**Santa Rosa County District Schools**

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**Interview Guide for Administrators**

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Introduction

* The Employment Interview is an exchange of information between the candidate and the interviewing administrator. It provides the candidate with the opportunity to sell himself or herself, and the administrator with the opportunity to sell the position and the school / organization.
* The importance of selecting the “BEST” for a position cannot be over-emphasized. Multiple factors must be considered to properly evaluate qualified candidates. These factors must be “job-related” and defensible.
* Consideration should be given to work experience, education and training, performance appraisal, and awards.
* In the interview, the candidate may expand upon information provided in the application / Resume’, and may provide administrators with the deciding factor in the selection process.

**Guidelines for Selecting Interviewees**

* You must interview any In-County Transfer request for qualifying applicants.
* Check Veterans’ Preference. (Check Attachments)
* Check Tobacco Usage – Should indicate non-tobacco user.
* Check Work Experience – Number of jobs held in recent employment history.
* Certification – More than one area?
* Check Previous Interviews – If interviewed with in the district, contact that administrator for feedback.
* Application Errors – Consistency between application answers; Spelling; Grammar; Sentence Structure; Clear Answers?
* Previous Work with Children / Student Teaching

Preparing for Interviews

It is important for a good interviewer to be prepared. To prepare for interviews:

1. Select at least 5 candidates to interview for the position if possible.
2. Arrange for an appropriate interview site, which is comfortable, well lit, and private (with no interruptions).
3. Carefully review the position description and qualification requirements to identify critical “job-related” factors.
4. Select / develop interview questions that are related to the position and “job-related” factors.
5. Recommended types of questions are those which:

* **Elicit information on past experience and training related to on-the-job performance; and**
* **Ask candidates how they would respond to hypothetical situations likely to be encountered on the job.**

1. Allocate sufficient time for each interview.
2. An interview panel of 2 – 3 people is recommended. The interview committee should be comprised of individuals that have knowledge of the skills required for the posted position.

**Recommended Steps**

In conducting your interviews, it is recommended that you follow these six sequential steps:

1. **Have interviewee fill out the** “Applicant Interview Form.” (Page 7)
2. **Introduction and Welcome** – Establish rapport with the applicant and explain the purpose of the interview.
3. **Obtain Relevant Information** – Use your job-related questions.
4. **Discuss the Position** – Provide full information about the duties and responsibilities of the position including possible travel (it is appropriate to give the applicant a copy of the job descriptions for the position he/she is applying for).
5. **Respond to the Applicant’s Questions**
6. **End the Interview –** Express appreciation to the applicant for his/her time, and inform the applicant of:

* **When the selection will be made; and**
* **How the applicant will be notified of the decision.**

Santa Rosa County

School District

Applicant Interview Form

Applicant Use Only:

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EID# (Transfers Only) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone (Home) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Cell) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-Mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position Applying For \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Area of Certification \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check One: \_\_\_\_\_\_\_ Florida Professional Certificate Certificate # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_ Florida Temporary Certificate Validity Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_ Filed for Florida Certificate

\_\_\_\_\_\_\_\_ Statement of Eligibility

Yes No

\_\_\_\_ \_\_\_\_ Application complete and on file in the Human Resource Office.

\_\_\_\_ \_\_\_\_ Claiming Veteran’s preference.

If yes, is documentation on file in the Human Resource Office? Yes \_\_\_\_\_ No \_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL USE ONLY:**

Vacancy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Interview: Date \_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_ Employed

\_\_\_\_\_\_\_\_ Not Employed

Post Interview: Applicate Contacted: \_\_\_\_\_\_ Call \_\_\_\_\_\_ Letter \_\_\_\_\_\_ Email \_\_\_\_\_\_\_ Other

\*\*This form is to be retained at the school for a minimum of 3 years\*\*

**Interview Do’s**



DO!!!! Ask questions relating to applicants’:

* Qualifications
* Experience
* Education
* Job-related activities
* Career goals and objectives
* Plans for further self-development
* Availability for travel, specific work schedules



Interview Don’ts

DON’T!!! Ask illegal questions relating to applicants’:

* **Race or national origin**
* Are you, your spouse, or parent’s naturalized native born US citizens? What date did you acquire citizenship?
* What is your nationality, lineage, national origin or descent?
* What date did you arrive in the US?
* How long have you been a resident?
* What languages do you commonly use?
* **Religion**
* **YOU MAY NOT ASK ANYTHING!!!!!!!!**
* **Social Media**
* Please provide your social media information.
* Please log on to your social media site so I can review it.
* Will you “friend” me on Facebook?

**\*ANY OTHER AREA WHICH IS NOT SPECIFICALLY RELATED TO THE EVALUATION CRITERIA FOR THE POSITION.**

* **Age**
* What are your retirement plans?
* Do you think you are too old to accept

an entry level position?

* **Children / Child Care**
* How many children do you have? Are they healthy?
* Do you have a child care problem?
* What are your family plans?
* **Marital status**
* Is your spouse subject to a transfer?
* Are you married? What does your husband/spouse do?
* How long do you expect your spouse to be stationed here?
* **Political affiliation**
* Who did you vote for in the last election?

