(Board Member)

General	Low-High
1. What programs have you established to recognize accomplishments of students or employees?	1 2 3 4 5
2. Give two or three examples of steps you've taken to build a positive relationship with faculty and staff.	1 2 3 4 5
TOTAL Dimension Rating (Total/2)	_____ _____

CRITERION 9

Personal Standards

(Board Member)

General	Low-High
1. Other than responsibilities associated with your job, what are you doing currently to make your community a better place to live?	1 2 3 4 5
2. Describe your personal philosophy and the values to which you aspire.	1 2 3 4 5
TOTAL Dimension Rating (Total/2)	_____ _____

CRITERION 10

Fiscal/Budget Manager

(Board Member)

General	Low-High
1. Our district is fiscally dependent upon the County Commission. How would you propose gaining their support of the school budget?	1 2 3 4 5
2. Tell us about your experiences in developing budgets, including whom you involved and how you involved them.	1 2 3 4 5
3. What steps would you take to insure school funds are spent wisely and accounted for properly?	1 2 3 4 5
TOTAL Dimension Rating (Total/2)	_____ _____

CRITERION 11

Facilities Manager

(Board Member)

General	Low-High
1. What factors would you consider in determining building needs for the system?	1 2 3 4 5
2. What would the process be for launching a building initiative?	1 2 3 4 5
TOTAL Dimension Rating (Total/2)	_____ _____

