

Turnaround School Leader

STAR (Situation, Task, Action, Result) Selection Process

Effective school leaders significantly influence student learning and other aspects of school performance. Research consistently affirms this need for strong leadership; therefore it is important that schools are purposeful in their selection of an effective principal. Please contact Andrea Danielson at andrea.danielson@state.mn.us or 651-582-8653 with questions or to receive more information regarding this toolkit.

This selection process is based on a candidate's ability to describe situations, tasks, actions, and results based on their past school leadership experiences. The following resources are included in the STAR selection process toolkit:

- Part 1: STAR Interview Procedures
- Part 2: STAR Four-Step Process
- Part 3: STAR Sample Interview Questions
- Part 4: STAR Interview Rubric

STAR Interview Procedures

Principal Interview Overview

- Based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards
- Based on Past Performance, “The best predictor of the future performance is past performance” (Hoevemeyer, 2006, p. 19)
- Includes a Combination of Leadership and Management (100 points)
 - Open-Ended Questions (80 points)
 - Written Response (20 points)
- Uses an Eight-Point Rubric

Principal Interview Procedure

1. HR provides candidate file to Interview Team.
2. HR provides summary of candidate to the Interview Team.
 - Level of Education
 - Work Experiences
 - Background Check
3. HR calls in candidate into room.
4. HR welcomes candidate to the District.
5. HR introduces the Interview Team.
6. HR completes an interview overview to the candidate. The interview process will consist of the following;
 - 14 questions based on the ISLLC Standards for administrators. This is set for 30-35 minutes.

- One writing sample will be collected after the oral interview. This is set for 20 minutes.
7. Please answer all questions following the STAR Process. Make sure you address each component. Each response will be gauged against an eight point rubric. You may refer to the Powerpoint, if you need to refresh the question. No clarifying questions will be asked by the team due to time constraints. Please make sure you include all parts of the STAR to maximize points. If you have any supporting documents, you can refer to them during the Q & A. You have approximately three minutes for the first eight questions and two minutes for the remaining six. After completing the 14 questions interview, you will complete the written portion in the conference room. You will have 20 minutes to complete this. Before we start the formal interview, please tell us briefly, the reason you are interested in working as the _____ School principal at _____ School District. This response will not be graded.
 8. Candidate responds.
 9. Questions open.
 10. Interviewers take notes. These notes are not shared. If there is a standstill of time, the HR will facilitate the conversation and set the next question up.
 11. HR will close the interview.
 12. HR will escort candidate to complete essay response.
 13. After HR is no longer present, the observers can make comments or ask questions. HR will respond.
 14. Observers leave the room.
 15. Interviewers complete scores. These scores may change later upon reflection.
 16. HR collects scores.
 17. HR collects written response.
 18. HR closes interview with candidate and informs the candidate of process and timeline.
 19. HR gives team the written response. Team grades in conference room.

STAR Four-Step Process

Situation

- What was the situation the candidate faced?
- What was needed to be accomplished (general)?
- What were the circumstances?

Task

- What tasks did the person need to accomplish to deal with the situation (specific)?

Action

- What actions were taken?
 - By the candidate

Result

- What was the outcome?
- Were the tasks accomplished?
- Did the actions solve the situation?
- What was learned from the experience?

STAR Sample Interview Questions

STAR Behavioral-based Questions

- Describe a time you established a vision for school programs, i.e., after school, athletics, intervention, leadership team, etc...What process was used?
- Describe a time when you provided your staff with the freedom to determine their progress, within the parameters of the project. How did you evaluate the project and result, even though you would have preferred that they do it another way?
- Tell about a time you encouraged your staff to be actively involved in solving problems related to their positions rather than coming to you for the answers.
- Describe a time when you identified a potential safety issue and addressed it before a problem occurred.
- Describe a time when you successfully included the community into school programs.
- Give an example of how your understanding of a community issue helped you address a school problem.
- Tell about a specific time when you had to handle a tough problem that challenged your sense of fairness or an ethical issue.
- Give an example of a complex political situation that you were not able to handle effectively. In reflection, what could you have done differently to prevent it?
- How do your goals fit into the mission of this school to lead, teach, and learn?
- Describe an effective classroom.
- On what basis do you judge your success as a principal?
- You caught a student smoking an illegal substance for the second time, what do you do?

- Give some examples of strategies you have for dealing with conflict resolution among staff members.
- How would you get the staff, parent, students, and community involved in the decision-making process that impacts the school?

STAR Rubric

STAR PROCESS			
Situation	What was the situation the candidate was faced with or what did he or she need to accomplish? What were the circumstances?		
Task	What tasks did the person need to accomplish to deal with the situation? *You may need to ask probing questions on the Task and Action to ensure you are finding out what the candidate did, especially if the candidate talks about what “we” did.		
Action	What specifically did the candidate do to accomplish the task? *Make sure you know what the candidate’s actions were. Some people will use phrases such as “We did...” or “We discovered...” when they didn’t do anything themselves. When you hear “we” statement, make sure you follow-up and clarify.		
Results	What was the outcome? Were the tasks accomplished? Did the actions solve the situation with which the candidate was faced? What did the candidate learn from the experience?		
Rating Scales			
Candidate:	Interview Date:		
ISLLC Standard 1: Vision	Competency: An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (ISLLC Standards, 2008).		
Question One: Describe a time you established a vision for school programs, i.e., after school, athletics, intervention, leadership team, etc... What process was used?			
Situation	Task	Action	Result

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Results	What was the outcome? Were the tasks accomplished? Did the actions solve the situation with which the candidate was faced? What did the candidate learn from the experience?

