
EDUCATIONAL CAREER SERVICES

In your interviews with K-12 school district administrators, it is very important that you learn as much as possible about the school, district, and community in which you might be employed. You should be prepared to ask about concerns and issues related to your employment that are of interest to you. The following are topics about which job applicants typically have questions.

DISTRICT

- Type of district (elementary, high school, or unit)
- History and development of the district
- Recent trends in district enrollment (stable, increasing, decreasing)
- Unique characteristics of district
- Characteristics of the student population and community
- Size of the district (number of elementary, junior high/middle, and high schools)
- Central office administrators and their roles
- Grades included at each level of education

CURRICULUM

- Courses in the curriculum in your discipline and their content, sequence, pre-requisites, and status as electives or required courses
- Typical schedule of courses in the curriculum (first and/or second semester courses)
- Textbook and supplementary materials, the recency of their adoption, and district adoption procedures
- Availability of technology for classroom use
- New and/or innovative curriculum developments in your discipline in recent years
- Curriculum development currently being planned

STUDENTS

- Type and size of student body in the school in which a position is available
- Typical class size
- Procedures for student placement (i.e., homogeneous tracked)
- Characteristics of entering and exiting students (i.e., number or percentage who are enrolled in vocational and college preparatory curricula and the number or percentage who enroll in college upon graduation)

INSTRUCTIONAL ASSIGNMENT

- Reason why the position is available (enrollment increase, retirement, resignation, etc.). Number and type of teaching preparations (i.e., self-contained classes or team taught classes)
- Other instructional assignments (i.e., coaching)
- Methods and frequency of teacher evaluation
- Availability of summer employment
- Assignments on department, school, or district committees
- Duties in the supervision/sponsorship of student activities
- Starting and ending dates of employment
- Contract length (i.e., 9, 10, 11, or 12 months)

(OVER)

FACULTY

Number of administrators in the building and their responsibilities

Size of the faculty within departments and the building

Number of new teachers hired each year

Special interests and/or expertise of faculty

STUDENT SERVICES AND ACTIVITIES

Student clubs, organizations, and sports

Counseling and guidance personnel and services

Social worker, school nurse, librarian, and other support staff and their roles

COMMUNITY

Community support for education

Involvement of parents and other community members in the school program

Recreational and other facilities in the community

Demographic information about community residents

Cost of living and housing in the community

SALARY AND FRINGE BENEFITS

District salary schedule

Reimbursement policies for graduate study

District requirements for continuing professional education

Vacation, sick leave, personal leave, and other leave policies

Substitute teacher procedures

Payroll schedule

Medical insurance

PERSONNEL SELECTION PROCEDURES

Number and type of interviews that job candidates can expect

Individuals involved in the preliminary screening of candidates, interviews, and the final selection (personnel director, building principal, department head, or other)

OTHER

District requirements for residency of staff

FINAL SUGGESTIONS

Be certain to read your employment contract carefully before signing it.

You might want to visit the district while classes are in session to visit the department and building in which you might be working. If at all possible, try to meet the department head and/or building principal by whom you would be supervised.