Summary

DIMENSION

DIMENSION RATING

General

Criterion 1 – **Good Listener**

Criterion 2 – **Effective Communicator**

Criterion 3 – **Ability to Initiate and Adapt to Change**

Criterion 4 – **Generator of Support**

Criterion 5 – **Instructional Leader**

Criterion 6 - **Visionary**

Criterion 7 – **Exhibits Strong Interpersonal
Communication Skills**

Criterion 8 – **People Person**

Criterion 9 – **Personal Standards**

Criterion 10 – **Fiscal/Budget Manager**

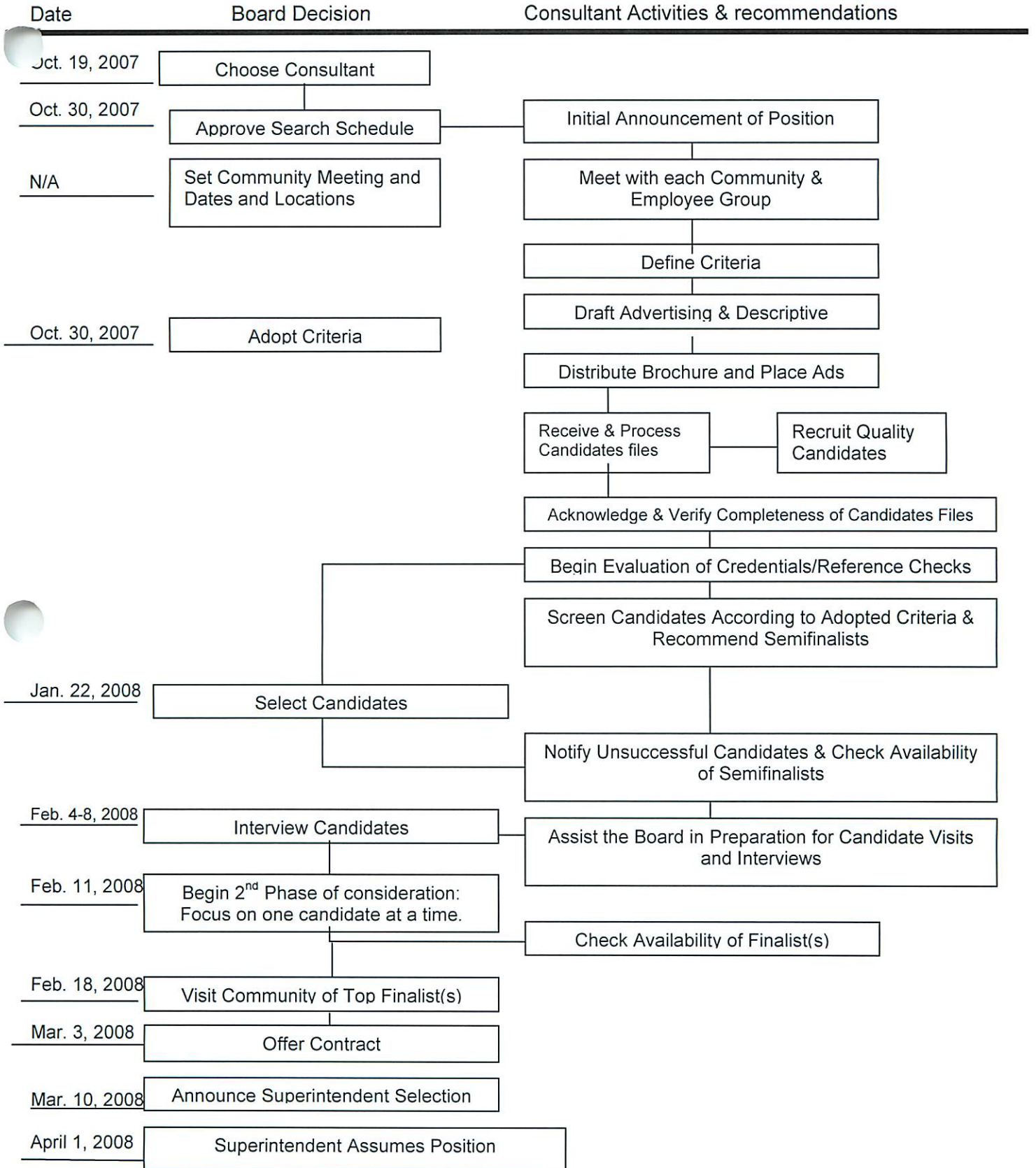
Criterion 11 – **Facilities Manager**

TOTAL



Conducting the Interviews

TIMELINE AND CRITICAL DECISION SEQUENCE---MARSHALL COUNTY SCHOOL DISTRICT



Procedures in Director of Schools Process

1. TSBA will refer three to five candidates to the Board for consideration. The Board may accept or reject any of the candidates recommended. In case the Board chooses to remove individuals from the list of candidates to be interviewed, TSBA, upon request, will provide additional individuals for consideration.
2. All members of the Board will interview candidates in an open meeting. Only school board members will be allowed to ask questions during the interview. *advertised work sessions*
3. The Board will use the same questions to interview each semifinalist. Each board member will ask predetermined questions to each candidate. (The board member will determine the questions to be asked).
4. Each board member will keep personal notes on each candidate.
5. At the end of the process, each board member will list but not rank his/her top two choices on a written ballot. A ballot will not be counted unless it contains exactly two candidate's names. New names may not be submitted nor may a name be listed more than once on the same ballot.
6. The candidate receiving the most votes may be invited to return (with spouse) for a second interview, or a committee might visit his/her home school district. This person will not be identified as the Board's first choice, but will become the Board's candidate of focus. The Board will follow the same procedure with the remaining candidate, if necessary. At any time during this stage, a motion to enter into contract negotiations would be in order.
7. An effort will be made to select a candidate who can receive a unanimous vote so the Director of Schools will have a position of strong support from the Board.
8. The Board will follow the same interview process and schedule for each candidate regardless of whether the candidate is local or from out of town.

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INTERVIEWING DIRECTOR OF SCHOOLS CANDIDATES

Before the Interview

Before each candidate is interviewed by the board, each member of the board should study the resume of the candidate and jot down any questions related to it which you would want to ask. Each candidate should be able to assume that each member of the board is already familiar with the material provided in the resume. There are so many things you'll want to ask; do not ask questions which have already been answered in the resume.

Interview

There are some basic "dos " and "don'ts " of interviewing with which the board should be familiar. To get the "don'ts" out of the way first, there are questions that, by law, may not be asked in a pre-employment interview, no matter how curious a board member may be. In general, these questions deal with an individual's background and private life, which have nothing to do with the candidate's ability to do the job. For example, you may not inquire about the candidate's marital status, religion, ancestry, family or national origin. A complete list of such questions is included.

