



## 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 Local District leaders, principals, and other 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 necessary to initiate the selection process; develop and conduct selection assessments (e.g., paper screen, interviews, mock presentations); and complete the process with reference checks and final selection.
2. At the end of this guide, appendices are included that contain HR forms and other resources necessary for advertising positions, submitting applicant names to HR for screening of minimum requirements, completing reference checks, making a selection, and for facilitating processes and record keeping. These materials are referenced throughout the guide with the corresponding appendix page numbers (e.g., Appendix 1). Links to additional forms are also provided throughout the document. The first appendix contains a flow chart illustrating each step in the selection process ([Appendix 1](#)).

## SECTION 1: INITIATING THE SELECTION PROCESS

To begin position advertisement, you must ensure the position is budgeted, determine the application materials, draft your flyer, and submit a request to announce your vacancy. Once your request is submitted, begin to develop a selection plan with a timeline and identify and confirm raters for each step in your selection process. Compiled below is a guideline to work through these steps. Human Resources (HR), Personnel Research and Analysis staff are also available at (213) 241-6356, to assist you through these processes.

### A. Confirm Budget Allocation

Confirm with your fiscal specialist that the position is budgeted. If necessary, complete and submit the *Request for Freeze Exemption: Staffing* form (Request for Changes in Assignments and Salaries), available online at <http://achieve.lausd.net/Page/1546>, 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: a resume, a letter of interest/cover letter including responses to Supplemental Topic Areas (see description below), and the contact information for three references including their most recent supervisor.

- **Supplemental Topic Areas**

- **Purpose**

Supplemental information collected as part of the application materials allows you to differentiate candidates' experiences to measure the most critical knowledge skills and abilities necessary to possess upon entry to the job. In addition, responses to the Supplemental Topic Areas allow for an initial evaluation of candidates' written communication skills.

- **Development**

To determine which supplemental information is important to collect, consider what additional job-related data you would need to know about the candidate's experiences that may not be accessible in the resume. Supplemental Topic Areas you choose to include should illicit responses linked to the rating factors in the Paper Screen process (discussed in Section 2). 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 revise instructional practices*
- Developing and leading professional development for instructional staff*
- Partnering with parent or community 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. It is recommended that you include 3 to 4 topic areas in your flyer. Examples of how Supplemental Topic Areas are added to job flyers and additional sample topic areas are included in **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. Effective flyers include:

- description of the work site environment
- position duties
- a brief description of the ideal candidate
- salary level
- minimum experience, education, and credential requirements
- desirable experience/qualifications
- application procedures detailing:
  - materials required (resume, letter of interest, list of references)
  - contact person for submission of application materials
  - application submission 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>.

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## **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 *Request to Announce School-Based Administrator Vacancy* or *Request to Announce Non School Administrator 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 the Word version of the drafted flyer to Marilyn Fuller, Manager, Personnel Research and Analysis (PRA), via email at [marilyn.fuller@lausd.net](mailto:marilyn.fuller@lausd.net).

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

*Blaine Lee*  
(Franklin Covey Co.)

- 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 as identified on the flyer by the specified filing deadline date and time.

## **E. Develop a Timeline, Selection Plan, and Secure Resources**

Once your position has been posted, begin preparations for the rest of your selection process. Take this time to evaluate the needs of the position and determine an appropriate timeline and plan including selection assessments you will utilize, 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.

It is important to utilize the time during the application filing period to begin developing the test materials you will use throughout your selection process. The next section of this guide contains information to assist you in the development of your test materials.

Human Resources, Personnel Research and Analysis staff are available to answer questions and/or provide you with guidance and assistance in developing your timeline, selection assessment plan, and test materials, as well as scoring the assessments and provide training to your raters. For assistance, please contact us at (213) 241-6356.



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**F. 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 in accordance with the flyer, must be included in the applicant roster. The ASU staff will verify that applicants meet the minimum experience, education, and credential requirements. ASU staff also ensures compliance with the LAUSD-AALA Memorandum of Understanding (MOU) in regards to employee evaluation and discipline. 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 12**).
3. Applicants who meet the minimum requirements are now ready to be assessed by your paper screen rater panel.

## SECTION 2: DEVELOPING AND CONDUCTING SELECTION ASSESSMENTS

In many cases the standard selection plan for an administrator position begins with a paper screening and concludes with a structured behavior interview. However, depending on the skills needed for the position additional selection assessments can be utilized as independent steps in the process or in a combined stage such as an interview with a mock presentation. This section is built to provide guidance on determining and developing the selection plan you will utilize for your vacant position. The following is not a comprehensive list of assessments and additional guidance and support in building school-specific assessments can be obtained by contacting Human Resources, Personnel Research and Analysis staff at (213) 241-6356.

### **PAPER SCREENING**

#### **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 (resume and letter of interest 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 Section 1, 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 paper screen rating factor to evaluate that experience.

