

Suggested reading-based hiring criteria for leadership positions in a school-wide reading improvement process

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Posting the Position

Qualifications required and preferred beyond those typically needed for this position

- Required
 - Experience teaching reading in an outcomes-based model
 - Knowledge of instructional programs and practices appropriate for use in an outcomes-based reading improvement process
 - Experience using formative assessment in a reading improvement process
 - Strong professional relationship-building and communication skills
 - Knowledge or experience in the area of adult learning (training, coaching, etc.)
- Preferred
 - Experience leading a school-wide outcomes-based reading improvement initiative
 - Experience leading others in using formative assessment in reading improvement
 - Experience supervising others in a reading improvement initiative
 - Experience planning and managing professional development for other educators
 - Knowledge of resources needed for an instructional improvement process (staffing, budget, federal funds, etc.)

Screening the Applications

- To what extent does candidate's background match the profile reflected in the posting?
 - Candidate has all the required elements (or related experience in lieu of them)
 - Candidate has one or more of the preferred elements (or related background)
- Candidate's training and experience are a good match for the nature of the position
- Candidate's reference letters reflect experience and personal qualities useful for the job
- Candidate's personal statement reflects:
 - competent communication skills
 - knowledge of laws pertinent to student achievement (NCLB, IDEA, state law)
 - evidence of a vision, philosophical beliefs, expectations and commitments related to assuring that all students have an opportunity to become successful readers.

Conducting the Interview

- Tell us about any experience you have had leading a school-wide reading improvement process. What were the main elements of the implementation? What was your role? What were the outcomes of this initiative? (leadership)
- What is your vision for improved reading achievement in a school? What are your philosophical beliefs about teaching reading and striving for improved outcomes? What expectations and commitments would you ask staff to make in a reading improvement initiative? (culture)
- What does a "culture of success" suggest to you in the context of a school-wide reading improvement effort? What elements would it include? What would your role be as a leader in this

process? Have you had experience in helping to create a “culture of success” in a classroom or school previously? If so, tell us about it. (culture)

- Tell us about your experience and your thoughts regarding differentiation of curriculum and of instruction in a classroom or school-wide reading context. (differentiating curriculum and instruction)
- Describe what your supervision practices would look like over the course of a week in your school. What activities would you pursue? How would you make time for these activities? How much time would you make? How would you distribute your time across staff members in supervising reading? (supervision)
- Tell us about your experience in using a formative assessment system to determine progress at the school, classroom and individual level. How were data collected and used? What was your role in this process? How do you view the importance of such a system? Explain your answer. (assessment & use of data)
- How do you view the role of time as a variable in instructional improvement? What would your role be in using time as a resource for instruction? (use of time)
- How would you plan a program of professional development to support a reading improvement initiative? What elements would it include? What would your role be in planning and implementing it? (professional development)

Checking the References

- What experience does this candidate have in leading an instructional improvement initiative? How would you rate the success of his/her leadership in that initiative? (leadership)
- Does this candidate have a vision for improving student achievement? To what extent is s/he able to articulate it to staff to obtain their buy-in to it? How would you characterize the candidate's stance on teaching reading and striving for improved achievement in reading? (culture)
- What is this candidate's experience in differentiating curriculum and instruction to meet the needs of students at different levels of success and risk? How successful was s/he in conducting or leading an effort of this nature? (curriculum and instruction)
- Describe the candidate's supervision style. How often did s/he engage in active supervision? How much time did s/he devote to this activity? How was this time allocated? How would you assess the effectiveness of his/her supervision in improving student achievement? (supervision)
- What is this candidate's experience in using or overseeing a formative assessment system in his/her classroom or school? How do you see the candidate exercising leadership in the use of data to improve instruction? (assessment)
- How has this candidate managed time as a resource for instructional improvement? How does s/he do at managing his/her own job responsibilities? (use of time)

- How do you see this candidate as a manager of professional development activities? Does s/he have experience in this role? If so, please describe it. What training has s/he had in the past three years in reading? In instructional improvement? (professional development)