The questions to be asked in an interview will stem from the criteria for selecting a Director of Schools, which the board has already adopted. They can be divided into two categories. The first will have to do with the candidate's background and arise from the feeling that additional information, not available from the papers submitted, would be useful. For instance: "Tell us a little more about your experience with curriculum development." Or, "You mentioned that you have been able to improve test scores in your district. How did you do that?"

The second category will be a list of questions, which will be asked of all candidates. These questions will be based on the criteria developed for the search.

Arranging the Interview

The board should interview each candidate who visits the district for approximately three hours in addition to another hour or so for dinner. Usually, the board will interview for an hour and a half, have dinner with the candidate, and conclude with another hour and a half interview after dinner. The conversation during dinner should be light and the time should primarily be used to give the candidate the opportunity to ask questions of the board. Otherwise, the candidate will not have time to eat.

It is extremely important that every board member be present for all interviews. It is unfair to a candidate for a member of the board not to be present at the time of the interview.

Setting the Scene

The purpose of an interview is twofold: to meet and assess the candidate and come to some conclusion as to how well she/he would lead the district in the direction that the board has chosen, and to convince the candidate that she/he should come to lead the district. In other words, **while the board is carefully selecting the perfect candidate, the board must also remember to sell itself.** Good candidates are not eager to move to a district where the board is uncertain of its role, divided on most opinions, or squabbling among itself.

The interview should be designed to put the candidate at ease, in order to determine what his or her real strengths, knowledge, potential and personality are. Some candidates do not interview well just as some people do not test well, and it is worthwhile to make the interview situation as easy as possible in order not to lose an otherwise well qualified candidate.

The board chairman should welcome the candidate, introduce the board members and start the conversation rolling by asking the candidate to review briefly his educational and work history. From there you can go on to predetermined questions, keeping in mind the following points:

1. Be objective. Each candidate should be asked the same questions of each board member.
2. Make sure that all questions are job related and usually require more than just a "yes" or "no" answer.
3. Ask follow-up questions to elicit genuine and revealing responses from the candidates. Do not be satisfied with stock and trade responses, but ask the candidate to explain, enlarge on, or further discuss the answer.
4. Take notes, but make them brief so that you do not miss part of the answer while you are writing. Maintain eye contact to assure the candidate that you are sincerely interested in him/her.

Make sure that the candidate is seated comfortably, where she/he can see and be seen by each board member, and has a place for any papers she/he may have brought. Allow the candidate some time to ask questions about the district. An excellent time for him or her to do this is during dinner. The board chairman may also allow him or her some additional time to ask questions near the end of the interview. The kind of questions she/he asks are as revealing as the answers she/he gives to yours.

In your questioning, avoid lengthy drawn out questions that are difficult to remember and stating your personal opinions in your conversation. This is not the time to begin a theoretical argument; **you should listen much more than you talk.**

At the conclusion of the interview, which should be at precisely the time scheduled, you should explain your projected timeline to the candidate so that he or she can have any idea of when to expect to hear from you. Explain also that you will be checking references, and that complete confidentiality is no longer possible.

Pattern of the Interview

A suggested pattern for an interview is as follows: Establish rapport, set the stage, probe significant areas, and close interview.

Establish rapport

The first brief step is to get acquainted and to put the candidate at ease. It usually helps in establishing a rapport if the candidate is given the opportunity to say some things about himself that he would like to tell.

Set the Stage

The next step involves letting the candidate know what you want to accomplish in the interview and how you will go about it. Setting the stage establishes control and it also takes some of the anxiety out of the interview. Explain to the candidate that each member of the board will be asking questions in a particular area, tell him when you will go to dinner and what he can expect there, and at what time the interview will conclude.

Probe significant areas

After you have set the stage, you should probe the significant areas in the candidate's history. Thoroughly investigate each area that has a bearing on the criteria. Significant areas are those that should be investigated in terms of the possible bearing on the candidate's employability. While some things in the candidate's past satisfy the interviewer's natural curiosity, probing these areas will only cloud the employability decision. In other words, the information gathered should be related and reliable. When probing significant areas, compare the candidate's past experiences in work or school with activities that will be required on the job that the candidate is seeking.