**Rating Factor:** Utilized data to inform and improve instruction

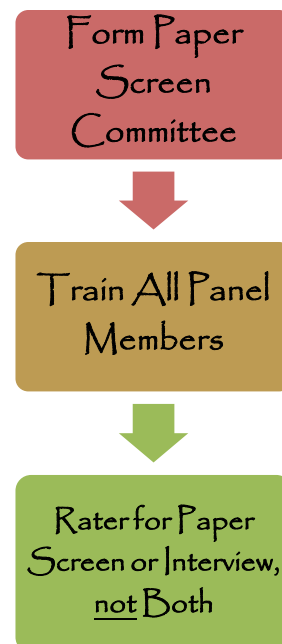
2. Rating factors developed shall be independent from one another, covering the different standards or leadership dimensions desired.

## **Developing the Paper Screen Tool and Rating Factors (Cont'd)**

3. Rating factors shall be defined and accompanied by a numerical rating scale. This scale typically ranges from 1 to 3 (i.e., 1 is “Limited”, 2 is “Moderate”, and 3 is “Extensive”). Paper Screen raters evaluating candidates should take into consideration the scope, complexity, and recency of each candidate’s experiences presented in his or her application materials.
4. Rating factors shall be aligned with the Supplemental Topic Areas and *ideal candidate* description presented on the position flyer.
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.

## **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: ideally, raters should be from the same or higher pay scale than the position being filled unless representing a specific stakeholder group (Parent, community, or organization).
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 and letter of interest) and how to assign scores.
3. To maintain objectivity in the selection process, it is considered best practice to ensure that individuals who participate as a rater during the paper screen process not serve as a rater during subsequent test parts (i.e., interview, writing project, mock presentation, etc.)



## **Maintaining Fairness and Objectivity**

1. Provide guidance to raters that allow them to consistently differentiate between the benchmarks (i.e., limited, moderate, extensive) on the rating scale and to define experiences that constitutes each benchmark level.

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## **Maintaining Fairness and Objectivity (Cont'd)**

2. Each candidate's application materials shall be assessed by at least two raters.
3. Advise raters to make objective assessments based only on the candidates' resume and letter of interest including their responses to the supplemental topic areas.
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 the objectivity of the rating process. Raters should never interview friends, family members, or those they have directly supervised, or those who supervised them.



## **Conducting the Paper Screen Rating Process**

1. Each rater reviews the Paper Screening Form for the rating factors, and the flyer for the position duties, desirable qualifications, and Supplemental Topic Areas.
2. Raters independently review the candidates' application materials and then rate each factor, record his or her supporting rationale, and provide a total score on the paper screen rating form.
4. Raters share their preliminary ratings and supporting rationale with their co-rater(s), pointing out specific job-related evidence of candidate experience as needed. Based on this discussion, raters may modify their ratings if they feel it is necessary. Consensus is required between raters if a rating of "Limited" (score of 1) is provided for any factor.
5. Once raters have independently completed their rating form and discussed their ratings with their co-rater(s), they must record all final ratings, total scores, and sign their rating form in ink. If raters cannot come to an agreement on whether a limited rating is to be provided, another rater should independently review the candidate's materials and complete the paper screening as a "tie-breaker."
6. A minimum of at least two finalized rating forms are required for each candidate.
7. The hiring administrator will seek input from the raters and determine a minimum overall passing score. The hiring administrator should consider the distribution of candidates' total scores when determining the pass point, however at a minimum no candidate should pass and proceed to the interview if he or she receives a limited rating. As such the minimum passing point can be no less than double the number of rating factors (e.g., a paper screen with 6 rating factors would have a minimum pass point of no less than a total score of 12).

