

For the rest of the questions you will have 2 minutes to respond.

1. Can you clearly define the role of the board and the role of the superintendent?
2. This fall there will be new staff members hired and 3 board members are up for election. How would you orient new staff members and board members to their positions?
3. What can a school do about an ineffective or developing teacher?
4. What is the most important school business function a superintendent such as you would perform?
5. How would you organize the district, curriculum wise, so that you can guarantee student academic improvement?
6. What do you think the roll of extracurricular activities should be in this school?
7. How would you supervise/organize the schools support services such as business, transportation, maintenance, food service, etc.?
8. How would you go about establishing good public relations in this school district?

Thank you, and now we have a few questions from the audience; you have 2 minutes to respond to each question.

Thank you audience, for your attendance tonight. Please leave your comment cards on the table as you leave.

Public Forum Script

VESD Superintendent Candidates

3/31/16

Good evening and welcome to the Vernon Elementary Public forum to meet the candidates for Superintendent/Principal for the 2016-2017 school year. My name is Jeff Fuller. I am the current interim superintendent and tonight will be the moderator for this event. We had 16 applications for the position. The applications were screened by a screening committee of 2 certified staff members, 2 classified staff members and me. A rubric was used looking for certain qualifications and competencies. The four candidates in front of you were our highest scorers on our screening rubric.

Tonight I will ask a series of questions and give each candidate a chance to respond to those questions. There are some ½ sheets of paper that have been provided for you, the audience to take some notes on the candidates responses and leave comments. At the bottom under each candidate's name are the numbers 12345 with the number 5 being the highest rating. These numbers are for you to rate each candidate on their responses and return to Mrs. Bishop or Mrs. Dobson if you wish. Your responses will be made available to the board during the deliberation process.

There are also note cards provided for you to write down a question you would like to have asked. These questions will be collected during my questioning by Mrs. Bishop and Mrs. Dobson and sorted by similarity and then several of your questions will be asked of each candidate. After the questioning tonight, candidates will be available for you to briefly meet and greet. We will be dismissing the meeting by 7:00 p.m.

Tomorrow the Governing Board will interview each of these candidates more in depth. The Board will hopefully come to an agreement on which candidate they wish to negotiate an employment contract.

Let's begin.

The candidates before you are:

Mr. Kim Lewis; Dr. Monica Barajas; Mr. Alan Bingham; Mr. Kim Pearce

First question: Tell us about your background in education. Then tell us why you are interested in working in Vernon. You have 3 minutes for this response.

their current role

Technology Experience and Skills
10 pts

Poor

Candidate lacks technology proficiency

Fair

Candidate adequately knows and encourages appropriate uses of instructional technologies

Good

Candidate has shown use of technology to enhance classroom instruction and uses technology appropriately for his or her current position

Excellent

Candidate has extensive proficiency with technology to aide and enhance classroom instruction and current roles and responsibilities

Knowledge of Special Needs
10 pts

Poor

Candidate lacks knowledge of student support service/programs and policies; and has minimal knowlege in the area of special education

Fair

Candidate has minimal knowledge of student support service/programs and policies; and has limited knowlege in the area of special education

Good

Candidate has adequate knowledge of student support service/programs and policies; and has some knowlege in the area of special education

Excellent

Candidate has extensive knowledge of student support service/programs and policies; and has significant knowlege in the area of special education

Family and Community Involvement
10 pts

Poor

Candidate has limited participation in regards to community/school involvement

Fair

Candidate participates in school/family/community partnerships in line with their current position

Good

Candidate promotes partnerships for the staff, families, and community groups and uses community resources to enhance instruction and the greater school community

Excellent

Candidate promotes partnerships for the staff, families, and community groups and uses community resources to enhance instruction and the greater school community in innovative ways

References
10 pts

Poor

Candidate has out-of-date references, that may or may not be relavant to the position of principal

Fair

Candidate has current references, revelant to the position of principal, but demonstrate character qualities over leadership qualities

Good

Candidate has current references, revelant to the position of principal, and demonstrate adequate leadership qualities

Excellent

Candidate has current references, revelant to the position of principal, and demonstrate exceptional leadership qualities

