

A+ Interviewing for Educators

A Comprehensive Guide to
Interview Questions and Answers

written by Shanna Mack and Greg Parry



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A+ INTERVIEWS FOR EDUCATORS

A Comprehensive Guide to Interview Questions and Answers

Written by Shanna Parry and Greg Parry



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1. Introduction

Utilizing our combined years and extensive experience as educational leaders, we have recruited teachers and leaders for schools throughout the world. We decided to write this book because during our travels we have met great teachers that we believed could have better showcased their skills and talents if they understood more clearly what the interviewer was looking for.

This book does not endeavor to be a definitive book of answers, but rather, our goal is to offer a comprehensive professional development resource that helps educators realize what they should be highlighting in the interview process. With that, providing exact, precisely formulated answers would be counterproductive to any interview process and certainly for anyone's own career development.

HOW TO USE THIS BOOK

We have formatted this book by first suggesting a potential question. Next we offer insight into what it is the interviewer is looking for in an answer. And finally, we offer suggestions on how you might formulate a dynamic response. Since there will never be just one “right answer” and each reader has unique circumstances, we have left two empty “bullets” for each question so you can add your answers and/or comments as it pertains to you and your experiences. These notes will prove useful when you do a run-through or practice interview with a friend or colleague.

SPECIAL BONUS SECTIONS

We hope that current and aspiring leaders will not only find the section for administrators particularly helpful, but also as professional development to consider what types of experience and skills are sought after in educational leadership positions.

You will notice after reading through the “international teaching” section of the book, that good teaching is universal. There are no set qualifications required to teach internationally. One must only have a passion for teaching, travel, and culturally rich opportunities.

AND FINALLY

We hope this book will prove to be an effective tool that will help you successfully land that dream job! As we indicated at the outset, this is not intended as a template by which you become a paper doll cutout of what you think is the ideal teaching candidate. Rather, we encourage you to learn from our experience from both sides of the interview table and learn how to showcase your unique talents, skills, and passions that make *you* the perfect fit for some lucky school . Good luck and happy teaching!

Greg and Shanna

Co-Founders - Global Services in Education, Ltd.

2. Preparation

RESEARCH

Researching the company or school to which you are applying is critical not only in preparation for your interview, but also as a means of psychologically projecting yourself into the role you're seeking. Remember, the application process is not as much about you as it is the interviewer feeling comfortable and excited about you being "in the role." It is their need they are trying to satisfy. Your goal should be to end the interview with them feeling that you are a natural fit with no concerns about your transition into the position.

Where possible, try to get an edge over other applicants by being insightful and demonstrating knowledge about the school or company that you would not otherwise know without making an extra effort. The website is an obvious source of information and will provide in simple terms the publicly available synopsis of key priorities.

You may also want to consider an extra call to someone within the organization to ask specific questions that may serve you well both at your interview and potentially provoke interest as "the candidate that called in advance with extra and insightful questions." Your follow up at the interview, referring to the person you spoke with by name, may also add credibility and help to create a good impression.

Consider researching and referring to the following key information:

- Student demographics
- Student achievement data
- School annual reports
- Strategic plans
- National, state and regional strategic priorities
- Curriculum plans

- Newsletters
- PTO news and current events
- Information specific to your grade or subject

FORMAT

Make sure you know the format of the interview. If possible, find out who you will be interviewed by and what the process will look like. This will not only prepare you for your interview but also ensure you are relaxed and not risking surprises that may catch you out unexpectedly. Although most interviews will be a simple questioning process, some may include in-basket exercises, responding to different scenarios, psychometric testing, role plays and other tasks.

PRACTICE

This book hopes to serve as a helpful guide in preparation for interviews. We suggest that you practice by answering questions out loud, writing out more complete responses and discussing them with colleagues. If the interview is by telephone, enlist a colleague to ask you random questions in a mock interview over the phone. Practice and preparation are more about training your mind to access and communicate the skills and information you already possess rather than learning scripted responses. If you do not have the experience or capabilities, the interviewer will quickly see through scripted answers and challenge them by drilling down and expecting more complete explanations. The questions will often be layered and will connect naturally.

Reread your resume several times. This will help you remember the key stages of your career, pertinent skills and experiences and evidence that justifies your success. You will be surprised at how this simple task is so powerful in the interview preparation process. Your resume was written to promote you, in a summary form. The interview is an extrapolation of this.