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

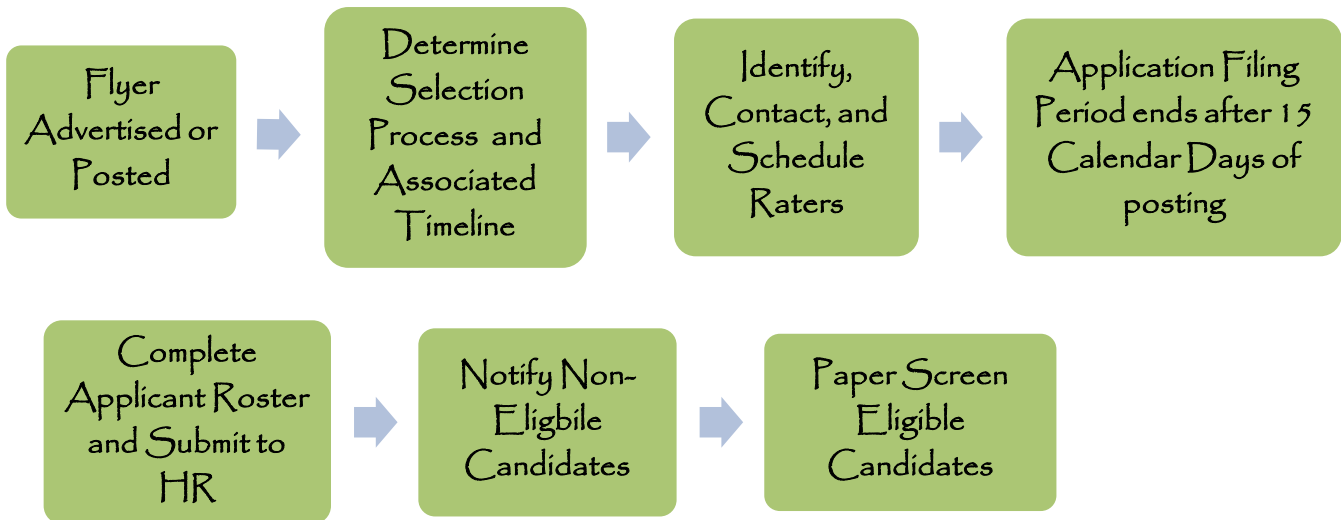
*Mary D. Poole  
(Philanthropist)*

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### Conducting the Paper Screen Rating Process (Cont'd)

8. Once a pass point has been determined, the hiring administrator sends out interview invitation letters to all candidates whose average overall score meets or exceeds the determined pass point. Regret letters should be sent to those who were not recommended for the next step in the selection process. Sample invitation and regret letters are included ([Appendix 12](#)).

### Advertising to Paper Screen Flow Chart



## INTERVIEWS

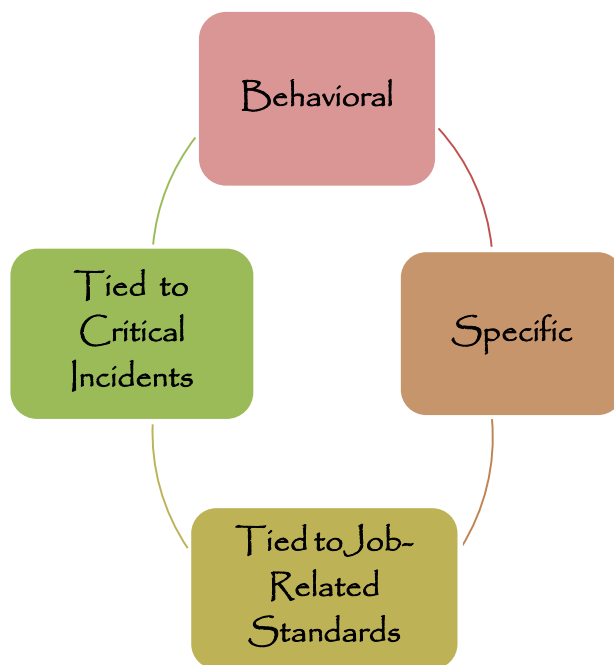
### Purpose

The purpose 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 he or she is applying, by utilizing a series of behavioral-based questions asking the candidate to share specific examples from his or her past professional experience.

## Developing Interview Questions

### Components of Effective Interview Questions

1. **Behavioral:** Focuses on what the candidate has done or has accomplished in his or her career. Behavioral questions solicit responses substantiated by 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.
3. **Tied to Job-Related Standards:** Questions should be designed to assess a candidate's experience as it applies to each of the [School Leadership Framework](#) standards. The Framework 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 or her professional experience.

Ineffective Interview  
Question

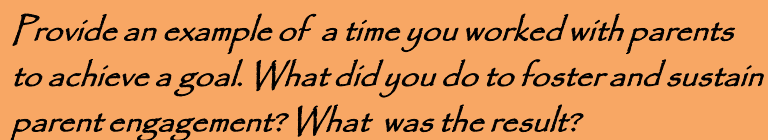
*Describe your philosophy on parent engagement in the school community.*

### **Ineffective Versus Effective Interview Questions (Cont'd)**

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 a time 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 sample interview questions or assistance in the development of interview questions for a specific position, HR, 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 can be obtained by contacting HR, Personnel Research and Analysis.

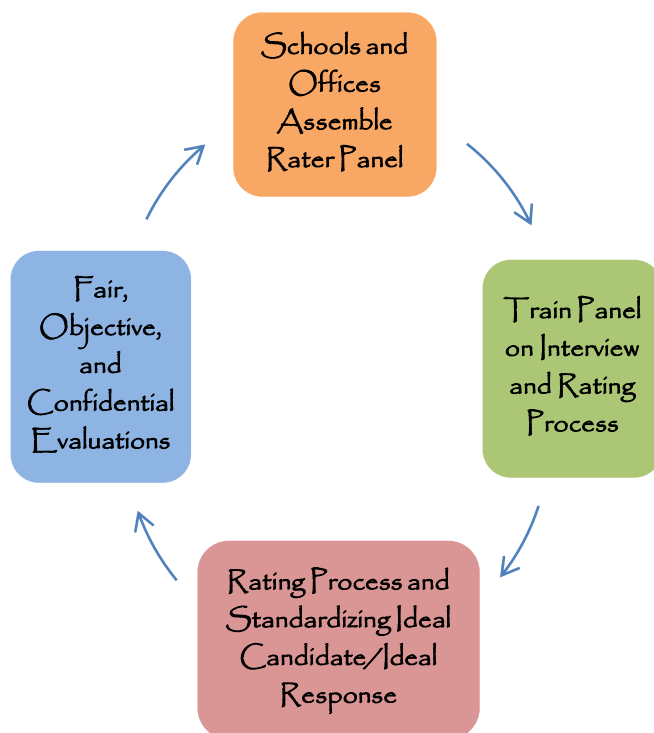
1. Benchmark definitions should be clear and align properly with the standards being assessed.
2. Interview rating scales should have 4 benchmarks (i.e., 1 – Needs Development, 2 – Competent, 3 – Strong, and 4 – Outstanding) to effectively account for varying levels of proficiency. The following are 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 questions should be assigned higher weight (differential weighting). If you would like to use differential weighting please contact HR, Personnel Research and Analysis 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 diversity of the school's student body and community.
  - Panels should consist of a minimum of two panel members.
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 6).
3. During the interview training, raters should also sign a Rater Agreement form that confirms his or her commitment to provide fair, objective, and confidential evaluations. A sample Rater Agreement form is included (Appendix 7).
4. It is essential to orientate the raters to ensure a consistent rating process. Specifically, the hiring administrator or facilitator 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 response quality and content necessary to obtain ratings of "competent" and "outstanding" for each specific interview question
    - Further descriptions of the response quality and content necessary to obtain other specific ratings (i.e., Needs Development and Strong) are also suggested.