**Interview Pitfalls**

* While the interview can be a helpfultool in the selection process, its limitations should be recognized. In the “artificial” interview setting, it is difficult to discern such important performance traits as reliability, problem solving capability, learning potential, work performance aptitude, work habits, judgment, and motivation. These traits are more accurately assessed through review of materials contained in the selection package sure as performance ratings, applicant training and awards, supervisory appraisals, etc.
* While the interview can serve to clarify and elicit further job-related information, it should be used as only one part of a comprehensive evaluation process.
* An interview can inadvertently be the source of numerous illegal violations. For an interview to be defensible, it must be properly developed and conducted, passing the test of :

1. Being specifically job-related; and
2. Filling a true business need.

Interview pitfalls (continue)

A Casual, unplanned, unsystematic interview can lead to such common interviewing errors as:

* Failure to establish rapport with the candidate. The interview never gets off the ground resulting in no substantive discussion about the applicant and his/her qualifications.
* Failure to have a strategy. Lack of an interview system or an understanding of what information needs to be elicited can lead to an inappropriate and counterproductive interview-perhaps resulting in the inadvertent violation of EEO regulations.
* Briefness of interview. An interview that is too brief is usually superficial, yielding little valuable information about the candidate.
* Overemphasis on initial impression. First impressions are not necessarily true indications of typical behavior. Avoid making final decisions early in the interview before you have gathered appropriate information.
* Unconscious biases of preferences. Don’t allow one specific trait or characteristic to influence your overall evaluation of a candidate. Common areas of unconscious bias include sex, age, race, physical handicap, physical characteristics (weight, height, etc.), and dress.
* Excessive talking. When the interviewer does most of the talking, little can be learned about the applicant.

Do not dominate the interview, it is not about you, it is about the applicant, entice the applicant to speak.

* Reliance on intuition. Conclusions based on intuition are irrational and invalid. Only a complete understanding of what an applicant has done in the past will help to predict what he or she will do in the future.

**Interview Rubrics**

**Instructions for Rubric Use:**

* School Name: Fill in name of location of vacant position.
* Position Title: Title of vacant position.
* Hiring Manager (Print Name): Name of administrator making hiring recommendation.
* Hiring Manager (Signature and Date) Signature of administrator making the recommendation to the SRC School Board for selection for the position.
* Selected Applicant: Name of applicant selected by Hiring Manager for recommendation to the SRC School Board for selection for the position.
* Instructional/Educational Support Applicant’s Name: Name of applicant interviewed.
* Interview Date: Date interview took place.
* Veterans’ Preference: If applicant is claiming Veterans’ Preference, he or she is awarded points based on documentation provided in the on-line application tool.
* Specific Qualifications and Interview Questions: Points are awarded up to the maximum designated based on applicant’s documentation and interview answers. *All applicants selected to interview for a vacancy must be asked the same questions.*
* Grand Total: Total of all points (including Veteran’s Preference points, as applicable).
* If an applicant receives a bad reference, you may select to not offer the position.

**After Interviewing**

* Once you complete the interview rubric
* Check the references for the applicant with the highest point total.
* If applicant receives a bad reference you may select not to offer position.
* If recommendation is positive
* Call Human Resources to verify position offering.
* If clearance is provided by Human Resources, call applicant and offer the position pending drug screening and fingerprint clearance. If the applicant accepts:
* Refer them to the Human Resources Office for drug screening and fingerprint applications.
* Contact Human Resources to inform them of applicant’s acceptance.
* If recommendation is negative, applicant does not accept offer, or drug/fingerprint screening is negative, go back to rubric and check the references on the applicant with the second highest point total.
* When the drug and fingerprint clearances return, you will be notified and are required to send the following documents to Human Resources:
* Completed “Recommendation Form” for the position.
* Completed “Interview Rubric” for the position.

