

AGENDA	CORBETT SCHOOL DISTRICT SPECIAL SCHOOL BOARD MEETING CMS at Woodard Rd and via ZOOM/Owl 31520 E Woodard Rd Troutdale, OR 97060	7:00 PM Wednesday, January 7, 2026
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- 1. Assemble in CMS Cafeteria at Woodard Road Campus
- 2. Introductory Comments
  - 1. **Review Stakeholder Report** **2**
    - Meetings Report
    - Online Survey Report
    - Develop Procedure and Schedule for Interviews**
    - 5 Questions to Ask
    - Finalist Selection
    - Interview Protocol
    - Interview Bias
    - Interview Schedule
    - Establish Procedure for Interview Questions**
    - Categories of Questions
    - Contract and Compensation**
    - Additional Information or Questions**
    - a. RECESS
- 3. Executive Session - ORS 192.660(2)(b) - To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or agent, unless he or she requests an open meeting.
- 4. Adjournment

**Corbett School District  
The Interview Process  
Questions to Resolve**

**Question #1: Does the Board wish to include stakeholders in the interview process?**

**Question #2: What are the components of the interview day and how is it organized?**

**Question #3: Do you want and how do we put together the Stakeholder Panel?**

**Question #4: How does the Board determine who to interview?**

**Question #5: How does the Board determine what to ask in the interview?**



# MCPHERSON *MJ* JACOBSON, LLC

## EXECUTIVE RECRUITMENT & DEVELOPMENT

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### **Superintendent Finalist Selection Process**

#### **BOARD GUIDELINES**

#### **Corbett School District**

- Confidentiality: Any discussion of candidates and materials you take from the closed meeting is confidential and may not be shared with others.
- Interview schedule: Each board member has an obligation to attend each interview and honor the time schedule. If a significant other/partner is attending the interview day, activities should be arranged to visit the community and points of interest which might positively influence the candidate you choose. Remember you are being interviewed too.
- At least two people should be responsible for details and coordination of activities of both the candidate and significant other/partner.
- Open or closed interview: If the board's interview is open, remind the public they may observe the process but may not participate. If the interview is in closed session, you need to decide if the significant other/partner is invited.
- Interview questions: If there are three questions for a given criteria and the candidate answers all three with the first question, skip the next question(s) and move to the next criteria. When you are satisfied with the response, tell the candidate "thank you" as a signal that the next question can be asked.
- Additional or clarifying questions are appropriate but can be time consuming.
- Each board member must complete the interview form on each candidate and when the process is complete, those forms must be returned to the consultants.

Group input: You will receive the "Stakeholder Group Input Form" from each group for each finalist. Do not review or use these until after your last candidate is interviewed and you are discussing all the candidates and making your final decision.

Selecting finalists: If the board desires a consultant to be present as you make the final selection, our presence is only to facilitate the decision-making process, not to direct you in selecting a particular candidate.

Review your notes on each candidate. In selecting your superintendent from the choices available, discuss the merits of each candidate. After reviewing each candidate, rank order all the candidates. If after the first ranking there is no clear choice, eliminate any who are not in contention and discuss the merits of the remaining candidates. Again, rank order the remaining candidates. Only after the candidates have been discussed and ranked do you review the community input forms.

Select your first and second choice and a close third choice if there is one. (In the event your final choice withdraws or selects another district before you offer a contract, you'll want to consider your second choice.)

**It is of critical importance that the new superintendent be hired on a unanimous vote.**

You may wish to visit the community of the final candidate. The consultants will coordinate the visit. We recommend you visit the community of only the final candidate unless you are deadlocked on two or more candidates.

If you desire that a consultant be present at any or all of the interviews, we will accommodate that interest; however, an additional fee will be charged.

Press release: The consultants will prepare a press release announcing the final candidates, including their current positions and locations immediately following the board meeting. Similarly, the consultants will prepare a press release as soon as you reach agreement with your final selection.

Verify acceptance: If you have asked a consultant to be in attendance at the decision-making meeting, the consultant can call and offer the position. The board president should otherwise make the offer and notify the consultant when the position has been offered and accepted. Verification is dependent upon a signed contract. The longer the time between the board's decision, an offer and a signed contract, the greater the risk of losing your choice.

Offering the contract: If you ask the consultant to offer the contract, we will represent you. Otherwise, be clear about what you're offering. Salary is the most important. Have a specific amount agreed to prior to making the offer. **Do not offer a range.**

Other areas the board should agree to prior to an offer:

- length of contract (# of years)
- insurance package
- number of vacation days and accumulation agreement
- number and type of leave days
- professional dues and attendance to professional conference(s)
- automobile allowance
- annuity or additional benefit (such as whole life insurance)

Review the current contract to be sure you've included necessary specifics.

Individual board members should not be in touch with the candidate(s) unless designated by the full board to do so.

If an individual board member is contacted **about** a candidate, they should notify the board chair.

If an individual board member is contacted **by** a candidate, they should notify the board chair who will notify the consultants and that candidate will be eliminated from consideration.