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### **Assembling and Training the Rater Panel (Cont'd)**

5. 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 actions.
6. 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.
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 or letters from 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.

*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)*

### **Maintaining Fairness and Legal Defensibility**

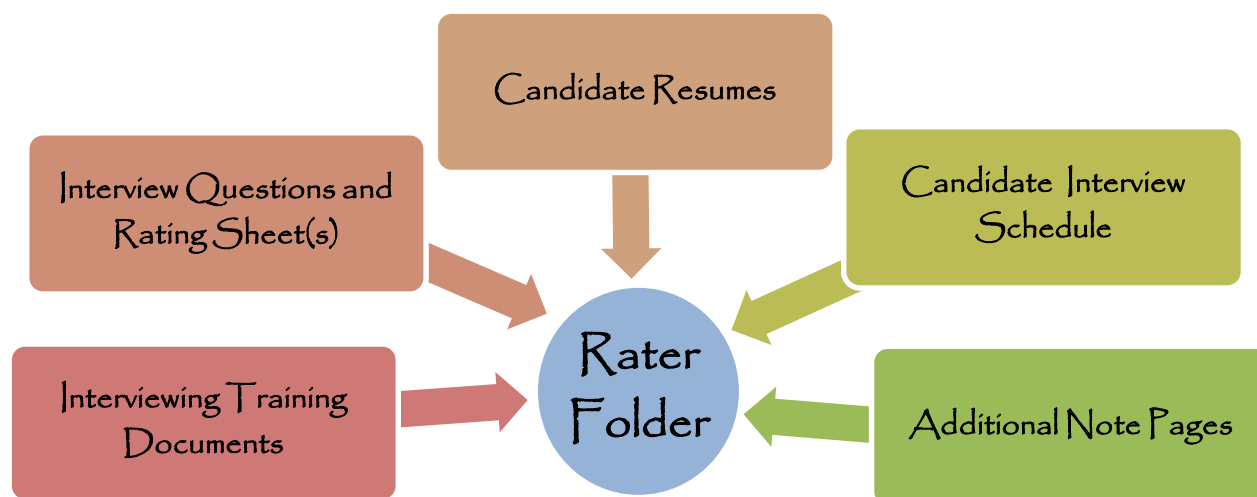
1. Raters must take into consideration and be accountable for adhering to State and Federal non-discrimination laws and statutes.
2. The hiring administrator must also be aware of the candidate inquiries that are prohibited by law. *The California Fair Employment and Housing Act (FEHA)* prohibits any 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 8](#)).

### **Maintaining Fairness and Legal Defensibility (Cont'd)**

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 9](#)).
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 both expected to sign forms stating their agreement to keep the interview questions and all other selection materials completely confidential. Raters shall not discuss the panel members' or candidates' names, qualifications, performance, responses, comments, or scores outside of the assessment environment. Violation of the rater and candidate confidentiality forms are considered to be a serious violation of District policy.

### **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 10](#)).
2. Each interview panel rater should be provided with the following documents:



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## **Interview Administration Day (Cont'd)**

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 or she may ask the question to the candidate in his or her preferred language followed by a 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). Although not encouraged, if a candidate instead chooses 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. After the interview, the facilitator is responsible for collecting all completed rating and note sheets.
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 11).

*Leadership and  
learning are  
indispensable to  
each other.*

*John F. Kennedy  
(35<sup>th</sup> U.S.  
President)*

## **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 or she would approach developing the school budget. These types of assessment methods allow for the opportunity to directly observe the candidate's skill level, 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.

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## **Types of Assessment Tools**

- 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 the hiring administrator describing why you are the best candidate for the <position title> at <name of office/division>."