Application Screening Rubric				
	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Administrative Experience 10 pts	Poor Candidate's work experience does not include administrative experience	Fair Candidate's work experience includes administrative experience through internships, teaching Asst. Principal roles, or other administrative titles	Good Candidate's work experience includes 3 years of administrative experience	Excellent Candidate's work experience includes more than 3 years of administrative experience
Curriculum Knowledge 10 pts	Poor Candidate has no curriculum knowledge other than teaching experience	Fair Candidate has some curriculum knowledge in addition to teaching	Good Candidate has adequate curriculum knowledge as demonstrated beyond the classroom	Excellent Candidate has extensive curriculum knowledge
Teaching Experience 10 pts	Poor Candidate has a less than 5 years of teaching experience	Fair Candidate has a 5 years of teaching experience at levels other than elementary	Good Candidate has 5 years of teaching experience at the elementary level	Excellent Candidate has more than 5 years of teaching experience with a concentration at the elementary level
Work History 10 pts	Poor Candidate has a limited work history in education and sporadic fulfillment of past positions	Fair Candidate has adequate work history in education demonstrating stable fulfillment of past positions	Good Candidate has extensive work history in education, but has sporadic fulfillment of past positions	Excellent Candidate has extensive work history in education and has demonstrated stability in past positions
Academic Accomplishments 10 pts	Poor Candidate has limited academic accomplishments in the form of advanced degrees, course work, and educational attainments/certifications	Fair Candidate has some academic accomplishments in the form of advanced degrees, course work, and educational attainments/certifications	Good Candidate has adequate academic accomplishments in the form of advanced degrees, course work, and educational attainments/certifications	Excellent Candidate has extensive academic accomplishments in the form of advanced degrees, course work, and educational attainments/certifications
Leadership Roles 10 pts	Poor Candidate has not demonstrated any leadership roles	Fair Candidate has taken on leadership roles in line with their current role and responsibilities	Good Candidate has taken on leadership roles and initiatives at the school and district levels in excess of their current role	Excellent Candidate has taken on increased leadership roles and implemented innovative initiatives at the school and district levels in excess of

VERNON ELEMENTARY SCHOOL DISTRICT NO. 9

(INSERT DATE OF DELIVERY), 2015

HAND DELIVERED

(INSERT NAME OF CANDIDATE)

Re: Notice of Possible Executive Session Pursuant to A.R.S. §38-431.03(A)(1)

Dear :

The purpose of this letter is to notify you that the Vernon Elementary School District Governing Board will be holding a Governing Board Meeting beginning at **5:30 p.m. on Tuesday November 10, 2015** at the District Office, located at **90 CR 3139, Vernon, AZ 85940.**

The Governing Board may vote to convene an executive session pursuant to A.R.S. §38-431.03(A)(1) for discussion or consideration of your candidacy for the Superintendent position. In accordance with A.R.S. §38-431.03(A)(1), you have the right to request that the discussion and/or consideration of your potential employment occur during a public meeting, except for discussions regarding salary. It is possible that the Governing Board may invite you into the executive session for some or all of the executive session.

Thank you, and please do not hesitate to contact me if you have questions regarding this letter.

Respectfully,

John Wilhelm
Governing Board President
Vernon Elementary School District #9

Acknowledgment of Receipt:

John Wilhelm

(INSERT DATE)

Tell us about another time when you did something at work that was successful. Remember to select something from the last three years. Take your time to think of something and when you are ready give your event a title that includes your name and an action verb.

Wrap Up

Do you have any questions?

As a reminder, the next steps in this process are both you and your Superintendent will receive written and verbal feedback about our assessment based on this interview.

Current and Previous Positions

Please tell me about your positions over the last 5 years.

Why did you transition from one position to another?

What is your current position?

How long have you held this role?

What results are you expected to deliver in this particular role?

Events

Now I will ask you to recount the first of the events. I'd like you to tell us about a time when you did something at work that was successful.

Take your time to think of an event of the last 2-3 years that met this criterion.

Now please give this event a title that includes your name and an action verb, since we are going to focus on your role in this event.

Please give me a 2-3 sentence "elevator" description of what this event concerns.

Great, now list for me the key "scenes" in this event, beginning with the point where you were first involved, skipping to the point of your last involvement and filling in two or three "scenes" in between. This list should be like bullet points. It's just going to be our script to follow as we walk through the event. Once you have listed the scenes I'll ask you to start at the top and explain what happened in each one.

[When ready to go to the next event...]

Tell us about a time when you did something at work and it was frustrating. Remember to select something from the last three years. Take your time to think of something and when you are ready give your event a title that includes your name and an action verb.