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| Santa Rosa CountySchool District **Sample** Instructional Interview Rubric Worksheet **Sample** | | | | | | | | | | | | | | | | | | | |
| School Name: Santa School | | | | | | | | | | | | | | | | | | | |
| Position Title: Elementary Ed. | | | | | | | | | | | | | | | | | | | |
| Hiring Manager (Print Name): Buster Principal | | | | | | | | | | | | | | | | | | | |
| Hiring Manager Signature/Date: B. Principal | | | | | | | | | | | | | | | | | | | |
| Selected Applicant: Susan Spouse (71 Points) | | | | | | | | | | | | | | | | | | | |
|  | | | Professional Qualifications – Maximum 40 points | | | | | | |  | Florida Educator Accomplished Practices  Maximum 60 points | | | | | | | |  |
| Instructional Applicant’s Name: | Interview Date | Veterans’ Preference | Total Teaching Experience 0=0, 0-1 =1, 2-5 = 2, 6-9 = 3, 10-15 = 4, 15+ = 5 | Specific Grade Level/Subject  Area Experience  Area Experience | HQ in Required Area | Additional Areas of Certification  + 1=2, +2 = 3, +3 = 4, +4 = 5 | Professional Presentation | Extra-Curricular /Community  Involvement/Leadership | To be determined By Hiring Manager | Subtotal – Maximum 40 points | Instructional Design & Lesson Planning | Learning Environment | Instructional Delivery & Facilitation | Assessment | Continuous Professional Improvement | Professional Responsibility & Ethical Conduct | Subtotal – Florida Educator Accomplished Practice (Maximum – 60 points) | Grand Total | Reference |
| ***Maximum Points*** |  | 15 | 5 | 5 | 5 | 5 | 7 | 6 | 7 | 40 | 10 | 10 | 10 | 10 | 10 | 10 | 60 |  |  |
| Mark Alternative | 10/28/14 |  | 0 | 0 | 0 | 0 | 7 | 4 | 3 | 14 | 5 | 7 | 5 | 5 | 6 | 5 | 30 | 44 |
| Naomi Transfer | 10/28/14 | 5 | 2 | 1 | 5 | 0 | 5 | 3 | 1 | 22 | 3 | 3 | 3 | 3 | 3 | 3 | 18 | 40 |
| Susan Spouse | 10/29/14 | 10 | 3 | 3 | 5 | 3 | 6 | 3 | 3 | 26 | 8 | 7 | 8 | 8 | 7 | 7 | 45 | 71 |
| Jimmy John | 10/29/14 |  | 2 | 3 | 5 | 3 | 6 | 2 | 2 | 23 | 5 | 5 | 5 | 5 | 5 | 5 | 35 | 58 |
| Ruby Tuesday | 10/29/14 |  | 3 | 3 | 3 | 6 | 3 | 3 | 3 | 24 | 5 | 5 | 5 | 5 | 4 | 4 | 28 | 52 |
| \*Veterans’ Preference – Disable Veteran (15pts); Wife of Disabled Veteran, Combat Veteran, Widow of Veteran, Parent of Deceased Veteran (10 pts.)  Veteran, Current Member of any Reserve or National Guard (5 pts.) | | | | | | | | | | | | | | | | | | | |

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| **Santa Rosa County School District** n Instructional Interview Rubric Worksheet | | | | | | | | | | | | | | | | | | | |
| School Name: | | | | | | | | | | | | | | | | | | | |
| Position Title: | | | | | | | | | | | | | | | | | | | |
| Hiring Manager (Print Name): | | | | | | | | | | | | | | | | | | | |
| Hiring Manager Signature/Date: | | | | | | | | | | | | | | | | | | | |
| Selected Applicant: | | | | | | | | | | | | | | | | | | | |
|  | | | Professional Qualifications – Maximum 40 points | | | | | | |  | Florida Educator Accomplished Practices Maximum 60 Points | | | | | | | | |
| Instructional Applicant’s Name: | Interview Date | Veterans’ Preference | Total Teaching Experience 0=0, 0-1 =1, 2-5 = 2, 6-9 = 3, 10-15 = 4, 15+ = 5 | Specific Grade Level/Subject  Area Experience  Area Experience | HQ in Required Area | Additional Areas of Certification  + 1=2, +2 = 3, +3 = 4, +4 = 5 | Professional Presentation | Extra-Curricular /Community  Involvement/Leadership | To be determined By Hiring Manager | Subtotal – Maximum 40 points | Instructional Design & Lesson Planning | Learning Environment | Instructional Delivery & Facilitation | Assessment | Continuous Professional Improvement | Professional Responsibility & Ethical Conduct | Subtotal – Florida Educator Accomplished Practice (Maximum – 60 points) | Grand Total | Reference |
| ***Maximum Points*** |  | 15 | 5 | 5 | 5 | 5 | 7 | 6 | 7 | 40 | 10 | 10 | 10 | 10 | 10 | 10 | 60 |  |  |
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| Veterans’ Preference – Disabled Veteran (15 pts); Wife of Disabled Veteran, Combat Veteran, Widow of Veteran, Parent of Deceased Veteran (10 pts.)  Veteran, Current Member of any Reserve or National Guard (5 pts.) | | | | | | | | | | | | | | | | | | | |