For basic writing projects, interview raters would evaluate candidates' writing skills for:

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



While the basic writing project does not specifically assess content, a technical writing project may. 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 school, office, or program budget. Please describe a specific example. What tools and strategies did you use to manage and monitor the budget?"

- 2. Situational Judgment Exercise (SJE):** The purpose of a SJE is to provide a forum to evaluate candidates' thought process with their ability to handle tasks or situations that may be encountered on the job. In an SJE, candidates' are provided with a written or oral description of a situation and asked to provide a written or oral action plan. In some cases they may also be asked to respond in a mock (acted) version of 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 prompted to create a plan for their first 90 or 180 days in the position, and how he or she would address 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.

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### **Additional Assessment Methods (Cont'd)**

- 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)

## SECTION 3: SELECTION PROCESS COMPLETION

### CHECKING REFERENCES

Once the paper screen, additional assessments, and interviews have concluded, the top candidates are determined based on the information collected during the selection process. Before any offer is extended, reference checks should be conducted on the candidates considered 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 is eligible for rehire.

For guidance in completing reference checks, please contact: Maria Voigt, Director, 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 13**).

### 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 Local 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 to the Administrative Assignments Unit. The *Request for Administrator Assignment* forms are available online at <http://achieve.lausd.net/Page/8048>.

### 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 (invitation or regret letters) to inform the candidates at the close of each stage in the selection process. Written communication sent via U.S. mail or email 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 12**).

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

*John Maxwell*  
*(Author and Speaker)*

## **RETENTION OF RECORDS**

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

- Flyer
- Roster of applicants
- Application materials (resumes, letters of interest including responses to supplemental topic areas, and reference contact information or recommendations) for all candidates
- Names, titles, and contact information of raters used for each component of the selection process
- Candidate rating sheets and other completed assessment materials (for all components of the selection process)
- Signed confidentiality statements from candidates
- Signed rater agreement/confidentiality forms (for all components of the selection process)
- Materials related to each selection assessment (paper screen, interviews, 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 14).

## **QUESTIONS AND ASSISTANCE**

If you have any questions about the information contained in this Selection Guide, would like to request specific selection forms, or would like assistance in developing your selection process or assessments, contact Human Resources, Personnel Research and Analysis staff 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)*



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Human Resources Division  
**Certificated Administrator Selection Guide**

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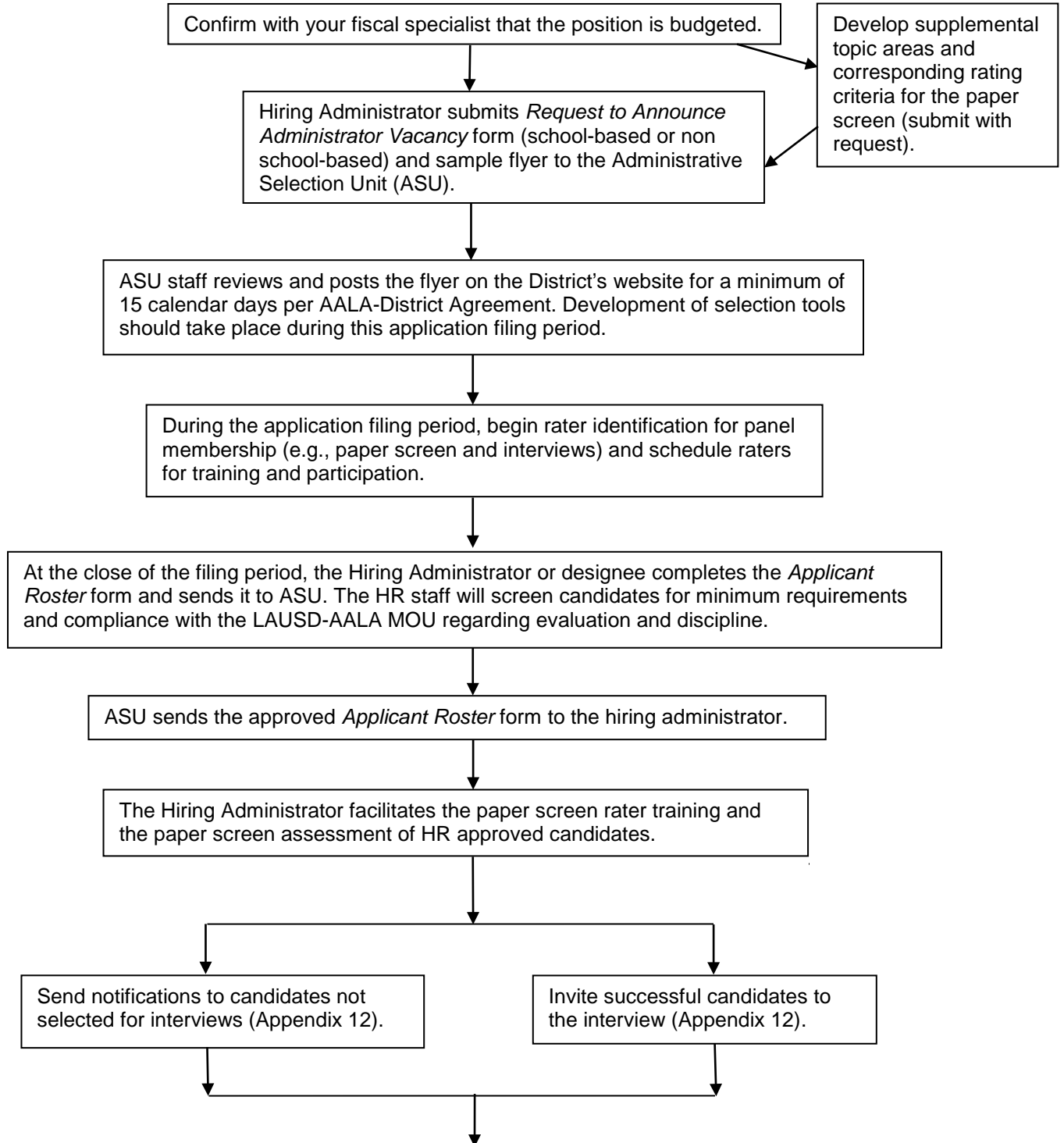
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LOS ANGELES UNIFIED SCHOOL DISTRICT  
Human Resources Division

