

Appointing  
A  
Catholic School Teacher



Diocese of Wheeling-Charleston

# **STEPS TO APPOINTING A TEACHER**

## **1. Confidentiality**

It is essential that all information regarding applicants must be kept completely confidential. Any matter regarding appointments shall be handled in-committee by the Pastor of the School or their designate.

## **2. Interview Committee(s)**

It is recommended that the candidate be interviewed by representatives of the stakeholders of the school community. Members of the interview committee may include, but are not limited to:

- Superintendent of Schools
- School Pastor(s)
- School Board (Advisory Committee)
- Staff
- Parents
- Students
- Athletic Committee Representative
- Home & School Committee Representative

# **THE INTERVIEW AND SELECTION PROCESS**

## **1 INTERVIEW STRATEGIES**

- Make questions brief, with applicant talking as much as possible.
- Use open ended and “why” questions.
- Adopt a neutral position. Try not to reveal personal feelings.
- Sequence a few questions to explore topics in depth.
- Avoid unnecessary prying – keep ethics in mind.
- If answers are superficial and lack depth, prompt her / him for more information.
- If the applicant finishes his/her reply but it is thought to be insufficient, pause and wait.
- Prepare questions in advance. Many of these will arise from the applicant’s papers.
- Make written notes during the interview.

Interview Committee members will be given a copy of the “selection sheet” for each candidate and taken through it. A decision will be made on how the procedures will be structured by the Pastor of the school. How will the candidate will be welcomed, introduced and put at ease? Who will lead the panel? Who will cover what areas of questioning? How will the time be allocated? All aspects of the interview process will be outlined by the Superintendent of Schools prior to beginning the interview process.

## 2 CRITICAL FACTORS

Critical factors represent the major elements of knowledge, experience, skills and attributes without which an individual could not perform the functions of the job in a competent manner. Use these critical factors when assessing the Resume and Interview Information. A sample is given below.

### SAMPLE CRITICAL FACTOR

Candidate Name:

Catholic Culture	1	2	3	4	5
Educational Vision	1	2	3	4	5
Leadership Skills	1	2	3	4	5
Relationship w/Faculty	1	2	3	4	5
Relationship w/ Parents	1	2	3	4	5
Relationship w/Students	1	2	3	4	5

1 is lowest to a high of 5 in each of the categories. Score and compare your rating against the highest possible score of a 30.

The weighting given to each factor measures the percentage of the whole job that each factor represents (i.e. the relative importance of each factor against the other).

## 3 HOW TO IMPROVE SELECTION INTERVIEWING

### Preparation

- Be well briefed on the position to be filled – job descriptions, person specification, job, context, requirements, organizational structure, policies, and relationships. This reduces the impact of irrelevant attributes and increases reliability.
- Be familiar with the resume of the applicant.
- Make brief comments on each applicant on the selection sheet.
- Prepare the interview setting – seating, material, privacy and atmosphere.
- Prepare a structured interview guide to improve the organization of the interview, to standardize it across candidates and to encourage a measured process of decision making.
- Timetable interviews to permit sufficient time for an adequate assessment of each candidate.
- Allow time for quiet reflection between interviews.

### During the Interview

- Review the Critical Factors quickly if this has not been seen prior to the interview.
- Do not hurry the rapport stage – attempt to relax the applicant.
- Once the interview begins start note-taking. Record what is said rather than evaluate. This comes later.
- Stop note-taking when sensitive points arise.
- Develop a question strategy which emphasizes:
  - Succinct questions. The applicant should do most of the talking.
  - The use of open-ended and “why” questions.
  - Probing beyond the initial response if necessary.
  - The avoidance of unnecessary prying.
  - A logical sequence of questions.
  - Linking each new question to the applicant’s last response.
  - Asking one question at a time.
  - Giving the applicant time to think and to develop an answer.
  - Don’t be afraid of silences.
  - Avoid leading questions – ones which suggest an answer.
  - Avoid criticism.
  - Delay awkward or personal questions until rapport is well established.

- Look interested, listen and focus your attention on the applicant.
- The Superintendent of Schools will close the interview smoothly by:
  - A Summarizing the interview
  - B Outlining the actions which will be taken subsequently or the next steps in the procedure
  - C Indicating when the applicant will be informed of the decision
  - D Dealing with any remaining questions which the applicant may have.

### **Post – Interview Decision-making**

- Always complete summary notes/evaluations as soon after the interview as possible.
- Notes should be the basis for the post-interview evaluation. This should cover all relevant dimensions.
- Each interviewer should assess independently and then they should come together for a joint decision-making session.
- Ensure that final decisions are made and communicated promptly to the applicants.

## **4 MAKING A DECISION**

- Since no single interviewer will have all the information, decision-making should proceed by point-by-point discussion.
- Each interviewer, beginning with the least experienced, should speak about each applicant.
- Re-advertise as many times as you need to get an outstanding principal.
- The first decision should be by general agreement and one which is acceptable to all. The Pastor of the school shall take the pivotal role.
- Do not appoint any candidate that will not be the **best** for your school.
- The Interview Committee will, on the completion of their deliberations, complete a recommendation for appointment which will be passed onto the Pastor of the school for review.
- Unsuccessful applicants should be advised promptly and with consideration. Help in preparing them for future interviews is appreciated. If all interviewees feel they have had an adequate opportunity to present themselves and their views, it is the hallmark of a well run selection process.