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| Santa Rosa County School DistrictSanta Ro **Sample** Educational Support Interview Rubric Worksheet **Sample** | | | | | | | | | | | | | | | | | | | | |
| School Name: Rosa School | | | | | | | | | | | | | | | | | | | | |
| Position Title: Paraprofessional 1 | | | | | | | | | | | | | | | | | | | | |
| Hiring Manager (Print Name): Sunny Principal | | | | | | | | | | | | | | | | | | | | |
| Hiring Manager Signature/Date: Sunny Principal | | | | | | | | | | | | | | | | | | | | |
| Selected Applicant: Naomi Transfer (80 points) | | | | | | | | | | | | | | | | | | | | |
| Educational Support Applicant’s  Name: | Interview Date | Veterans’ Preference | Total School Experience 0=0, 0-1 =1, 2-5 = 2, 6-9 = 3, 10-15 = 4, 15+ = 5 | Clerical/Technical  Area Experience | Collaboration/Teamwork | Experience/Interaction with Children | Professional Presentation | Extra-Curricular /Community  Involvement/Leadership | Curriculum/Instructional Experience | Organizational /Problem solving skills | Post High School Education 0 = 0, some college/ vocational = 2, college/ vocational certification degree = 3, some post graduate = 4, post graduate degree = 5 | Continuous professional improvement | Professional Responsibility & Ethical Conduct | TBD (By Hiring Manager) | TBD (By Hiring Manager) | TBD (By Hiring Manager) | TBD (By Hiring Manager) | Grand Total | Reference |
| ***Maximum Points*** |  | 15 | 5 | 5 | 5 | 5 | 10 | 5 | 5 | 5 | 5 | 5 | 5 | 15 | 5 | 10 | 10 |  |  |
| Ricky Soldier | 12/12/14 | 15 | 0 | 4 | 4 | 2 | 8 | 4 | 1 | 4 | 3 | 4 | 1 | 3 | 2 | 3 | 7 | 50 |
| Bill Graduate | 12/12/14 | 0 | 5 | 3 | 4 | 5 | 1 | 2 | 1 | 2 | 2 | 5 | 1 | 2 | 2 | 2 | 2 | 39 |
| Naomi Transfer | 12/13/14 | 5 | 2 | 5 | 4 | 4 | 9 | 4 | 8 | 5 | 4 | 4 | 4 | 3 | 5 | 8 | 8 | 80 |
| Bobby Pace | 12/13/14 |  | 5 | 5 | 2 | 2 | 5 | 2 | 5 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 44 |
| Joe Milton | 12/13/14 |  | 5 | 5 | 5 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 29 |
| \*Veterans’ Preference – Disabled veteran (15 pts.); Wife of Disabled Veteran, Combat Veteran, Widow of Veteran, Parent of Deceased Veteran (10 pts.)  Veteran, Current Member of any Reserve or National Guard (5 pts.) | | | | | | | | | | | | | | | | | | | |

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| Santa Rosa County School District Rosa Count Educational Support Interview Rubric Worksheet | | | | | | | | | | | | | | | | | | | | |
| School Name: | | | | | | | | | | | | | | | | | | | | |
| Position Title: | | | | | | | | | | | | | | | | | | | | |
| Hiring Manager (Print Name): | | | | | | | | | | | | | | | | | | | | |
| Hiring Manager Signature/Date: | | | | | | | | | | | | | | | | | | | | |
| Selected Applicant: | | | | | | | | | | | | | | | | | | | | |
| Educational Support Applicant’s  Name: | Interview Date | Veterans’ Preference | Total School Experience 0=0, 0-1 =1, 2-5 = 2, 6-9 = 3, 10-15 = 4, 15+ = 5 | Clerical/Technical  Area Experience | Collaboration/Teamwork | Experience/Interaction with Children | Professional Presentation | Extra-Curricular /Community  Involvement/Leadership | Curriculum/Instructional Experience | Organizational /Problem solving skills | Post High School Education 0 = 0, some college/ vocational = 2, college/ vocational certification degree = 3, some post graduate = 4, post graduate degree = 5 | Continuous professional improvement | Professional Responsibility & Ethical Conduct | TBD (By Hiring Manager) | TBD (By Hiring Manager) | TBD (By Hiring Manager) | TBD (By Hiring Manager) | Grand Total | Reference |
| ***Maximum Points*** |  | 15 | 5 | 5 | 5 | 5 | 10 | 5 | 5 | 5 | 5 | 5 | 5 | 15 | 5 | 10 | 10 |  |  |
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| \*Veterans’ Preference – Disabled Veteran (15 pts); Wife of Disabled Veteran, Combat Veteran, Widow of Veteran, Parent of Decreased Veteran (10 pts.)  Veteran, Current Member of any Reserve or National Guard (5 pts.) | | | | | | | | | | | | | | | | | | | |