Close the Interview

And last, close the interview. Here you give the candidate the opportunity to tell about anything additional that he or she may feel is important. Also, let the candidate know what comes next in the process.

Interviewing Fundamentals

An effective interview is dependent upon the use of good interviewing skills and sound decision-making. Some basic interviewing fundamentals follow.

The past is always the best predictor of the future

You are most likely to make reasonable decisions when you stick with demonstrated past performance in deciding a candidate's employability. What the candidate has done in the past should be evaluated in terms of the criteria.

Be careful in the use of listening responses

1. Listening response include: the nod, the pause, casual remarks, echoes, etc.
2. Listening responses are an essential part of everyday, normal conversation. While necessary to maintain rapport, they do provide feedback to the candidate.
3. The candidate is trying to please the interviewer and looks to the interviewers listening responses for cues. While the absence of listening responses creates stress, listening should not be overly supportive. Examples:
 - Agreeing with the candidates remarks
 - Making frequent compliments
 - Sympathizing with the candidate
 - Playing down the importance of unfavorable remarks

Avoid quick first impressions

Board members should collect all of the information before forming judgment. This is easier to say than to do. Research has indicated that interviewers have a strong tendency to form quick impressions in the first few minutes with a candidate and then spend the rest of the interview gathering data that will support their first impressions. While it is not easy to do, interviewers must work to avoid forming first impressions, whether positive or negative.

A quick impression could result from reading the candidate's resume' or from some prominent characteristic such as the candidate's personal appearance or initial behavior. First impressions such as these might cause an interviewer to evaluate the candidate's qualifications in a more or less favorable light than warranted by the facts of the situation.

Maintain control of the interview

1. If the interviewer does not control the interview, the candidate will.
2. Control involves knowing in advance what information you need to collect, collecting this information in a systematic manner, and stopping when you have everything you need.
3. You can lose control by the type questions you ask. "Can you ..." allows the candidate the option of answering "no".

Some types of questions provide more meaningful answers than do others.

1. Good interviewing techniques are usually dependent upon the use of open questions.
 - a) An open question is one, which cannot be answered with a "yes" or "no" answer.
 - b) Who, When, What, Why? — Will produce a longer and more meaningful response, "In what activities did you participate in your leisure time?" is a better question than, "Can you tell me about your leisure activities?"
2. The interviewer should talk no more than 15 to 20 percent of the time.
3. Avoid questions that rarely produce an answer that you can evaluate. "Did you like your work?" Instead, ask "What did you like about your work?"
4. Avoid leading questions. A leading question is one when the answer is implicit in the form of the question. "You do like to talk to people, don't you?"
5. Do not ask discriminatory questions; questions regarding race, color, religion, sex, national origin or age.
6. Avoid the "dumb" question. A "dumb" question is one for which the interviewer already has the answer--and the candidate knows it. Do not use the interview just to verify information you already have. If you want the candidate to amplify or clarify, say, "Tell me more about..." The candidate will usually let you know when you ask a "dumb" question. "As I put it on my application..."

EQUAL OPPORTUNITY EMPLOYMENT GUIDELINES

Subject	<u>Fair</u> Pre-Employment Inquiries	<u>Unfair and Illegal</u> Pre-Employment Practices
1) Age	Birth date and proof of true age	Any questions which imply preference for employees age, unrelated to requirements of the position.
2) Arrests	None	Any inquiry related to arrests.
3) Citizenship	Applicant's eligibility for U.S. employment and the applicant's ability to provide proof of citizenship, visa or alien registration.	Any inquiry into citizenship, which divulges the applicant's ancestry, national origin, birth-present citizenship. It is also illegal to require a birth certificate or baptismal record before hiring.
4) Convictions	Questions about convictions for offenses, which reasonably relate to the applicant's fitness to perform the job. These questions are limited to convictions within the last seven (7) years. The seven (7) year period is based on the date of application.	Inquiries about a conviction for an offense that does not reasonably relate to job performance or which exceeds the seven (7) year time limit indicated for questions.
5) Family	Applicant's ability to meet specific work schedules.	Specific inquiries concerning spouse, spouse's employment or salary, children, child care arrangements, or other dependents.
6) Handicap	Concerning specific sensory, mental or physical handicaps, which reasonably relate to job performance or handicaps or health problems, which may affect work performance or which may require special consideration in determining job placement.	General questions, which divulge handicaps, or health questions, which do not reasonably relate fitness to job performance. For example: "Do you have any handicaps?"