**Certificated Administrator Staff Selection Guide**

Selection Process Flowchart – Principal

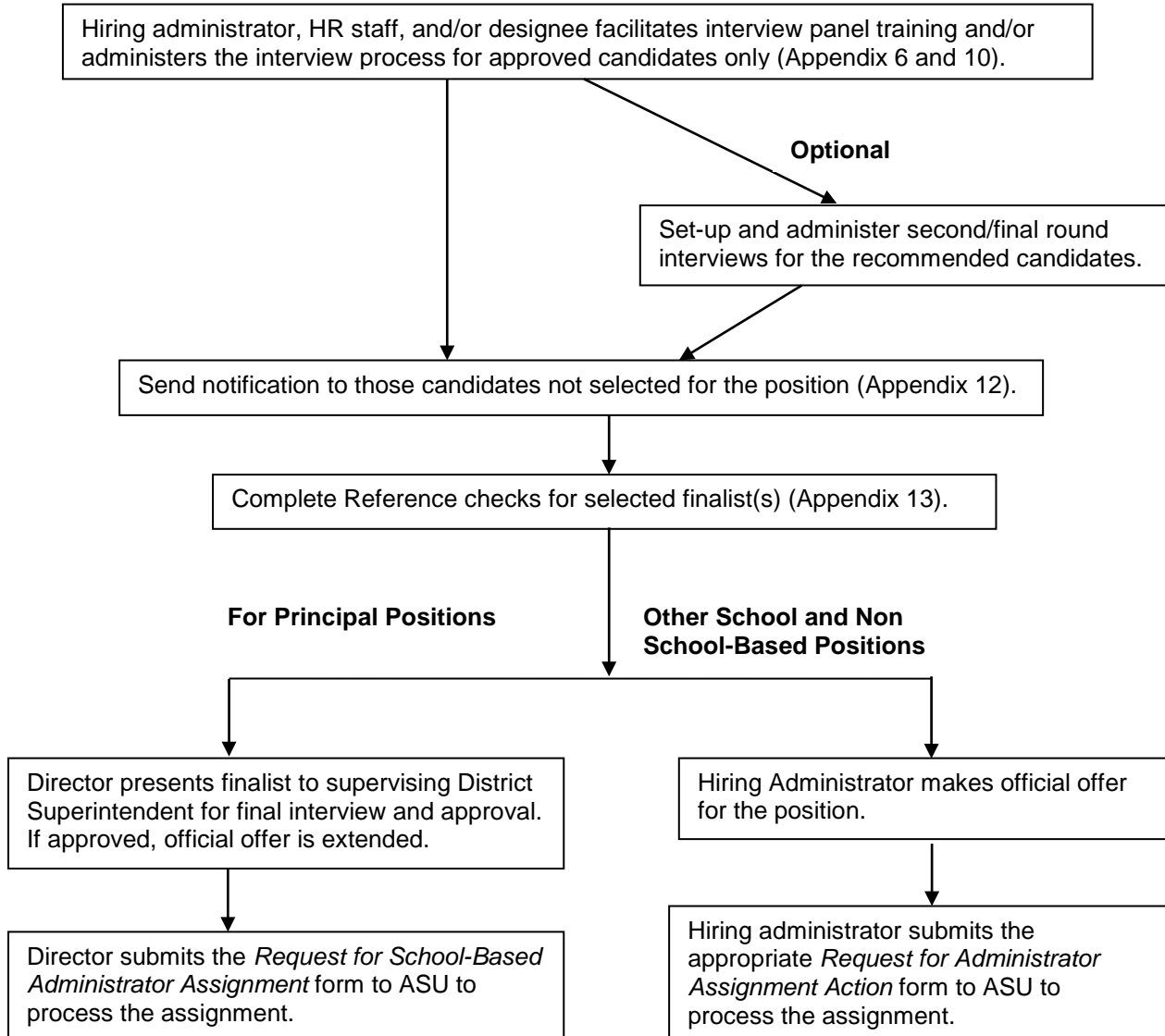


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LOS ANGELES UNIFIED SCHOOL DISTRICT  
Human Resources Division

**Certificated Administrator Staff Selection Guide**

Selection Process Flowchart – Principal





# Los Angeles Unified School District

All Youth Achieving

**SCHOOL NAME**

**Position**

The Los Angeles Unified School District seeks an outstanding **(Position)** to lead the students, staff, and community at the **(School)** towards improved academic success.