## **CHARACTER CRITERIA FOR APPOINTMENT TO TEACHING POSITION**

- **Religion:** Roman Catholic
- **Catholic Practice:** active in parish or diocesan life.
- **Understanding of Catholic Culture:**
  - Being willing and having the professional qualities to
    - be responsible Religious Education program of the school and for its religious observances;
    - take Religious Education classes whenever as suggested by the Superintendent of Catholic Schools;
    - Recognize how Catholic Culture permeates every aspect of school life, decisions and relationships.
- **Leadership: Catholic Character**
  - ability to carry out professional responsibilities in a Catholic school and community;
  - ability to integrate Catholic Culture with decision making and school climate;
  - be a suitable role model for staff, students and parents in a Catholic school;
  - assume an appropriate leadership role in liturgies.

**Human Leadership:** the best use of human and material resources; building and maintaining morale; encouraging personal growth and creativity

**Technical Leadership:** sound management techniques; planning; organizing and coordinating skills.

**Educational Leadership:** expert knowledge about education; capacity to diagnose pupil needs, develop curriculum; love of learning and young people.

**Symbolic Leadership:** focus on priorities for school; knowing students; providing a unified vision.

**Cultural Leadership:** the building of a unique, strong school culture and high standards of service to the school and its mission to the community.

**Bicultural and Multicultural:** awareness and sensitivity

## Selection

### DECISION MAKING

**Definition:** “The meeting point of prayer and action.”- Thomas Green

**Background:** From the time of Solomon, discernment has been associated with wise leadership. The Ignatian model of discernment was developed by a group of active people already involved in a busy lifestyle. They accepted the additional requirements for personal and communal preparation for important decisions.

**Personal preparation:**

- Make a commitment to personal prayer and reflection throughout the appointments process.
- Agree not to discuss information about applicants with any other member at this point in the process so as not to be persuaded by each other.
- Consider all the material available to be as fully informed as possible.
- Be clear about your own preference(s) and be prepared to share your point of view.

Communal preparation: Sharing, hearing and treasuring wisdom are critical at this stage. Use the

Group Decision Making Sheet

- Gather and pray together for the guidance of the Holy Spirit.
- Each member share the negative factors for each applicant.
- Each member share the positive factors for each applicant.
- Take time to reflect and pray about all the reasons given and against and decision.
- Discuss the reasons for and against the decision.
- Try to reach a consensus about the decision.
- Complete the rubrics and submit them to the Pastor of the school.

## Suggested Interview Questions:

1. Tell us about yourself
2. Why do you want to be a part of this School?
3. How would you express your understanding of what our school stands for and how does this fit with your personal educational philosophy?
4. What do you think is the most important task of a multi-aged classroom teacher?
5. What do you consider to be your greatest contribution to the schools, you have worked in, in light of that, what do you feel you can bring to our school?
6. What is the role of technology in education?
7. Discuss the balance between academics and other extracurricular?
8. In what ways are you a visionary?
9. How do you provide for your own spiritual growth?
10. How would you foster and strengthen the spiritual growth of this school and its Catholic Culture?
11. How do you envision the teacher-student relationship?
12. What is the teacher's role in helping students develop character and virtue?
13. Tell us about a difficult discipline situation you have dealt with.
14. How will you bring out excellence in others?
15. What do you consider to be the characteristics of an excellent teacher?
16. What has been your experience with parental involvement in schools?
17. When you have important decisions to make, how do you make it?
18. What questions do you have for us?

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**(SCHOOL NAME) Interview Committee  
Statement of Confidentiality**

I \_\_\_\_\_, acknowledge that as an Interview Committee Member of (SCHOOL NAME) I may receive or have access to confidential, personal and sensitive information regarding (SCHOOL NAME), and its member parishes and affiliated entities, its officers, agents, servants or employees, members of the clergy and other religious, parishioners or members of the general public or any other entity. I agree that I will keep such information confidential, and will not disclose or use in any manner such information. I understand that “confidential, personal or sensitive information” includes but is not limited to (a) information which an employee, (SCHOOL NAME) constituent would reasonably consider private; (b) information recognized as confidential under Federal or West Virginia law, and (c) financial information which has not been disclosed to the general public; d) the content of meetings of (SCHOOL NAME) which has not been disclosed to the general public or school community; e) proposed plans, strategic planning, human resources concerns, information gleaned from professional consultation and other matters in which the (SCHOOL NAME) Interview Committee has not taken action or is not yet prepared to disclose publicly.

I understand that violation of this agreement may be considered grounds for removal from the (SCHOOL NAME) Interview Committee.

Signature \_\_\_\_\_

Date \_\_\_\_\_

# Notes