[When ready to go to the next event...]

Interview Protocol

Good morning/afternoon. I am _____ and these are the Board Members John Wilhelm, President; Deanna Hunt, Clerk; Irene Humphrey, member. _____. I have been asked to help the district find a new superintendent/principal that has the qualities to guide the district through changes that will result in greater success for the students and community in the future. Participating in this process is a great approach that is intended to give you every opportunity to succeed.

Today we're going to conduct a Behavioral Event Interview. This type of interview is designed to understand *how* you go about doing your work rather than *what* you do at work. To get at this information I'm going to ask you to talk through some key experiences of the last 2-3 years of your career. While I'm posing the questions, the board members and I will take copious notes.

To start this interview I'm going to ask you to spend the first 10 minutes or so telling us about your current and previous positions. Next, I will pose a question about a specific event of your career. We really want to understand in great detail what happened during this event. I will ask you about what you did, what you said, what you thought and what you felt. It's going to be as if we're making a documentary about your life at work and we need all the details. Because of the needed level of specificity, I'll ask you to stick to events of not more than 3 years ago. This is about what you did in this situation. I know we work with and through teams but for the purpose of this interview we will focus on your role in these situations. So I'm going to ask you to speak in "I" statements. I'm also going to ask you to tell me the specifics about what actually happened in this particular event. So if you begin to speak in general terms (e.g., what I usually do is...), or if you use "we" statements I will interrupt you to get clarification about what you were doing at that moment in the story.

We will record this interview. The recording may be used to confirm our impressions in preparation for discussion of the candidates in order to make a decision. The only people who will have access to the recording are the Board Members and me as these will be a part of the executive session minutes. Do you have any questions regarding the taping of the interview? In a moment I will turn on the recorder, state my name, your name and the date and location of this interview.

Now, back to the interview, we have a very specific format. I will prompt you throughout the interview to keep you on track. Do you have any questions before we begin?

[Turn on the recorder.]

This is _____. I am interviewing _____ on [date] at [location].

Turnaround Leader Competency List and Definitions

Driving for Results Cluster – These enable a relentless focus on learning results.

- Achievement:** The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
- Initiative and Persistence:** The drive and actions to do more than is expected or required in order to accomplish a challenging task.
- Monitoring and Directiveness:** The ability to set clear expectations and to hold others accountable for performance.
- Planning Ahead:** A bias towards planning in order to derive future benefits or to avoid problems.

Influencing for Results Cluster – These enable working through and with others.

- Impact and Influence:** Acting with the purpose of affecting the perceptions, thinking and actions of others.
- Team Leadership:** Assuming authoritative leadership of a group for the benefit of the organization.
- Developing Others:** Influence with the specific intent to increase the short and long-term effectiveness of another person.

Problem Solving Cluster – These enable solving and simplifying complex problems.

- Analytical Thinking:** The ability to break things down in a logical way and to recognize cause and effect.
- Conceptual Thinking:** The ability to see patterns and links among seemingly unrelated things.

Showing Confidence to Lead Cluster– This competency is concerned with staying focused, committed, and self-assured.

- Self-Confidence:** A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.

Competencies to Look For

Driving for Results Cluster – This cluster of competencies is concerned with the turnaround leader’s strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include:

- Achievement
- Initiative and Persistence
- Monitoring and Directiveness
- Planning Ahead

Influencing for Results Cluster – This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. Competencies in this cluster include:

- Impact and Influence
- Team Leadership
- Developing Others

Problem Solving Cluster – This cluster of competencies is concerned with leader’s thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. Competencies in this cluster include:

- Analytical Thinking
- Conceptual Thinking

Showing Confidence to Lead – This competency, essentially the public display of self confidence, stands alone and is concerned with staying visibly focused, committed, and self assured despite the barrage of personal and professional attacks common during turnarounds.

- Self-Confidence

Instructions for Assessors

Background

This interview is designed to elicit information regarding the demonstration of the Turnaround Principal competencies determined by Public Impact. The interview will last 2 hours. Following the interview, participants and their Superintendents will receive feedback about the participants' use of the competencies in their work setting.

Your Role as an Assessor

Your role is to pose the pre-determined interview questions and take notes on the assessor observation form. Writing down participants' responses verbatim, is the best way to have the evidence required for competency coding. It is important that you not try to assess the participant during the interview. Following the interview you will use your notes to determine a competency score. After you have made your individual assessment on each competency you will discuss your ratings with your panel members to agree on competency scoring. At the end of each day each of the panels will discuss their scores during a calibration session. At that time scores may be adjusted based on competency evidence.

