

COMING BACK TO CLIMATE: HIRING INTERVIEW QUESTIONS

HOW TO USE

As noted in [Coming Back To Climate](#), human capital functions are among the highest priorities for school leaders. The recruitment and selection phase of the talent pipeline is a key opportunity to name priorities for the school and better understand candidates by using climate data.

What to look for: Candidates can demonstrate their understanding of data analysis, and their repertoire for creating safe, equitable learning spaces.

Choosing questions: Items are broken into three sections:

- MISSION AND EQUITY ALIGNMENT
- DATA ROUTINES AND REFLECTION
- SCHOOL CLIMATE IN ACTION

Leaders are encouraged to invite students and staff to pick questions that should be asked of prospective staff.

MISSION AND EQUITY ALIGNMENT	
<i>The questions in this section are designed to understand how a candidate's experiences align with the mission and vision for the school.</i>	
Topic	Question
School Mission and Vision	At our school, we believe that school climate is a critical factor for student success. You can find it reflected in our mission and values and our school improvement strategies, specifically: <i>[state relevant mission, values, or school improvement goals].</i> How do your previous experiences align with our school climate goals as seen in our mission and vision?
Discourse Across Difference	Our school is composed of members who come from a wide variety of diverse backgrounds. We believe that creating space for difficult conversations about real life is important for our students to authentically engage in their learning and build relationships. What systems and structures do you put in place to facilitate respect for differences amongst students?
Creating Climate with Stakeholders	At our school, we believe creating climate with the community, and positioning students to lead climate strategies is essential for ensuring equity. What is a strategy that we might implement to amplify student voice in this work? What could we do to engage families around this work?

DATA ROUTINES AND REFLECTION

The questions in this section are designed to understand a candidate's familiarity with reviewing data and using it to generate strategies for improvement in their setting.

Topic	Question
Quantitative Climate Reflections	<p>Ask:</p> <ul style="list-style-type: none"> • What do you notice about the data? • What questions would you want to ask our students based on this data? • What are two action items you would prioritize for yourself if you join our team?
Qualitative Climate Reflections	<p>Provide the candidate with a copy of student quotes about climate data as it relates to safety, supportive relationships with adults, and belonging. (The Exit Tickets tool can be used.) Ask:</p> <ul style="list-style-type: none"> • What are 3-5 takeaways about how our students feel at school? • What questions would you want to ask our students based on this data? • If you were to join our school community, how would this data inform your practice?
Ongoing Climate Data Engagement	<p>Our school relies on summative and formative data to inform our progress towards our benchmarks. In your role, what are ways that you could envision taking a temperature check of the school climate in your classroom?</p>

SCHOOL CLIMATE IN ACTION

The questions below are designed to ascertain how candidates have engaged with stakeholders around topics of school climate in their previous positions.

Topic	Question
Classroom Belonging	<p>We know that creating a sense of belonging in schools and classrooms is imperative for student success. Ask:</p> <ul style="list-style-type: none"> • How do you define “classroom belonging?” • What routines do you currently use to contribute to classroom belonging? • How do you know if these strategies are effective? • Tell us about a time that you adjusted procedures because your classroom climate was not what you hoped for. • What about your instruction, and routines/procedures did you have to shift to account changes in students’ feelings of safety?
Parent Engagement with Climate	<p>How have you previously engaged parents and/or guardians in school climate data?</p> <ul style="list-style-type: none"> • What from this experience would you apply to your work at our school? • How does your engagement look different with the realities of [COVID/racial tensions]?
Student Empowerment and Agency	<p>Our school believes in empowering student ownership of climate initiatives by providing students with authentic opportunities to share their feedback and co-create initiatives.</p> <ul style="list-style-type: none"> • How have you, or would you, work with students to understand the climate in your classroom? • How have you, or would you, give students opportunities to lead and create climate in your classroom? • How would you facilitate conversations with students who have differing experiences?