Be prepared to negotiate with your top candidate. You don't want to lose someone over minor differences. We would recommend you request that your board attorney review the contract prior to its being sent to the final candidate.

Return files: Return all applicant files and notes in your possession to the consultants. These will be returned to McPherson and Jacobson's home office in Omaha. Notes and files are kept five years in the event there is a legal challenge.

Confidentiality reminder: Any discussion of candidates and materials you take from the closed meeting is confidential and may not be shared with others.



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## INTERVIEW/DINNER PROTOCOL

### **Informal Interview**

The dinner period prior to the interview is intended to be informal and conversational. If possible, try to seat board members so they are within conversation distance of either the interviewee or the interviewee's spouse/significant other. Keep the dinner on schedule so the interview can begin at the intended time.

### **Formal Interview**

The spouse/significant other is welcome to sit in on the interview as an observer, but keep all interview questions directed at the candidate. Seat the candidate where all board members can make easy eye contact, with the spouse/significant other seated nearby. Everyone involved in the process must work to make the candidate feel welcome and as if they are the leading person for the position.

The chair should open the interview by once again briefly introducing all board members to the candidate and give a few opening remarks to indicate the number of questions the board will be asking. The time period allowed for the interview is typically 1 hour 30 minutes to 1 hour 40 minutes, with 10 or 15 minutes available afterward for questions the candidate may have for the board. This gives the candidate a general indication of how much time is available for answering each question. These time limits are intended as a general guideline only and some interviews may run a bit longer.

The chair may then begin the interview by asking the first question. Generally, a board will choose to work around the table with each board member asking one question at a time as they work down the list.

If a candidate touches on a related area of interest, a board member may ask the candidate to please explain or elaborate on that subject in more detail.

As the interview proceeds, the chair should be generally aware of the number of questions remaining and the time available so that all questions can be addressed within the general time limits. The chair may need to mention this at some point if answers are continually using too much time.

Board members may make as many or as few notes as they wish to help them in their deliberations later. They should make certain the candidate's name is recorded on the interview form they are using. At the end of the final interviews, after the board has finished its deliberations, the chair should collect all interview/note-keeping forms from the board and send them to McPherson & Jacobson. McPherson & Jacobson will keep these for five years as proof that all interviews were conducted in the same manner with the same questions.

### **Focus Group Input**

The board chair should make certain that the earlier committee interview groups have submitted their perceptions of the day's candidate in writing for use by the board at the end of the interview process.

Corbett School District

Group:

Date:

Number:

1. What are the good things about the community and school district?
  -
2. What are the issues and challenges the new superintendent will face?
  -
3. What qualities and characteristics do you desire in the new superintendent?
  -

## Corbett School District Superintendent Search

### Understanding Interviewing Biases - Leveling the Playing Field

There are many issues that interviewers run into when they allow biases to get in the way. These can include:

#### STEREOTYPING

Forming an opinion about how people of a given gender, religion, race, appearance, or other characteristic think, act, respond, or would perform the job without any evidence that this is the case.

#### GENERALIZING

Occurs when interviewers assume an interviewee's mannerism is part of their everyday behavior. For example, candidates who are nervous in an interview can be generalized as always nervous. An interviewer might generalize that a candidate lacks writing skills because the last two people hired from the same college had poor writing skills.

#### SIMILAR-TO-ME

Job interviewers tend to favor candidates who affirm their opinions and decisions and believe they communicate better with people who share their background, language, and belief system. Hiring people based on likeability can lead to a lack of creativity and a loss of critical evaluation in the workplace.

#### FIRST IMPRESSIONS

An interviewer might make a snap judgment about someone based on their first impression (positive or negative) that clouds the entire interview. For example, letting the fact that the candidate is wearing out-of-the-ordinary clothing or has a heavy regional accent take precedence over the applicant's knowledge, skills, or abilities.

#### HALO EFFECT

When an interviewer allows one strong point about a candidate overshadow everything else. For instance, knowing someone went to a particular university might be looked upon favorably, and everything the applicant says is seen in this light. ("Well, she left out an important part of the answer to that question, but she must know it, she went to XYZ University).

#### HORN EFFECT & NEGATIVE EMPHASIS

When an interviewer immediately judges a candidate negatively based on a single characteristic. Research indicates that interviewers give unfavorable information about twice the weight of favorable information.

#### CULTURAL NOISE

Since candidates want the job, they will provide answers the interviewer wants to hear, even if they are not entirely truthful. For example, an applicant might say that they have no problem working in a team setting, when this is not the case. Interviewers should prepare questions that probe for examples, instead of ones that elicit "yes" or "no" answers.

### *NONVERBAL BIAS*

Undue emphasis might be placed on nonverbal cues that have nothing to do with the job, such as loudness or softness of voice, or the type of handshake given.

### *CONTRAST EFFECT*

This occurs when an interviewer compares candidates to each other or compares all candidates to a single candidate. For example, if one candidate seems weak in some skill, others may appear to be more qualified than they really are.

