Requirments

* Make one original post, which must include a citation from at least one source.
* APA citations are only required for the original post.
* Some discussions are open-ended and do not require APA citation

Discussion Post

Interview Recollection

**Interviewing prospective teachers and other faculty members requires expertise and skills. Think back to the interview process you went through as a new teacher. What do you recall about the experience? Describe your experience in an original post, and respond to the comments of at least two colleagues. APA citations are required only in the original response.**

* What was positive about the process? Negative?
* If you were the principal, how would you change the process?

Peer Response 1:

The student's claim should be investigated immediately. After interviewing the student, everything would be documented. The three students who were named would be picked up and interviewed separately as well. It's key to take their statements as well as document everything. The teacher who was witnessed running away as the incident took place would be called in as well to get information. This is something that can't be swept under the rug or ignored. This claim should be taken seriously and dealt with immediately.

If there was an assault, the school could be held liable. The main reason is because a teacher saw the incident and decided to run instead of intervening. "In 1999, the Supreme Court issued a very important ruling. Davis v. Monroe dealt with student-on-student harassment. Up until then, no district had ever been held liable for conduct between students. In order for liability to exist, there had to be a state actor. This case sent shock waves through school districts around the country. It said that a school district that had actual notice of student harassment and was deliberately indifferent to it could be held liable in cases where the harassment was so severe that it could be said to have deprived the victim access to educational benefits and opportunities provided by the school. Again, the lesson here is to exceed the threshold of deliberate indifference. Take student complaints of harassment seriously. Don’t adopt a “boys will be boys” or “kids will be kids” attitude with regard to harassment" (American College of Education, 2021). A state actor, or the teacher was there to witness what was occurring. This could hold the school liable for what happened.

The teacher who left the scene should be reprimanded. There is no reason or excuse for that type of behavior. The safety of the student should be the concern for all in this case, the teacher was negligent. This could be a reason for immediate termination. In this case I believe it would be in the best interest of the victim and the school if the teacher was terminated. A student needed help in a crucial moment. The teacher had the chance to help but instead ran away from their duty to keep students safe. That type of behavior can't be ignored.

I would also look at state law and look at possible charges for the students and the teacher. Assault charges for the student and child neglect or endangerment for the teacher could be a possibility. If the school had cameras, that would be great to corroborate everything that was found in the investigation. The student code of conduct and policy for discipline as it relates to teachers would be used to the fullest extent allowed.

References

American College of Education. (2021). School liability. *American College of Education.*[Media Gallery (instructure.com)](https://ace.instructure.com/courses/1770000/external_tools/118428)

Peer Response 2:

It is not uncommon for students to report unsafe behavior or negative situations to administrators. How an administrator responds to the situation can say a lot about how situations are handled. The administrator needs to effectively handle each incident or the incident can become a legal problem for the school district or employee. My priority in this situation would be to first assess the safety of the student who is reporting the assault. Then I would determine if there were any other immediate threats to the safety of the school. I would refer the student to the school nurse for a medical evaluation to ensure he was not injured or requiring further medical attention. The next step that I would take is to get a written statement from the student and then follow it up by a verbal investigation of the incident from his perspective. Based on the information gathered by the victim, I would then continue my investigation by obtaining both written and verbal statements from each of the individuals that were stated to be involved in the incident. If possible, I would also try to find additional witnesses to the situation. This would also include me getting a written and verbal statement from the teacher who was said to have observed the incident. A written summary of the incident would be developed containing all information gathered from each individual as well as what steps were taken and when.

If it is determined that an assault did take place, I would also get the school resource officer involved. I would meet and have a discussion with the parents of all the students who were involved in the incident. The school could be held liable in this situation if the school personnel were deliberately indifferent (Black, 2020). In this instance, my actions showed that I investigated the situation and was not deliberately indifferent nor would there be evidence of me doing wrongdoing. With that being stated, I don’t feel the school would be held liable.

In regards to the teacher who was stated to have witnessed the incident, I would make sure to investigate further in regards to that claim. I would gather all the information from the teacher as well as any other possible witnesses. This would be used to determine if the teacher did in fact witness the incident and left without intervening. If that is the case, I would have a meeting with the teacher as well as a union representative to state my concerns and expectations in regards to student safety. A written notice would be placed in their permanent file addressing my concerns for not intervening to protect a student. It will also go on their formal evaluation. Depending on what the investigation reveals, this teacher may be terminated. Again, all facts need to be looked at in order to make an informed decision. Additionally, if the teacher is found to have witnessed the incident and did not intervene, the school could then be held liable.