ADDITIONAL NOTE

Be careful of postings on social network pages. In this age of social networking, it is not uncommon for members of the interview team to search your name online to make sure that you represent yourself as a professional in all areas of your life.

3. The Interview

WHAT TO BRING

Provide extra copies of your CV and if appropriate, portfolios and extra materials. All materials need to be stored in a professional folder, demonstrating your preparedness as well as giving a positive and strong first impression about how well organized and professional you are. Think about also leaving your portfolio on a disk/USB to not only demonstrate your proficiency using technology but also to give the interviewer less paperwork to keep up with and store.

It is often a good idea to take a professional notepad and pen so you can write down any relevant information at the end of the interview or as necessary throughout.

It is essential that you know a short and sharp summary (no more than 90 seconds) of the key skills and experiences that make you perfect for the position. Some call this the “elevator speech.” It is quite important to take the opportunity when you get it to sell yourself in the most powerful but simplest form.

GETTING THERE

Double check the date, time and location of the interview. It is not unusual for candidates to prepare so diligently and thoroughly on all aspects of the interview process only to have made a simple error when reading an email or recording details about the event. Make certain you are familiar with the location, including the meeting room. If necessary, travel to the site the day before to ensure you know the best route. Always allow extra time for traffic and emergencies on the day of your interview.

Arrive early. Find a coffee shop or quiet space nearby to settle down and review your interview notes. This will ensure that you arrive at your interview relaxed and well prepared.

Plan on arriving for your interview roughly 10 minutes prior to the scheduled meeting time. Turn off your phone before walking in. Be aware of your surroundings and peruse any brochures left on display. This will help you stay focused and you will pick up additional key pieces of information that can be helpful as a discussion starter or to expand and make an answer to a pertinent interview question more relevant.

INTRODUCTIONS

Greet everyone you meet as if they too are interviewing you. You would be surprised how often other people's perceptions and input can influence the actual decision makers.

It is no secret that first impressions are crucial and the first 30 seconds are particularly so. While independence, individuality and freedom of expression are valued, you will be judged through the lens of others so sell yourself through their eyes and their expectations.

Demonstrate confidence and introduce yourself proudly by first and last name.

If you know the names in advance, take the time to make sure you know how to pronounce them correctly. If you are meeting for the first time, it may be a good idea to write the names down immediately to help you remember. This personal gesture and notation serves to send a subtle though powerfully positive message regarding your professionalism, thoroughness, and obvious regard for those interviewing you.

When initially meeting the panel, remember this is your first and therefore most potent opportunity to connect and build a relationship. Consider key phrases and topics that will naturally promote positive familiarity and easy rapport.

"It is nice to meet you....., I noted that you previously worked at You must be proud of your achievements there."

Consider other connections you can tap into that lead to brief but positive conversations unrelated to the interview process.

SHAKING HANDS

In modern times it is more likely that both genders will shake hands but be aware of cultural differences that can confuse matters. Especially if you are applying for an international school, you should not assume that mixed genders shake hands. As a general rule, watch the body language carefully and respond positively and confidently to the first response made by the interviewer. It is better to wait then respond confidently rather than come across confused or uncertain.

ATTITUDE

You need to be aware that your attitude will be reflected in your words, tone and nonverbal behavior from the moment you meet your interviewer. Use self-talk, positive mantras and focus only on positive thoughts about the position and your potential to secure it. Your positive “vibes” will be transmitted through your body language and make it much easier to respond to even the most challenging interview questions.

SMILE

Start with a big (and genuine) smile and demonstrate energy and enthusiasm. Send this message through your body language as well as your words. A sincere smile and enthusiasm will automatically project positive energy and responses from the interviewer.

NON-VERBALS

Eye contact is critical demonstrating not only confidence but also integrity when you are answering questions. If you are interviewed by more than one person, make a conscious effort to address each person directly. Do not focus all of your attention on any one person but rather disperse your attention as evenly as possible.

Sit squarely on your chair with your energy forward and in the direction of the panel. Avoid crossing your arms. Do not fidget, cross and uncross your legs or tap your feet. Use your hands to emphasize key points in positive ways. In some cases, over use of hand gestures can be misconstrued in negative ways. Keep them to a minimum.

COMMUNICATION

Use active listening to demonstrate your engagement with interviewers when they speak to you. Demonstrate that you are as interested in them as they are potentially in you.

Speak slowly and be aware that nerves can both speed up your voice and reduce clarity. Vary your pitch and intonation and try not to ramble. You should communicate with impact and clarity rather than over communicate simple points.

