**Module: *Parent and Community***

**Interview Purpose:** The purpose of this module is to give the candidate an opportunity to demonstrate his/her ability to build relationships with parents and community. This module will evaluate the candidate’s beliefs around parent and community engagement, skill in navigating conversations with parents, ability to take and implement feedback quickly.

**Time:** 30 - 60 minutes (you can choose to do Part I and/or Part II)

**Format:** There are two parts to this module. Part I is a suggested protocol to use for these role plays; Part II is a series of open-ended questions to ask the candidate. Please note that there are differing scenarios for Academic Deans versus Deans of School Culture. The scenarios are located at the bottom of this document.

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| **Differentiation for Internal Candidates** |
| * Consider using an incident that occurred this year or asking the candidate to reflect on a particularly challenging parent/teacher relationship. * Pull information regarding the candidate’s interactions with parents this past year. How many parents has he/she contacted? How often? Provide this data and ask the candidate to reflect on performance to date. |

**Part I: Role Plays**

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| **Time** | **Task** |
| 5 minutes | **Explain:** How deans interact with families and communities; frame role plays. |
| 2 minutes | **Read:** Share the scenario you’ve selected with the candidate. |
| 8 minutes | **Role play**: Candidate and interviewer engage in role play. |
| 5 minutes | **Debrief:** Interviewer gives candidate feedback on conversation.   * Allow the candidate to reflect * Share two areas of strength * Share two areas of growth * Make a suggestion (or two) about what to do differently |
| 8 minutes | **Do it Again**: Re-do whole/part of role play, depending upon where the candidate needs the most work. |
| 2 minutes | **Debrief:** Ask the candidate to reflect on his/her biggest areas of growth if he/she were to become the dean at your school next year. Ask the candidate what more he/she could do to improve upon his/her skills for next year. |

**Part II: Open-Ended Questions**

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| **Time** | **Task** | **Questions to Ask** |
| 30 minutes | **Q&A:** Engage the candidate in open-ended questions about his/her experience with parents and communities. | Tell me about your relationships with your students’ parents.  How have you built relationships with parents in the past?  How have you sustained, or even improved upon those relationships as the year progresses?  Tell me about a weak relationship with a parent. What made it weak? What did you do about it?  As a school leader, how do you envision investing parents at the beginning of the year? How do you envision sustaining that investment throughout the year?  As a school leader, how would you support your teachers in their pursuit of establishing and maintaining strong relationships with parents? |

**Academic Dean Scenarios**

**Scenario #1: Non-Promotion**Policy: It’s the end of the year and a scholar, Karim, is not on track to finish the year at grade level.  You have been communicating with the family throughout the year and you told them that there was likelihood that Karim would not be promoted. When you meet with Karim’s family at the end of the year, you share the news that Karim is not going to be promoted to the next grade. His family becomes irate. They threaten to pull Karim from the school if you don’t pass him on to the next grade.   
Context: The family’s biggest concern is the lack of clarity around the process.  The family acknowledges that they met with you several times but they claim your comments about Karim’s progress were vague and you made it seem like everything would work out in the end.   They were not expecting him to be held over. 

**Scenario #2: Homework Center**Policy: Scholars will stay after school for Missing/Incomplete Homework Center (HWC) the same day the assignment was due. Scholars with Missing/Incomplete HWC will also have to call their parents during AM homeroom and serve a silent lunch that day.

A scholar will be pulled for Homework Center for the following reasons:

* Did not submit homework (Missing)
* Submitted incomplete homework (Incomplete)
* Teacher would like to remediate instruction for a scholar that earned less than 70% on a homework assignment

Context: Parent has requested this meeting because he/she does not agree with the homework policy at the school. Parent is refusing to send her child to Homework Center. Last week, her scholar earned Homework Center on three separate occasions.   
  
**Description for “Acting Parent” (not to be shared with interviewee)**  
Context: Parent thinks that the policy is too strict and says it’s his/her decision as a parent regarding when he can/can’t stay after school. The scholar has to travel an hour to get to school and would get home too late. Also, he/she is on track to pass their state test, based on IA data, so Homework Center is a waste of time.

**Scenario #3: Parent/Teacher Conflict**Policy: We have a program called Teachers in Residence in which our TIRs spend one year training with us. They accomplish a variety of tasks, including but not limited to: running a book club group or intervention, managing Homework Center, assisting Operations with major projects, and more. There is one particularly strong TIR, Mrs. Greene, who’s been given the opportunity to teach one section of math. She’s struggling (predictably), but is beginning to improve.

Context: An argument between a parent and teacher has escalated and you are called to meet with the parent. The parent claims that her scholar, Jared, is failing math class because Mrs. Greene, who is a 1st year teacher, has not done her job well. She claims that her child should not suffer because Mrs. Greene doesn’t know how to teach.

**Description for “Acting Parent” (not to be shared with interviewee)**Parent calls Mrs. Greene a “young and incompetent” teacher. She wants her scholar to be moved to another classroom with Mr. Jay, who is a 5th year veteran at the school. She insists that it is not Jared’s fault; it is the school’s fault for putting him in a classroom with a “bad teacher”.

**Dean of School Culture Scenarios**

**Scenario #1: Suspension Policy**Policy:  Any “hands on” incident leads to a suspension. (ex: play fighting in line, shoving at recess)  
Context:  Yesterday, a scholar named Ana was involved in a hands-on incident in which she shoved another scholar while in line for lunch. Ana’s father, Mr. Salazar, is coming to meet with you because he is livid with the school’s decision to suspend his scholar for a “minor” incident. He does not agree with the suspension; he claims his daughter didn’t do anything wrong. During the conversation, he accuses the dean of not doing his/her job and of picking on his daughter.

**Description for “Acting Parent” (not to be shared with interviewee)**  
Context:  Mr. Salazar is upset – he violates professionalism right away with loud voice and refusal to look at the dean (this is a realistic role play of an upset parent – the challenge will be for the principal to first set norms for the meeting, ensure the dean feels respected and then address the parent’s many accusations).   Mr. Salazar accuses the dean of picking on his daughter, claims that the dean didn’t see what happened, and is accusing her daughter of something much more egregious than what actually happened.

**Scenario #2: Detention Policy**  
Policy: A scholar can earn a demerit for minor misbehaviors (being unprepared for class, not following directions, talking out of turn, talking in the hallway, uniform violation). If a scholar earns 4 demerits in a week, the scholar has to stay after school for detention from 4:15-5pm. This policy is explained to parents during the Family Orientation and the 30 minute Family Chat, during which the dean and family review school policies.     
Context: Mrs. Jerez, parent of Adriana, wants to meet with the DOSC to express her dissatisfaction with the detention policy. Last year, Adriana was well behaved; Mrs. Jerez never had any issues with the school. Currently, in the third week of September, her daughter is averaging 1 or 2 detentions a week. Mrs. Jerez thinks that the school assigns consequences for “petty” reasons, and that picking the child up from detention at 5pm is an inconvenience to her. Mrs. Jerez is refusing to allow Adriana to stay in detention and feels like there should be some other in-school consequence for her daughter that doesn’t require her to stay after school.