Some additional steps that I would take would be to have more adult supervision in the location that the incident happened. Due to this physical altercation, other students might feel unsafe and by having more adult supervision might assist them. I would also like to make use of the school resource officer, outside counseling, school counselors and supports for the teachers as well. I would have outside resources come in and provide professional development for the teachers in order to help educate them on how to handle these situations. In regards to the specific case of Davis V. Monroe, this requires schools to respond to situations involving student to student harassment in order to avoid being found liable (Chaves, 2000, p. 287). Educational leaders must follow local policies and state laws when addressing student discipline issues. Educational leaders who do not follow laws and policies are opening themselves up to civil liability.

**References:**

Black, L. (2020). *Part 3: School Liability*. [PowerPoint]. American College of Education. <https://ace.instructure.com/courses/1770000/modules/items/29626978>

Chaves, L. (2000). Responding to public school peer sexual harassment in the face of Davis v. Monroe county board of education. *Brigham Young University Education and Law Journal, 2000*(2), p. 287-306.

Peer Response 3:

I vividly remember my interview as a new teacher. The process was nerve-racking. As Edwards (2020) claimed “Job interviews are one of those tasks in which the two competing aspects of decision making -- intuition and judgment -- are particularly likely to be thrown out of balance”. Well, I was definitely thrown off balance! The interview was at an elementary school and the principal asked if I preferred primary or intermediate. I froze. In my head, I was trying to figure out a way to tell her that I would take whatever grade level was available, without sounding too desperate. Apparently, I was “in my head” longer than I thought and she looked across the desk at me and said, “Primary means grades K-2 and Intermediate means grades 3-5”. I was mortified! I knew what the words meant. After that, I felt like the entire interview went downhill from there. Fortunately for me, she gave me a chance anyway and I have been at that same school for 13 years now.

Personally, it was intimidating to watch the principal take notes as she interviewed me. There were long pauses after I completed my answers as she tried to capture my answers in her notes. I think I would have been less nervous if she had recorded the audio of the interview and scored me later. However, I understand that doing that would just increase the amount of time it would take to complete interviews. As we know, time is something that educators are already fighting for. One thing that was positive about the experience was that we were sitting at a table together and many parts felt like we were just having a conversation, versus me being interviewed.

If I were the principal, I would use an interview guide specific to each job. I would also include some scenario questions to see how they would react/respond in given situations that they will likely encounter as a new teacher/employee. I would also make sure that I included the vice principal or other member of the leadership team in the interview process so that we could have a conversation after the interviews and compare scores on the interview guide.

Edwards, B. T. (2020). End the in-person job interview a virtual search process can lead to better, more equitable hiring. *Chronicle of Higher Education, 5*, 41.

Peer Response 4:

In my career I have interviewed for a number of different types of jobs, at various different levels of management. Some of these interviews were multi-tiered and took most of the day. When I wanted to become a teacher, I felt that the process to get the job minimized the actual interview process. I knew I wanted to teach at the high school, so I began to stop by and meet the principal while I volunteered as a coach. I tried to stop by once or twice a week and speak with the principal about positions and what may come available. The actual interview took place in the local college arena and was a ‘cattle call’, hundreds of tables, and thousands of applicants. The reality was I do not see how anyone was hired just from that process alone. The positive was that they were able to perform a number of interviews. The negatives were many, and although I ended up getting a position, the interview process was not the reason I got the position. In fact, I was very sick with the flu and am sure I did not look like the best candidate. I know I didn’t win the job that day, but thankfully, I didn’t lose it.

The reality is that principals have to be careful not to fall into the trap mentioned in the Schliecher book, “in the case of teaching, the evidence suggests that all too often the selection process follows rules about qualifications and seniority that bear little relationship to the qualities needed to be an effective teacher’ (Schliecher, 2012, p.48). Principals need to focus on building “bench strength”. Identifying candidates for positions that may come open in the future. The worse time to try and find new teachers is when there is a pressing need. There are so many risk factors that need to be weighed, so many variables that can impact the school. The process is the process based on district policy and union negotiations. That being said as a principal I would try to maintain a strong list of potential hires, either from previous discussions, interviews, or from the surrounding colleges. This way I have had a chance to thoroughly vet the candidate before the interview. The other item I would change is to ensure a more complete job description is built and available. The applicants need to know exactly what the expectations are. This allows the interviewer and the interviewee to be well-versed in expectations for every job.

References

Schleicher, A. (2012). Ed., Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World, *OECD Publishing.* <http://dx.doi.org/10.1787/9789264xxxxxx-en>

Requirements: answer