*Adapted from Society for Human Resource Management*



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## Corbett School District Corbett, Oregon

### Sample Interview Schedule

(Name of candidate)

**DATE TBD**

- |                |   |
|----------------|---|
| 8:00 a.m.      | Greeting by board president at the school District Office<br><i>(person in charge/person being met)</i> |
| 8:15 a.m.      | Tour of Community and selected schools<br><i>(person in charge/person being met)</i>                    |
| 10:00 a.m.     | Central Office Administrators - Board Room<br><i>(person in charge/person being met)</i>                |
| 10:40 a.m.     | Principals - High School<br><i>(person in charge/person being met)</i>                                  |
| 11:40 a.m.     | Student Leaders - High School<br><i>(person in charge/person being met)</i>                             |
| 1:00 p.m.      | Meeting with Selected Community Members<br><i>(person in charge/person being met)</i>                   |
| 2:30 p.m.      | District Support Staff - Board Room<br><i>(person in charge/person being met)</i>                       |
| 3:15 p.m.      | Community Group -<br><i>(person in charge/person being met)</i>   |
| 4:00 p.m.      | Teachers - Board Room<br><i>(person in charge/person being met)</i>                                     |
| 5:00-6:00 p.m. | <b>BREAK</b>  |
| 6:15 p.m.      | Dinner with School Board - Place to be determined   |
| 7:30-9:00 p.m. | Formal Interview with School Board—Conference Room, District Office                                     |

**Corbett School District**  
**Day One**  
 Superintendent Search Schedule of Interviews

	<b>Candidate 1</b>	<b>Candidate 2</b>	<b>Candidate 3</b>
7:30- 8:20	<b>Breakfast:</b> Board Member A Board Member B	Board Member C Board Member D	Board Member E Consultant
8:30- 9:30	Stakeholder Group Interview -	<b>Coffee:</b> location Board Member A Board Member B	Free Time
9:40-10:40	Free Time	Stakeholder Group Interview	<b>Coffee:</b> Board Member C Board Member D
10:50-11:50	<b>Coffee:</b> Board Member E	Free Time	Stakeholder Interview: location
12:00-12:50	<b>Lunch:</b> Board Member C Board Member D	Board Member E	Board Member A Board Member B
1:00-2:20	Board Interview	Free Time	Writing Sample
2:30-3:50	Writing Sample	Board Interview	Free Time
4:00-5:20	Free Time	Writing Sample	Board Interview

**Day Two**

**Corbett School District**

	<b>Candidate 1</b>	<b>Candidate 2</b>
8:00 - 9:00 am	Breakfast with  Board Member A Board Member B	Board Member C Board Member D

9:15 - 10:15 am	Stakeholder Interview	Coffee with Board Member E
10:30 am - 11:30 pm	Coffee With Board Member E	Stakeholder Interview
12:00 pm - 1:00 pm	Lunch with Board Member C Board Member D	Lunch with Board Member A Board Member B
1:30 - 2:50pm	Writing Sample	Board Interview
3:00 - 4:20 pm	Board Interview	Writing Sample

# CATEGORIES FOR INTERVIEW QUESTIONS

## **Communications**

Example: How would you, as superintendent, communicate effectively with staff, parents, and other district patrons and maintain your visibility within the community?

## **Curriculum Issues**

Example; Discuss the latest trends in curriculum and instruction initiatives that you believe would be important within our district.

## **Decision Making**

Example: Tell us about a difficult decision you have made. How did you determine the recommendation and how did you evaluate the results?

## **Diversity**

Example: What have you done in previous positions and what will you do as our superintendent to ensure that you receive diverse perspectives on issues facing the district?

## **Finance**

Example: Budget development is a balancing act between needs. What steps will you take to ensure board, community, and staff support in decision-making?

## **General**

Example: Based on what you have learned about our district, what personal strengths can you bring to our schools and community to help us improve? What do you see as our biggest challenge going forward?

## **Instructional Leadership**

Example: What do you expect of principals as instructional leaders?

## **Integrity/Values**

Example: How would you decide if behavior by an employee was unethical or lacked proper integrity? What would you do?

## **Leadership**

Example: Describe a time you provided leadership around an issue/effort you knew/believed was right but may have been “controversial.” How did you know it was “right”? How did you develop your leadership plan and strategies? What happened? What would you do differently?

## **Organizational Oversight**

Example: How would you determine what changes you would make during your first year as Superintendent?

## **Personnel Management**

Example: How will you handle employees who do not fulfill the requirements of their job?

## **Public Relations**

Example; One of our concerns is to have a superintendent who will be accessible. How would you make yourself available given all of the demands on your time?

## **School Law and Legislative Issues**

Example: How do you stay current with legislative issues? How do you keep the Board up-to-date on those issues?

## **Situational**

Example: As a superintendent, how do you create a positive learning environment for all students? Follow up: How do you address the needs of low-achieving and high-ability students?

## **Superintendent - Board Relations**

Example: How do you envision an effective working relationship with the board?

## **Technology**

Example: What role does technology play in education today and what do you envision our students and staff having access to aid their learning?

## **Visibility**

Example: What do you do to create and maintain a high profile in your present community?

## **Vision**

Example: What process would you use to establish a vision for the school district?