**(School)** is a traditional calendar school serving approximately \_\_\_\_ students in grades \_\_\_\_ through \_\_\_\_\_. The student population is approximately \_\_\_\_% (Ethnicity – Hispanic, African American, White, Asian, American Indian, Pacific Islander, Other), \_\_\_\_%, and \_\_\_\_% with \_\_\_\_% (Student subgroup- English Learners, gifted and talented, students with disabilities). The school is located at \_\_\_\_\_, Los Angeles, CA 90000.

**The Ideal Candidate** <List here the knowledge, skills, and abilities 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 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 must be in a public school setting:**

- See General Standards for Minimum requirements for the specific position.

**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, you must submit the following:

1. A letter of Interest that describes your successful experience in the following areas:
  - List 3-4 Supplemental Topic Areas related to needs of the school and position.
2. Current resume with professional and academic preparation (include employee number if District employee).
3. The names and contact information of three (3) references, including your current supervisor.

**Submit materials to:**

\_\_\_\_\_, Director

[email@lausd.net](mailto:email@lausd.net)

Local District - \_\_\_\_

\_\_\_\_\_, Los Angeles, CA 90000

(213) 200-0000

**DEADLINE DATE: \_\_\_\_\_ - 5:00 P.M.**

**FAXED COPIES WILL NOT BE ACCEPTED**

**NOTE:** Selected individual may be subject to displacement due to norm allocation and seniority based RIF provisions.

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 successful experience in the following areas:
  - List Supplemental Topic Areas in bullet format.
2. A current resume (include employee number)
3. A list of 3 references with contact information, one of which must be your current supervisor. 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

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**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](mailto: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**

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Human Resources Division

**Certificated Administrator Selection Guide**

**SAMPLE SUPPLEMENTAL TOPIC AREAS**

Supplemental Topic Areas 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 areas 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 to increase 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 or 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"><li>➤ 8 years successful full-time certificated service in a public school district</li><li>➤ 3 years of successful full-time teaching experience</li><li>➤ 2 years certificated service in an elementary instructional program covering grades Pre-K through 6</li><li>➤ 2 years of service in an administrative or supervisory position utilizing an administrative credential, such as an assistant principal or equivalent position</li></ul>		<ul style="list-style-type: none"><li>➤ 8 years successful full-time certificated service in a public school district</li><li>➤ 3 years of successful full-time teaching experience</li><li>➤ 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)</li><li>➤ 2 years of service in an administrative or supervisory position utilizing an administrative credential, such as an assistant principal or equivalent position</li></ul>	
ADULT AND CAREER EDUCATION		SPECIAL EDUCATION	
<ul style="list-style-type: none"><li>➤ 8 years successful full-time certificated service in a public school district</li><li>➤ 3 years of successful full-time teaching experience</li><li>➤ 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</li><li>➤ 2 years of full-time public school certificated K-12/Adult administrative experience</li></ul>		<ul style="list-style-type: none"><li>➤ 8 years successful full-time certificated service in a public school district</li><li>➤ 3 years of successful full-time teaching experience</li><li>➤ 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</li></ul>	



LOS ANGELES UNIFIED SCHOOL DISTRICT  
Human Resources Division

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

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





LOS ANGELES UNIFIED SCHOOL DISTRICT  
Human Resources Division

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

**ASSISTANT PRINCIPAL**

**ADULT AND CAREER EDUCATION**

- 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

**ADULT COUNSELING SERVICES**

- 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 counseling experience

**SPECIAL EDUCATION**

- 5 years of successful full-time certificated service in a public school
- 3 years of successful full-time teaching experience
- 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 <http://achieve.lausd.net/hr>

**Certificated Administrator Selection Guide**

<Name of School/Office>  
XX XX, 20\_\_

**Interview Training Agenda: Summary of Topics**

**I. Rater Agreement**

Ensure that everyone understands and signs a *Rater Agreement* (confidentiality) form.

**II. Introduction**

The purpose of this interview training is to ensure:

- A. standardization, fairness, and appropriateness of interview procedures and the evaluation of candidates
- B. panel members have an understanding of how to appropriately gather relevant job experiences to determine selection recommendations
- C. confidentiality of the process and to avoid conflict of interest

**III. Behavioral Structured Interviews**

- A. Definition - An interview in which a candidates are asked standardized questions to collect information from specific examples of past job behavior. The use of behavioral interviews is based on the concept that the best predictor of future job behavior/performance is past job behavior/performance.
- 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. Use of Follow-up Questioning – After asking the initial standardized interview questions, additional follow-up questioning may be necessary during the process. As guidelines, follow-up questions should be:
  - 1. **Open Ended** – Candidates should be expected to provide all pertinent information. Using questions such as “Did you...” typically provides the candidate with too much information and the answer of yes or no does not provide the rater with a clear indication of the candidates knowledge, skills, or abilities.