Assessor Interview Guide

University of Virginia

School Turnaround Specialist Program: Principal Assessment Process

April 4, 2016

John Doe
55 North Sycamore Street
Anytown, Az 85900

Dear Mr. Doe:

On behalf of the Vernon Elementary School Board, I thank you for applying for the position of Superintendent. The applicants for this position were all outstanding which made the decision difficult. At this time other candidates were chosen to interview with the Board at its next meeting. I wish you much success in your future endeavors.

Sincerely,

Jeff Fuller
Interim Superintendent
Vernon Elementary School District #9

SUPERINTENDENT/PRINCIPAL OPENING

Vernon Elementary School District

January 22, 2016

The Governing Board of the Vernon Elementary School District is seeking as its next superintendent/principal, an experienced educator with a proven record in sustaining high student achievement, demonstrated leadership in successful schools, attracting and retaining highly qualified employees, and developing and implementing a long range strategic plan. The Governing Board seeks a superintendent/principal who will embrace, understand, and respect the diversity and rural culture of the Vernon community while moving the district toward academic excellence.

Requirements: Master's Degree in Education, Three years school administration experience and AZ Principal Certificate.

Preferred: Three years of Superintendent experience and Superintendent Certificate.

Salary Range: \$???????? to \$100,000.00

Closing Date: February 18, 2021

Please send your resume or vitae, a completed certified application (available at www.vernon.k12.az.us), 3 letters of reference, a copy of your transcripts, a copy of your valid Arizona Certificate and a copy of your Arizona Fingerprint Clearance Card to:

Jeffrey Fuller

Vernon Elementary School District

P.O. Box 89

Vernon, Arizona 85940

VERNON ELEMENTARY SCHOOL DISTRICT NO. 9
90 CRN 3139 • PO BOX 89 • VERNON, ARIZONA 85940
TELEPHONE: 928-537-5463 • FAX: 928-537-1820

**NOTICE OF PUBLIC MEETING OF THE GOVERNING BOARD OF VERNON
ELEMENTARY SCHOOL DISTRICT No. 9**

Governing Board

Mr. John Wilhelm – President, Mrs. Deanna Hunt – Clerk, Mrs. Irene Humphrey - Member

SCHOOL BOARD WORK SESSION AGENDA MINUTES

January 19, 2021

- I. **CALL TO ORDER** *Deanna Hunt called the meeting to order at 5:30pm.*
- II. **ADOPTION OF THE AGENDA** – *A motion was made by Irene Humphrey for the adoption of the agenda as presented. A second was made by Deanna Hunt. A yes vote from Irene Humphrey and a yes vote from Deanna Hunt approved the item 2-0*
- III. **ROLL CALL** *Present were Deanna Hunt and Irene Humphrey. Absent was John Wilhelm.*
- IV. **PLEDGE OF ALLEGIANCE and PRAYER** – *Mr. Fuller said prayer.*
- V. **DISCUSSION ITEMS**
 - 1) Discussion and possible action to direct the Interim Superintendent in a process to hire a new Superintendent/Principal. *Mr. Fuller gave a presentation on the process of hiring a Superintendent. This included the posting for the position on our website, Arizona Department of Education website, Arizona School Board Association website and the Arizona School Administration website. The second phase would be screening the applicants. A group of Teachers and staff members will screen each application with an application screening rubric and score each application. The third phase would be the behavior event interview given by Mr. Fuller with the board present. The fourth and final phase would be a Public Forum. Inviting the public and staff members to ask questions to our candidates. (Depending on COVID restrictions).*
A motion was made by Deanna Hunt to post the position of Principal/Superintendent and follow the steps presented by Mr. Fuller. A second was made by Irene Humphrey. A yes vote from Deanna Hunt and a yes vote from Irene Humphrey approved the item 2-0.
- VI. **ADJOURNMENT** *Deanna Hunt made a motion to adjourn the meeting at 6:17pm. A second was made by Irene Humphrey. A yes vote from Deanna Hunt and a yes vote from Irene Humphrey approved the item 2-0.*

Dated this 20th day of January, 2021

Vernon Elementary School District #9
Governing Board
By Karol Coffman
Governing Board Secretary