Federal Programs Monitoring

Principal Interview Questions

District \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name/Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Topic | Question | Notes |
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| **Schoolwide or Targeted Assistance Program** | Please describe your Schoolwide or Targeted Assistance Program.  **Schoolwide:** What strategies are implemented to address the needs of all students, particularly those who are low-achieving and at-risk and who are historically underserved? What instructional practices are implemented to increase the amount and quality of learning time? What is the process to determine if students’ needs are being met?  **Targeted Assistance:** What criteria are used to identify students for services? Who teaches these students? When do students receive supplemental services? If during the school day, what are other students doing during this time? How/when is the progress of students monitored? What types of data are collected? How does the Title I program strengthen the core academic program? |  |
| **Certification/ licensure requirements** | Do your teachers and instructional paraprofessionals meet Title I program requirements? **Schoolwide**: All teachers and instructional paraprofessionals must meet state certification and licensure requirements. **Targeted Assistance:** All Title I teachers and all instructional paraprofessionals paid with Title I funds must meet state certification and licensure requirements. |  |
| **Paraprofessionals** | Do the paraprofessionals work under the direct supervision of a properly certificated staff member?  Who supervises the paraprofessionals in your building?  Who prepares the lessons carried out by the paraprofessionals?  Who evaluates the students’ progress?  What non-instructional duties do Title I paraprofessionals have? Are these similar to the duties other paraprofessionals in your building have? |  |
| **Professional Development** | To what extent were you involved in the development of the LEA professional development plan?  Describe how decisions are made about the professional development activities offered in your school: professional development offerings, evaluation of activities, reflection by participants, implementation into teaching, etc. |  |
|  | How are your English Learner and Immigrant (EL) and migrant students identified in your school? How are EL and migrant staff and parents/families involved in decisions regarding EL/migrant students’ education?  What professional development does the district/school offer all teachers/staff for EL/migrant students? |  |
|  | How much time do teachers/teams have a week to meet to specifically look at student work, observe other classes, and to plan together? |  |
| **Academic Achievement – School Performance** | Describe your data collection and analysis process. Ex: assessments, data analysis, collaboration, etc. What stakeholders are involved in this process? What results and trends are you seeing in your academic achievement? What are your current successes and challenges? |  |
| **School Improvement**  **(as applicable)** | Are you aware of the LEA responsibility for Targeted Support and Improvement (TSI) and Additional Support and Improvement (ATSI) schools? TSI/ATSI Plan, including evidence-based interventions for all identified subgroups, and LEA monitoring of TSI/ATSI school/plan is a requirement under the Every Student Succeeds Act (ESSA).  Note- Comprehensive Support and Improvement (CSI) schools have check in calls with the State Technical Assistance Team (STAT) throughout the school year. |  |
| **Title I-A Program Effectiveness** | Describe the evaluation process for the Title I-A program. Who is involved? What data is collected and analyzed? When/how often is the Title I-A program evaluated? Who is involved in determining the effectiveness of the program to increase student achievement? How do you decide what strategies to continue, modify, eliminate, etc.in your Title I-A program?  Give an example of changes that have been made as a result of past program evaluations. What academic achievement goals do you have for the current school year? |  |
| **Parent Notifications** | When and how are parents notified that they may request the professional qualifications of their children’s classroom teachers and paraprofessionals? If applicable, in what language(s) are parents notified?  When and how are parents notified of student academic achievement? What resources are available to assist parents in understanding the reporting of student achievement? |  |
| **Parent and Family Engagement/ Family and Community Engagement (FACE)** | How are parents and family members involved in your school?  How is the community involved in your school?  What materials and trainings are provided to assist parents/family members in helping their children succeed in school?  When is the annual Title I meeting held to inform parents/families about the school’s Title I program and their right to be involved? What kind of participation does the school have for this meeting?  How much money has been distributed from the LEA to your school specifically for Parent and Family Engagement activities? How do parents give input in how these funds are spent?  Does your school have a Parent and Family Engagement plan with all the required elements? How often is it reviewed? Who participates in the review? How is the plan disseminated to parents?  Does your school have a school-parent compact with the required elements? How often is it reviewed? Who participates in the review? |  |
| **Homeless Education & Foster Care** | Who is your district homeless education liaison? How often do you meet with them?  When was/is your annual McKinney-Vento training? Who attends? Describe the training.  Are you familiar with your LEA Homeless policy and procedures?  Are you familiar with your LEA Foster Care procedures?  How many students have been identified in your building as displaced (homeless and/or foster care)?  How is data collected on attendance and grades for students who are displaced?  What kind of services are these students receiving?  How does the achievement of displaced students compare to their peers? |  |