**Selecting Interview Questions**

* Not all questions will be applicable to every situation.
* Choose questions that fit the position.
* When interviewing multiple candidates for a position, it is important to use the same criteria for evaluating each candidate so as to avoid legal problems.
* The key to be consistent and fair with all candidates (i.e., show no favoritism or discrimination).
* Use an interviewing guideline of core criteria /qualifications that is applicable to all candidates for the position.
* Use the same questions for each candidate.
* After you have selected the questions that are appropriate to use, give some thought to the answers that make sense given your organization, culture and the priorities of the position.
* Many of these questions do not have a “right” or “wrong” answer.
* The applicant’s reasoning abilities and the thought process that leads to the answer may be as important as the answer itself.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | FEAPS  1 | FEAPS  2 | FEAPS  3 | FEAPS  4 | FEAPS  5 | FEAPS  6 |
| 1 | How do you deal with the different learning styles of your students? | X | X | X |  |  |  |
| 2 | How do you manage discipline in the classroom? |  | X |  |  |  |  |
| 3 | How do you capture and maintain the attention of your students? | X |  | X | X |  |  |
| 4 | How do you encourage positive and constructive parental involvement? |  | X |  |  |  | X |
| 5 | How have you used technology to enhance your teaching? | X | X | X | X |  |  |
| 6 | How do you evaluate the effectiveness of your lessons? | X |  |  |  |  | X |
| 7 | What is the optimal design for a classroom in the elementary grades? |  | X | X |  |  |  |
| 8 | What motivates you to be an elementary teacher? | X |  |  | X | X | X |
| 9 | What strengths do you have that make you a successful elementary teacher? | X | X |  | X | X |  |
| 10 | Why do you want to work for this school and district? |  |  |  |  |  | X |
| 11 | How have you established procedures and rues for behavior to maintain order among your students? |  | X |  |  |  |  |
| 12 | How have you managed a very disruptive student? |  | X |  |  |  |  |
| 13 | How have you collaborated with general education teachers to benefit your students? | X | X |  |  |  |  |
| 14 | What special education strategies and techniques have you used to help your students? |  |  | X |  |  |  |
| 15 | What methods do you use to encourage students to explore learning opportunities? | X | X | X | X |  |  |
| 16 | How do you motivate students to persevere with challenging assignments and tasks? | X | X | X |  |  |  |
| 17 | How do you teach and encourage socially acceptable behavior from your students? | X | X |  | X | X |  |
| 18 | How have you encouraged parental involvement in student learning? | X | X | X |  |  | X |
| 19 | How have you ensured that each student receives the right type of support? | X | X | X | X |  | X |
| 20 | How do you regularly assess the progress of your students? |  |  | X | X |  |  |
| 21 | How have you managed to keep up with the paperwork required of a special education teacher? |  |  |  |  |  | X |

FEAPS QUESTIONS FOR INSTRUCTIONAL POSITION INTERVIEWS

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | FEAPS 1 | FEAPS 2 | FEAPS 3 | FEAPS 4 | FEAPS 5 | FEAPS 6 |
| 22 | Should students with special needs be mainstreamed as far as possible? | X |  | X |  |  | X |
| 23 | How do you stay current with your special education best practices? |  |  |  |  |  | X |
| 24 | Why did you become a special education teacher? | X | X | X | X |  |  |
| 25 | Tell me about a teacher who has inspired you; what did you learn from them? |  |  |  |  |  | X |
| 26 | What do you evaluate the success of your teaching? |  |  |  | X | X |  |
| 27 | What are your personal and professional goals? |  |  |  |  | X | X |
| 28 | What qualities do you look for in a principal? |  | X |  |  |  |  |
| 29 | What do you consider to be the biggest challenges in the classroom? |  |  |  |  | X |  |
| 30 | How do you feel about team teaching? | X |  | X |  |  |  |
| 31 | What are your greatest strengths as a teacher? | X |  | X |  |  |  |
| 32 | What do you consider to be your weaknesses? | X |  |  |  | X | X |
| 33 | How have you handled a situation where a student is consistently late to your class? |  | X | X |  |  |  |
| 34 | Tell me about a challenging discipline problem you had. How did you manage it? | X | X | X |  | X |  |
| 35 | Describe your discipline philosophy. |  | X |  |  |  |  |
| 36 | Tell me about your classroom management style. |  | X |  |  |  |  |
| 37 | Tell me about a student who was not progressing in your class, what steps did you take? | X |  |  | X |  | X |
| 38 | How do you build rapport with your class? |  | X |  |  |  |  |
| 39 | How do you give your students recognition and positive reinforcement? |  | X | X | X |  |  |
| 40 | Tell me about a situation when you had to persuade a student, colleague or parent of your point of view. | X |  |  | X |  |  |
| 41 | Tell me about the materials you use in the classroom to support your teaching. | X |  |  | X |  |  |
| 42 | How do you keep up to date on your subject? | X |  | X |  | X |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | FEAPS 1 | FEAPS 2 | FEAPS 3 | FEAPS 4 | FEAPS 5 | FEAPS 6 |
| 43 | How do you communicate with a parent about a student’s performance? |  |  |  |  |  | X |
| 44 | How do you incorporate technology in your lessons to enhance the learning experience? | X |  | X |  |  |  |
| 45 | Why do you want to work for this school district? |  |  |  |  | X | X |
| 46 | How do you teach state standards? | X |  |  | X |  | X |
| 47 | How have you handled a situation where a student has confided important information to you? |  |  | X | X |  |  |
| 48 | What extra-curricular activities have you helped with? |  |  |  |  | X |  |
| 49 | What curriculum materials have you recently developed? |  |  |  |  | X |  |
| 50 | What do you consider the biggest challenges facing the teaching profession? | X |  |  |  | X | X |
| 51 | Describe one of the most recent lessons you taught in class. | X | X |  | X |  |  |
| 52 | Tell me about a time when you had to be especially sensitive in communicating negative information to a parent or student. How did you go about doing this? |  |  |  |  |  | X |
| 53 | What do you do if a lesson does not work well? | X |  | X | X |  |  |
| 54 | What strategies do you use to encourage group work amongst students? | X |  | X | X |  |  |
| 55 | Tell me about how you develop your daily lesson plan. | X |  | X |  |  |  |
| 56 | How do you plan when starting a new study unit or topic in your class? | X |  |  |  |  |  |
| 57 | What approach have you used to motivate students to actively participate in class? |  | X | X |  |  |  |
| 58 | How do you encourage students to use their initiative in your classroom? |  | X | X |  |  |  |
| 59 | How have you supported under-performing students? | X |  | X |  |  |  |
| 60 | What do you do when your teaching plan for the day is upset by unforeseen circumstances? | X |  | X |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | FEAPS 1 | FEAPS 2 | FEAPS 3 | FEAPS 4 | FEAPS 5 | FEAPS 6 |
| 61 | What activities in your teaching day require the most effort? | X |  |  |  |  |  |
| 62 | How have you reacted when a student has broken the rules in your classroom? |  |  | X |  |  |  |
| 63 | How have you responded when students have let you down? |  | X |  |  |  |  |
| 64 | How have you managed a situation when you felt you were losing control in the classroom? |  | X |  |  |  |  |
| 65 | Describe a time you had to deal with angry complaints from a parent about your teaching methods. | X |  | X |  |  |  |
| 66 | How have you handled a conflict between two or more students? |  | X | X |  |  |  |
| 67 | How have you handled a student who was not completing his or her homework on a regular basis? |  | X | X | X |  | X |
| 68 | Classes incorporate students with differing abilities. How have you met the needs of students with both low and high abilities in a particular subject? | X |  | X |  |  |  |
| 69 | In what ways do you encourage students to be accepting of one another? | X |  | X |  |  | X |
| 70 | What subject do you believe is your strength and what do you consider your weakest? |  |  |  |  | X | X |
| 71 | Some students finish their work sooner than others. How do you deal with the free time they have? |  | X | X |  |  |  |
| 72 | Tell me a challenging discipline problem you had. How did you manage it? |  | X | X |  | X |  |
| 73 | Give me an example of when you had to present complex information to your class. How did you make sure they understood? |  |  | X |  |  |  |
| 74 | How have you allowed for different learning styles when teaching a subject? |  |  | X |  |  |  |
| 75 | How do you capture and maintain the attention of your students? |  |  |  | X |  |  |

FEAPS 1 – Instructional Design and Lesson Planning

FEAPS 2 – Learning Environment

FEAPS 3 – Instructional Delivery and Facilitation

FEAPS 4 – Assessment

FEAPS 5 – Continuous Professional Improvement

FEAPS 6 – Professional Responsibility & Ethical Conduct

**Guidance Counselor Interview Questions**

1. Confidentiality is extremely important in the guidance office. How will you handle questions about a student or scheduling or other areas?
2. What experience do you have in developing a master schedule?
3. What experience do you have with SMART and 3270?
4. How would you handle a parent or teacher who expresses discontent over a schedule or grades?
5. What experience do you have with the administration of FCAT, EOC Exams or other testing?
6. How important is a counselor’s dress, behavior and general demeanor as a role model for students?
7. What experience do you have with data to align and drive the curriculum?
8. Why do you want to be a guidance counselor?
9. Summer is a busy time with enrollment and scheduling, after hour or weekend work is sometimes needed. Are you willing to go beyond your normal working hours to meet a specific deadline?
10. What would you do to enhance our guidance program?
11. Are you willing to work part time as a counselor and teacher?
12. Have you ever had to deal with a very up-set student or parent? How did you handle the situation?

**Dean Interview Questions**

1. What experience have you had with pupil discipline?
2. Documentation and organization are both very important characteristics of a successful dean. In your present job, how do you document and organize information that might be used to prove that you are fulfilling your duties?
3. The dean must be a person that is willing to accept extra duties (lunch duty, bus duty, drop off duty, dances, etc.), work evenings and weekends when necessary. Are you willing to make this commitment?
4. At time the dean is confronted with stressful situations. Give me a time when you were placed in a stressful situation.
5. How would you deal with a student exhibiting these behaviors:
6. Defiant behavior
7. Attention – getting behavior
8. Task avoidance behavior
9. Physically aggressive behavior
10. Give me a time when a parent did not agree with a decision you had made in your classroom.
11. Beyond getting your degree, what have you done to improve your chances of becoming a administrator?
12. To what extent do you believe external factors affect behavior of students? How would you counteract those influences?
13. How would you work with a teacher that repeatedly sends students to the office?
14. How do you work with a parent who is angry at a teacher?
15. Describe the most significant written document, report you have completed.
16. What experience do you have with 3270 and SMART.

Para /Teacher Assistant Interview Questions

1. Regarding the vacant position:
2. Why are you interested in the position?
3. What in your background qualifies you for the job?
4. Why do you think you would be good in this position?
5. Are there any reasons you might not be able to perform the duties of this position?
6. What are your clerical skills?
7. What does the term “team player” mean to you?
8. If someone told you that you had made an error how would you react?
9. What computer software systems have you worked with?
10. Explain the phrase “work ethic” and describe yours.
11. What are your major responsibilities at your present job?
12. How would you deal with a student exhibiting attention-getting behavior?
13. List 5 words to describe yourself.
14. How would your co-workers describe your work habits?
15. What kind of people do you find it most difficult to work with?
16. What skills do you have that will help you in this job?
17. What are some problems you encountered on you last job?

Assistant Principal Interview Questions

1. What experience and responsibilities have you had that you feel has prepared you for the Assistant Principal role?
2. How would you handle parents or teachers who express discontent with the principal?
3. How do you feel about the new Teacher Evaluation System?
4. What types of professional development have you led?
5. When you walk into a classroom how can you tell if learning is going on?
6. What experience do you have with the administration of the EOC exams or other state testing?
7. What are you long term professional goals?
8. What experience do you have in developing discipline, intervention, or behavior plans?
9. Tell me about the methods of evaluation that you have used or have knowledge of.
10. What experience do you have with literacy leadership?
11. What are key issues facing school administrators today?
12. When does your day end?
13. What knowledge and experience have you had in the school improvement process?

**Common Interview Questions**

1. What are your major responsibilities in your present job?
2. What are your clerical skills?
3. How would you deal with a student exhibiting:
4. Defiant behavior
5. Attention-getting behavior
6. Task avoidance behavior
7. Physically aggressive behavior
8. If someone told you that you had made an error, describe how you would react.
9. What does the term “team player” mean to you?
10. What would your last boss say about you?
11. What kind of people do you find it most difficult to work with? Why?
12. How would your co-workers describe your work habits?
13. What skills do you have that make you the best candidate for this position?
14. List five words that describe you best.
15. What computer systems (software) have you worked with?
16. How do you establish priorities in your job?
17. What experience do you have with (3270)? And with (SMART)?
18. Is there possibly a situation or decision you have made in the present or past position that could have repercussions here? If so, how would you overcome it?
19. What experience do you have in developing a master schedule?
20. Describe a situation where you had to deal with a very upset student or parent. How did you handle the situation?
21. What experience do you have with using data to align and drive the curriculum?
22. How important is a counselor’s dress, behavior and general demeanor as a role model for students?
23. How would you handle parents who express discontent about grades?
24. What experience do you have with the administration of FCAT, EOC Exams and other testing?
25. How do you handle teachers who express a discontent with their schedule?
26. Are you willing to work part-time as a counselor and teacher?
27. Why do you want to become a guidance counselor?
28. Confidentiality is extremely important in the guidance office. How will you handle questions about particular students or scheduling or other areas?
29. Summer and after hour (even weekend) work time is sometimes needed. Is this a problem?
30. Beyond getting your degree, what have you done to improve your chances of becoming an administrator?
31. The dean must be a person that is willing to accept extra duties (lunch duty, bus duty, drop off duty, dances, etc.), work weekends and evenings when necessary. Are you willing to make this commitment?
32. Are you willing to be part-time dean and teach without a planning period?
33. What is your greatest weakness?
34. How would you handle a teacher that repeatedly sends students to the office?
35. What role do you think parents should play in determining their child’s punishment at school?
36. At times our superiors override decisions we have made. Has this ever happen to you and how do you handle it?
37. Give me an example of a time when you used your fact finding skills to gain information needed to solve a problem and then tell me how you analyzed the information and came to a decision.
38. What are methods you use to cope with stress?
39. Do you see yourself as a team player? Explain.
40. What experience and responsibilities have you had with student disciple?
41. What experience do you have in literacy leadership?
42. What computer programs are you proficient at using?
43. How would you handle teachers and parents who come to you with discontent about the principal?
44. What are key issues facing school administrators today?
45. What knowledge and experience have you had in the school improvement process?
46. What type of professional development have you led?
47. When does your day end?
48. Do you have any experience in developing discipline, intervention, or behavior plans?
49. How do you deal with a staff member demonstrating sub-standard performance?
50. How do you feel about the new Teacher Evaluation System?
51. What does the expression “be a good example to students, “mean to you?
52. What duties do you have at your current job?
53. What do you know about our school?
54. When you walk into a classroom how do you tell if learning is going on?
55. How do you promote a positive image at your work place?
56. If someone asked you for assistance with a matter that is outside the parameters of your job description, what would you do?
57. Describe what you would say if asked to talk about yourself in a group of people.
58. Why are you currently searching for a new position?
59. What in your background particularly qualifies you for this position?
60. What kind of supervisor gets the best performance out of you?
61. You are angry about an unfair decision. How do you react?
62. Describe what you would classify as a crisis?
63. How do you handle deadlines and priorities?
64. How do you think your co-workers would respond if you were absent from work?
65. Tell me about a situation you wish you had handled differently and why?
66. If I ask your previous and current co-workers about you what would they say?
67. Explain the phrase “Work Ethic” and describe yours.
68. In what ways do you express your personality in the workplace?
69. What skills do you have that make you the best candidate for this position?
70. What does punctual mean to you?
71. How well do you work under pressure?
72. For what things have your superiors complimented you?
73. How do you handle conflict?
74. Why should I hire you?
75. What are your top three questions about this job we have open?
76. What computer experience do you have?
77. What experience do you have with handling data and reports?
78. What are the top 3 questions you would like to ask about this job?
79. What are you hours at your current job? And what time do you generally arrive and leave?

**Suggested Reference Check Questions**

1. Do you have firsthand knowledge of this applicant’s performance?
2. What was your working relationship with the applicant? Supervisor?
3. Would you hire this applicant again?
4. What was their attendance record like? Did they come in late or leave early? Were there times they voluntarily worked beyond their regular contracted work hours?
5. Did they sponsor any activities or clubs?
6. Were there any special projects at the school/community they were involved in?
7. How would you rate the quality of their work?
8. How extensive are their technology skills? What programs did they use regularly that you are aware of?
9. How was their interpersonal relationships with the school staff/supervisor/administrator/students/parents/community?

\*Note – A bad reference could disqualify an applicant\*

**General Tips**

* Do not write on the applicant’s application.
* Avoid ice-breaker questions.
* Do not acknowledge “pregnancy”.
* It is okay to verify driver’s license if required for job.
* Do not offer a position in the interview.
* When HR gives okay to offer position, make sure you state that the position is pending the applicant passing a drug screening and background check (fingerprints).
* Hand/or review with applicant a copy of the job description.
* Ask: Do you know of any reason you cannot perform any of the duties listed on the job description?

Santa Rosa County

School District RECOMMENDATION FORM

INSTRUCTIONAL AND EDUCATIONAL SUPPORT

INSTRUCTIONAL APPLICATIONS MUST BE ON FILE IN THE HUMAN RESOURCE OFFICE

I have completed the interview process and am making the following recommendations.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Social Security #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School / Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Effective Date:

\_\_\_\_ Drug Clearance – (1st working day after clearance) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (HRO will notify site)

OR

\_\_\_\_ If later than drug clearance date, you must specify date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Site administrator must specify)

Do not allow a new hire or re-employed retiree to perform teaching duties before the effective date which is the first working day after drug clearance or termination date of employee being replaced, whichever is LATER.

\*Coding must be provided by school site before the recommendation form will be accepted:

\* Salary to be paid from: Function \_\_\_\_\_\_\_\_\_ Object \_\_\_\_\_\_\_\_\_ Project \_\_\_\_\_\_\_\_\_\_

**Instructional Only:**

\_\_\_\_ Full Time (Regular)

\_\_\_\_ Part-Time (Regular)

\_\_\_\_ Interim for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Teacher

\_\_\_\_\_ Part Time (Hourly)

Certification Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ In Field \_\_\_\_\_\_ Out of Field

\_\_\_\_\_ A qualified and appropriately certificated teacher is unavailable. If out of field Board Policy 6.22

Teaching Assignment: Periods MS/HS

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_

**Educational Support Only:**

\_\_\_ Full Time (Regular)

\_\_\_ Part-Time (Regular) Hrs. per day \_\_\_\_\_\_

Temporary for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Name of Employee)

\_\_\_\_ Limited Term

\_\_\_\_ Provisional



 Santa Rosa County

School District

Principal/Administrator Check List

Instructional and Educational Support

Recommendation

(YES) (NO)

* \_\_\_\_ \_\_\_\_ Reviewed application
* \_\_\_\_ \_\_\_\_ Reviewed resume
* \_\_\_\_ \_\_\_\_ Interviewed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_ \_\_\_\_ Checked for “gaps” in employment
* \_\_\_\_ \_\_\_\_ Verified Eligibility for a Florida Teaching Certificate (If applicable)
* \_\_\_\_ \_\_\_\_ checked / reviewed written references
* \_\_\_\_ \_\_\_\_ Conducted (2) telephone reference calls to previous employers

1st

Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2nd

Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HUMAN RESOURCE OFFICE USE ONLY

(YES) (NO)

\_\_\_\_ \_\_\_\_ Application on file

\_\_\_\_ \_\_\_\_ Transcripts on file

\_\_\_\_ \_\_\_\_ Security check sheet on file

\_\_\_\_ \_\_\_\_ Eligibility for Florida Certificate

\_\_\_\_ \_\_\_\_\_ Fingerprints cleared DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**H. R. New Hire Paperwork Time Frame**

In some instances admin will advise the employee to fingerprint

Admin lets the employee know to contact HR about drug screen and paperwork.

Employee is advised they will be contacted for NEO

Paperwork includes, I9, Drug Screen and Fingerprinting.

Employees are given a list of acceptable documents. They must have two forms. Example: Driver License and S.S. Card

Employee takes drug screen acknowledgement to Risk Management

Once notification of drug screen and fingerprints are received the employee will be contacted with date and time of New Employee Orientation.

\*\* ALL NEO’s will be completed at the district office prior to reporting to worksite.

\*\*REMINDER: No employee may begin work nor “volunteer” at any location prior to fingerprint/drug clearance approval from HR.

* Risk management will receive notification of drug screen results
* Human Resource will receive notification of fingerprint results
* Risk Management give drug screen paperwork and directions to facility
* Employee must submit to drug screen within 48 hours of paperwork receipt. May take 48 hours for results of drug screen to reply.
* If Employee is eligible for benefits they are given a benefits book and instructions.

When the employee arrives to HR we give them new hire paperwork.

If the employee calls HR before they come in, they are advised to come to HR ASAP, and we tell them what documents to bring.