Subject	Fair Pre-Employment Inquiries	Unfair and Illegal Pre-Employment Practices
7) Height and Weight	Questions concerning the ability to perform actual job requirements (Being certain height or weight is not considered a job requirement unless the employer can show that an employee can show that an employee with an ineligible height or weight could not do the work because of height or weight.	All inquiries that are not based on actual job requirements.
8) Marital Status (also refers to Name and Family)	None	<p>Format of written questions:</p> <p><input type="checkbox"/> Mr.</p> <p><input type="checkbox"/> Mrs.</p> <p><input type="checkbox"/> Miss</p> <p><input type="checkbox"/> Ms.</p> <p>Whether the applicant is married, single, divorced, separated, engaged, widowed, etc.</p>
9) Military	Questions about education, training, or work experience acquired in the armed forces of the U.S. Questions about type and dates of discharge may be asked if an applicant claims veteran's preference.	Type or conditions of military discharge. Whether an applicant has experience in other than U.S. armed forces. Requests for discharge papers.
10) Name	Whether applicant has worked for your company, organization or institution under a different name, and if so, what name. Name applicant is known to references.	Questions about original name; has the name been changed by court order or marriage. Inquiries, which could divulge marital status, ancestry, or national origin.
11) National Origin	Questions about foreign language skills if those skills are job requirements.	Inquiries into applicant's ancestry, national origin or birthplace. Inquiries about the national origin of applicant's parents or spouse.
12) Organizations	Questions about organization membership unless such membership is an indication of race, color, creed, sex, marital status or national origin.	Requirements that applicant's list all organizations, clubs, to, which he or she belongs.

Subject	Fair Pre-Employment Inquiries	Unfair and Illegal Pre-Employment Practices
13) Photographs	None. May be requested after hiring for identification purposes	Mandatory or optional request that applicant submit a photograph before hiring
14) Pregnancy	Inquiries, which are made to males and females concerning any, anticipated absences and expected duration of employment.	All questions about pregnancy medical history concerning pregnancy and related matters.
15) Race	None	Any inquiries concerning race, or color of skin, hair, eyes, etc.
16) Relative(s)	Names of applicant's relatives already employed by company, institution or organization.	Names and addresses of any relatives other than those employed.
17) Religion or Creed	None	Inquiries concerning applicant's religious denomination, religious affiliation, church, parish, pastor, or religious holidays observed.
18) Residence	Mailing address and telephone number	Names or relationship of people living with applicant; whether applicant owns or rents his or her home.
19) Sex	None	All inquiries