Rating Scales

Candidate:	Interview Date:
ISLLC Standard 2: School Culture and Staff Professional Growth	Competency: An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Question Two: Describe a time when you provided your staff with the freedom to determine their progress, within the parameters of the project. How did you evaluate the project and result even though, you would have preferred that they do it another way?	

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Question Three: Tell about a time you encouraged your staff to be actively involved in solving problems related to their positions, rather than coming to you for the answers.	

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Candidate:	Interview Date:
ISLLC Standard 3: Organization and Safety	Competency: An educational leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Question Four: Describe a time when you identified a potential safety issue and addressed it before a problem occurred.

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Rating Scales

Candidate:	Interview Date:
ISLLC Standard 4: Communication and Community Involvement	Competency: An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Question Five: Describe a time when you successfully included the community into school programs.

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Question Six: Give an example of how your understanding of a community issue helped you address a school problem.

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Results	What was the outcome? Were the tasks accomplished? Did the actions solve the situation with which the candidate was faced? What did the candidate learn from the experience?

Rating Scales

Candidate:	Interview Date:
ISLLC Standard 5: Ethics	Competency: An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Question Seven:
Tell about a specific time when you had to handle a tough problem that challenged your sense of fairness or an ethical issue.

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Rating Scales

Candidate:	Interview Date:
ISLLC Standard 6: Political, social, economic, legal, and cultural issues	Competency: An educational leader promotes the success of every student by understanding, responding to, and influencing the political social, economic, legal, and cultural context.
Question Eight: Give an example of a complex political situation that you were not able to handle effectively. In reflection, what could you have done differently to prevent it?	

Situation	Task	Action	Result

8-Point Likert Scale

Rating	Description
Far Exceeds 7-8	Described behavior exceeds all reasonable expectations. Behavior is of a rare quality, found only in a small percentage of people in organizations. Clearly recognized as being consistently distinguished in skills/knowledge/behavior understanding/usage. Demonstrates a very high degree of expertise. Would serve as a model of excellence or as a coach to others. The candidate's proficiency on this competency compares with the best this company has seen.
Exceeds 5-6	The candidate's described performance clearly and consistently exceeds that of a fully proficient person. The candidate's answer indicates that performance is above the expected level in fulfilling competencies for the position. The candidate demonstrated usual proficiency in handling the situation.
Meets 3-4	The candidate's described performance/ behavior/ skill utilization is consistent with that of an individual who is proficient in the competency. The related incident indicates that the candidate understands the criteria for success in demonstrating this competency.
Approaches 1-2	The candidate's description of the application of the competency is slightly below the standards acceptable for this organization. Information was provided by the candidate that indicates learning has occurred from the incident and development has occurred, but not yet to ISLLC standards.
Falls Far Below 0	The candidate was unable to provide an acceptable example of the utilizations of the competency. Or The example provided by the candidate fell substantially short of the proficient level of performance on the competency. The candidate did not indicate any learning from the situation and/or felt that his/her performance was acceptable.

Comments Justifying Rating:

ISLLC Standards 2008	An educational leader promotes the success of every student by...	
Standard 1 Vision	By facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	<ol style="list-style-type: none"> (1) Collaboratively develop and implement a shared vision and mission. (2) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning. (3) Create and implement plans to achieve goals. (4) Promote continuous and sustainable improvement. (5) Monitor and evaluate progress and revise plans.
Standard 2 School Culture and Staff Professional Growth	By advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	<ol style="list-style-type: none"> (1) Nurture and sustain a culture of collaboration, trust, learning, and high expectations. (2) Create comprehensive, rigorous, and coherent curricular program. (3) Create a personalized and motivating learning environment for students. (4) Supervise instruction. (5) Develop assessment and accountability systems to monitor student progress. (6) Develop instructional and leadership capacity of staff. (7) Maximize time spent on quality instruction. (8) Promote the use of most effective and appropriate technologies to support teaching and learning. (9) Monitor and evaluate the impact of the instructional program.
Standard 3 Organization and Safety	By ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	<ol style="list-style-type: none"> (1) Monitor and evaluate the management and operational systems. (2) Obtain allocate, align, and efficiently utilize human fiscal, and technological resources. (3) Promote and protect the welfare and safety of students and staff. (4) Develop the capacity for distributed leadership. (5) Ensure teacher and organizational time is focused to support quality instruction and student learning.
Standard 4 Communication and Community	By collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	<ol style="list-style-type: none"> (1) Collect and analyze data and information pertinent to the educational environment. (2) Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. (3) Build and sustain positive relationships with families and caregivers. (4) Build and sustain productive relationships with community partners.
Standard 5 Ethics	By acting with integrity, fairness, and in an ethical manner.	<ol style="list-style-type: none"> (1) Ensure a system of accountability for every student's academic and social success. (2) Model principles of self-awareness, reflective practice, transparency, and ethical behavior. (3) Safeguard the values of democracy, equity, and diversity. (4) Consider and evaluate the potential moral and legal consequences of decision making. (5) Promote social justice and ensure that individual student needs inform all aspects of schooling.
Standard 6 Political, Social, Economic, Legal, and Cultural Issues	By understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	<ol style="list-style-type: none"> (1) Advocate for children, families, and caregivers. (2) Act to influence local, district, state, and national decisions affecting student learning. (3) Assess analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies.