



Shrewsbury Public Schools

School Committee



Assistant Superintendent for Curriculum, Instruction & Assessment Suggested Interview Questions

In order to assist you with the interviews of the two finalists tomorrow evening, I've created a set of suggested questions you might wish to use. Please also feel free to ask something else that provides you with insight into the candidates' profiles.

Given that I have over a decade of experience working with both Mrs. Clouter and Dr. Lizotte, both as a peer principal and as their supervisor for the past eight years, I have a very strong sense of their leadership styles as principals. For this interview, I think it is important to try to elicit a sense of how they might approach their responsibilities in this new role, and for you to get a sense of how each might fit in as a complementary member of the Central Office Leadership Team and how each might be effective in engaging various stakeholders in the community.

I met with Sandy to review these, and she suggested assigning two questions each to the four members who will be present. Whatever you collectively decide to ask is fine (within the legal employment inquiry guidelines, of course, which I am also attaching with this document).

Suggested questions

1. (Erin) What is it about this district-level administrative role that you are most excited about, and how do you see your leadership experiences and skills as a good match for being successful as the next assistant superintendent? Conversely, what do you see as the biggest challenges you might face?

2. (Dale) How would you plan to spend your time during your first 90 days in this new role? (i.e., what would be the elements of your entry plan)

3. (Sandy) What approach might you take to helping create a professional development program that balances educators' wish for autonomy with the needs of the district to implement strategic priorities and state mandates? How would you work with the Professional Development Committee to create professional development opportunities for our teachers?

4. (Jason) Scenario: You are taking questions from parents in the SHS auditorium at a public forum to kick off our strategic planning process. A parent comes forward to the microphone and goes on a rant that is highly critical of teaching 21st century skills, project-based learning, and the use of personal technology by our students, and the parent strongly advocates for using a traditional textbook/workbook approach to teaching and learning. The parent concludes by asking "Why are we trying to spread unproven innovations when we know that the basics work for our kids?" How would you respond?

5. (Erin) Given that you do not have experience at the high school level, how do you envision yourself effectively providing leadership of the educational program at Shrewsbury High School?

6. (Dale) Our district has spent a lot of time studying and trying out innovative approaches to education through the Innovation in Learning Study Group's work, and we have begun the process of defining what skills, knowledge, and dispositions SHS graduates should have through the Portrait of a Graduate project. What do you believe are the most important things we should be doing as a school district for our students in order to prepare them for the world they will live in in 2025 and 2050, and how do you see yourself using this leadership position to influence this work?

7. (Sandy) Please tell us about a significant change that you led as principal, and what lessons you learned about managing change from what went well and what didn't during that change initiative?

8. (Jason) As assistant superintendent, what are some ways in which you would communicate with parents and community members to help them build a clearer understanding of our school district's approach to teaching and learning?