**Certificated Administrator Selection Guide**

**<Name of School/Office>**

**XX XX, 20\_\_**

2. **Probing But Not Leading** – Raters focus should be to collect relevant information but not lead the candidate to provide the perfect complete response by leading them to discuss every relevant component. The candidate should demonstrate their knowledge/experience of the process and answer in relation to their specific practice in the topic area.
  3. **Clarifying** – Should an interview rater be unclear as the content, meaning, process, or direction of the response, he/she should seek clarification of the information to more appropriately evaluate the candidates response.
  4. **Behavior oriented** – Raters should ensure that candidates clearly define their action steps taken in order to gain insight into their related experience, knowledge, skill, and ability to appropriately resolve issue and/or complete job duties within the specific topic area.
  5. **Examples** – 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. **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 response and transition to a new question, and (3) Reinforce concise responses.
  2. **Collecting More Detail** - (1) Clarify misunderstood questions and responses, (2) Show encouragement, (3) Ask probing questions, and (4) Use silence (can be used as a question).
- F. **Things to Avoid** – To maintain the appropriateness and defensibility of the selection process close attention should be focused on the following:
1. **Common Rater Biases** - Many interview rating errors result from perceptual biases or individual preferences/stereotypes. Remember to be consistent when rating candidates – your evaluations should be based only on the job relevant information provided in their individual responses to interview questions.

**Certificated Administrator Selection Guide**

**<Name of School/Office>**

**XX XX, 20\_\_**

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.

**IV. 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.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Human Resources Division

**<Name of School/Office>**  
**<Position Title> <Test part>**

**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 understand that I may not serve as a rater for a candidate who is a member of my family (parent, sibling, child, grandparent, grandchild, in-law, or extended family) or a candidate who is in a current personal relationship with me or a member of my family.
- ☐ I will base all candidate evaluations on job-related criteria. I will adhere to federal, state, and local laws and non-discrimination statutes and will not base evaluations on a candidates actual or perceived race, color, ethnicity, birthplace/national origin/citizenship, age (40 and above), gender/sex/sexual orientation (including gender expression/identity, pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions), marital status, registered domestic partner status, genetic information, religious creed, political belief or affiliation, disability, military/veteran status, or their actual or perceived association with a person or group with one or more characteristics protected by law.
- ☐ 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, such as panel/candidate personal or performance-based information, panel deliberations, or any related printed or verbally discussed materials, 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

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

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

**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](http://www.dfeh.ca.gov)

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



**DFEH-161 (11/14)**



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 response quality of each individual candidate in relation to the "ideal candidate response" for that specific question and **not** in comparison to a response provided by another candidate in the interview selection process.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Human Resources Division

**Certificated Administrator Selection Guide**

**FACILITATOR CHECKLIST**

As the facilitator in the interview process, you will be responsible for ensuring that the interview process is completed efficiently in accordance with District policy. 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.
- ☐ Provide training to the panel members (see Appendix 6).
- ☐ 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 the closing question or a closing statement.
- ☐ 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 position/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 be asked the same questions.
- ☐ 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.

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**Certificated Administrator Selection Guide**

**FACILITATOR CHECKLIST**

**During the Interview (continued)**

- ☐ 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.
- ☐ 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.
- ☐ 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 Comments* section of the rating form.
  - Notes should correspond directly to the candidate's responses to the interview questions.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Human Resources Division

**<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**

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Human Resources Division

**Certificated Administrator Selection Guide**

**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 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 your qualifications were reviewed and 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,

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Human Resources Division

**Certificated Administrator Selection Guide**

**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

**Certificated Administrator Selection Guide**

**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 **challenges and weaknesses as they relate to the position of** \_\_\_\_\_?  
*Comments:*

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**SAMPLE REFERENCE CHECK FORM**

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

*Comments:*

5. 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

*Comments:*

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

***The following documents are enclosed in the selection process file:***

**Announcing the Position**

- ☐ Request to Announce Form
- ☐ Copy of Finalized Flyer
- ☐ Applicant Roster
- ☐ Applicant Materials (Resume, Letter of Interest/Cover Letter, and the Contact Information of Provided References) for all Candidates

**Paper Screen**

- ☐ Paper Screen Rater Training Material
- ☐ Names and Titles of Raters
- ☐ Signed Rater Agreement Forms for All Raters
- ☐ Rater Sign-In Sheet(s)
- ☐ 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)

**Interviews**

- ☐ Interview Rater Training Material
- ☐ Names and Titles of Raters
- ☐ Signed Rater Agreement Forms From All Raters
- ☐ Rater Sign-In Sheet(s)

**Certificated Administrator Selection Guide**

**Interviews (Cont'd)**

- ☐ 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)

**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
- ☐ 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)

**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: \_\_\_\_\_