SAMPLE SCHEDULE FOR CANDIDATE VISIT

- 6:00 p.m. **Arrive at hotel.**
Have a letter of welcome from the board chairman in the candidate's hotel room. Also, leave a schedule, newspapers, a brochure and/or other materials about the community and schools, and some snack food. (i.e. crackers and cheese, soda, bottled water or juice, or a small fruit basket).
- 8:00 a.m. **Breakfast with board members.**
Keep conversation light and answer questions about the scheduled activities. The purpose of this meeting is to give board members the chance to meet the candidate first.
- 9:00 a.m. **Whirlwind tour of schools (usually not going inside) and community.**
Could be conducted by school board member, Chamber of Commerce representative or real estate agent. It would be good to give the candidates some idea of housing costs in a couple of residential areas.
- 10:15 a.m. **Coffee with principals and central office staff at Central Office.**
Brief and informal. Just an informal meeting with the candidate making about a ten-minute presentation.
- 11:30 a.m. **Luncheon with community leaders.**
Candidate should speak for about 10 minutes and answer questions for about 30 minutes. The board may want to invite selected leaders personally, i.e. county commissioners, president of chamber of commerce, county executives, mayors, and other appropriate leaders. Others may receive a general invitation.
- 12:30 p.m. **Return to hotel to relax or a short tour of housing options.**
- 3:15 p.m. **Meeting with faculty and staff.**
Light refreshments may be served as people gather. Usually the education association likes to sponsor such a meeting. Candidate should speak about 10 minutes, then answer questions for 20 minutes. Be sure a strong moderator (generally a school board member) is in charge.
- 5:30
5:00 p.m. **Interview by the School Board.**
- 6:30 p.m. **Dinner** *Buffet 30-45" before*
This is a time for casual conversation and a good opportunity for the candidates to question board members. Board members should not question the candidate during dinner.
- 7:45 p.m. **Conclude questioning** by board and allow candidate to ask questions or make comments.
- 9:15 p.m. **Conclude activities for the day** (This may be the best time for the chairman or a designated member to informally discuss the candidate's expectations of the board. Return the candidate to the hotel.

*one Board member
tour w/ candidate*

Candidate _____

Date _____

ASSIGNMENT SHEET FOR CANDIDATE VISIT

Person Responsible

Assignments

Call candidate to express excitement about the interview and to discuss arrangements.

Pick up at the hotel

Write letter of welcome -Board Chairman

Prepare packet about Marshall County School District

Deliver fruit basket/newspapers/letters of welcome to hotel

Have lunch with the candidate

Pick up candidate at hotel for interview

Return candidate to hotel after interview

Have dinner with the candidate

Make hotel reservations for candidates

Return candidate to the hotel

GUIDE TO COMMUNITY VISITATION

The board visit to the community of the candidate is probably one of the most difficult, delicate and important aspects of the Director of Schools search. This field trip should be conducted with the dignity, confidentiality and professionalism commensurate with the importance of the mission. All those questioned should be informed that the board is considering the candidate for this Director of Schools. The person under consideration is regarded by the board as one of the top two being considered—a high mark of distinction. While under investigation, everything possible should be done to enhance the standing of the candidate within his/her own community.

The purpose of the visit is to determine if the finalist is suited for the Director of Schools. Final judgments should be suspended until all relevant information has been gathered.

Arrangements

1. Contact the candidate to arrange for a visit on a day, if possible, when the schools are in operation.
2. Ask the candidate to supply the names, addresses and telephone numbers of school board members, bankers, mayor and/or city manager, PTA presidents and teacher association president. Also ask for a map of the community to facilitate travel.
3. Indicate that board members would be interested in meeting the candidate's spouse and family if it is convenient and seems appropriate.

Guidelines

1. When talking with people, emphasize that you are seeking an outstanding Director of Schools and that this person has been recommended to you. Treat this visit in such a way that it will enhance the standing of the candidate in his or her own community.
2. Conduct your discussions with a range of people in the community.
3. Ask to set up meetings with people by title. This will eliminate a set up by the candidate. You may ask to talk to: board chairman, or other board members, president of the teacher's association, PTA president, etc.
4. When you talk with people, ask questions about which they can be expected to be reasonably informed. If persons are in a position to

observe the candidate performing a particular function or handling a given responsibility, they are more likely to provide dependable evaluation than if they are basing their judgments on impressions gained second or third hand.

5. In preparing for your community visitations you should frame questions, which are appropriate for each finalist. To ensure that questions are appropriate, you should:
 - a. Use the candidate's application file as a guide for asking questions, which will enable you to assess the quality of his or her performance in those areas that the applicant cited as evidence of his/her qualifications for the Director of Schools in your district.
 - b. Frame questions which take into account the type of position (Principal or Superintendent) presently held by the candidate.
 - c. One way to obtain an indication of which questions to ask or omit is to identify the areas of competence in which you are interested (e.g., informing the public, administering the school budget, personnel functions and educational programs; working with the board; and anticipating and solving problems) and ask the person being interviewed which area he/she feels most able to discuss.