Key words and key phrases that illuminate your views, philosophies and skills should be prepared in advance.

DRESS

As a general rule it is important to dress slightly “above” the dress standards of the organization who is interviewing you. Poor impressions set by poor dress standards and choices will put you behind from the beginning and could distract the interviewer from the important key skills you have come to communicate.

If you have not met the interviewer, assume that they are conservative and professional in their perspectives. This does not mean boring and dreary but it is safer to be professional and corporate rather than ‘radical.’

THANK YOU NOTES

Make certain to get the names (with correct spellings and titles) of the people who interviewed you. You can easily do this by requesting business cards from the interview panel. Send a thank you note (either by post mail or email) that is received the day after your interview. This will bring your name to the forefront of their mind the following day and they will appreciate the thoughtful gesture!

4. REFLECTING ON YOUR PHILOSOPHY – A BRIEF SELF- EXAMINATION

As we have mentioned, our goal is to help you organize your thoughts much like a well-written resume, so that you are able to express yourself succinctly and articulately on virtually any topic. How can you do this if you don't really know how you feel on certain subjects? So, before we begin exploring possible questions and scenarios, take a few moments for an honest self-evaluation. There are no "right" or "wrong" answers here; this is simply an exercise that will help you form a clear picture of your personal philosophy.

The following statements are intended to provoke careful examination and reflection on your philosophy of teaching. Consider each of the following statements with the intention of creating a clearer picture of your personal vision and mission for quality education.

As you read each statement consider whether you agree or disagree. What about the statement makes you agree or disagree? If possible, think of examples within your own teaching experience. Don't be afraid to take notes, they will serve you well later! Although this is an exercise designed to identify your own values and beliefs on a wide range of educational issues, they are also topics an interviewer is certain to address at some point, so you want to be prepared.

- Ability grouping reduces student achievement.
- Good classroom management is the most important factor in an effective classroom.

- Children should be allowed to read whatever they want to read as long as they read.
- Noisy classrooms reflect poor quality instruction.
- Teaching can be too stressful.
- Children learn best by memorization.
- Children only learn a language when they are required to speak that language at home.
- Traditional educators do not understand how children learn.
- High levels of competition ensure students strive for success.
- Your customer is the student, not the parent.
- Students should have homework in every subject every night.
- Teacher expectations drive individual student performance.
- Small class sizes increase student achievement.
- Boys are better than girls in math.
- Testing is the most effective indicator of what students have learned.
- Some students only respond to firm disciplinary measures.
- An engaging lesson is the same as an entertaining lesson.
- Textbooks are not essential learning tools.
- Same gender classes increase student achievement.
- Children will learn to read when they are ready.
- All children can learn.
- A teacher should like all of his/her students.
- If a high school student wants to drop out of school, there is nothing his/her teacher can do about it.
- Teachers should have more control over students.
- Bright students achieve well in spite of their teacher.
- Every child should have access to a computer in every class.
- You cannot force a child to learn.
- When a student fails, it is not the teacher's fault.
- All school subjects are equally important and require the same level of thinking.
- Your students don't have to like you in order to achieve.
- Standardized tests should drive planning and instruction.
- A teacher cannot be expected to manage a child any better than the child's own parents can.
- Many teachers do not enjoy teaching reluctant learners.

- Students should only be allowed to participate in PE at school once they have achieved set standards in literacy and numeracy.
- If a student misses too many days of school, they should fail regardless of their grades.
- Teachers should always attend extracurricular activities.
- Students should feel comfortable opposing the opinions of their teachers.
- Overachieving students are overconfident.
- Students are getting better at irritating teachers.
- Too much parental involvement can be suffocating.
- Students should adapt to a teacher's teaching style as required.
- All students should obey their teachers and do everything their teachers tell them to do.
- Only specialists should teach science in elementary school.
- All children lie.
- Children do not naturally want to learn.
- Learning can't always be fun.
- Middle school students are the hardest to teach.
- Children of today no longer show respect to their elders.

5. PERSONAL PROFILE – GETTING TO KNOW YOU

Even if this is the first teaching position for which you've applied, odds are you have had job interviews before. If so, you know that virtually every interview will include questions about you personally. Once again, knowing yourself is the best way to prepare to give appropriate, coherent, and concise answers.

Are you a risk taker? Explain.

- The interviewer is looking for people who are innovative, critical thinkers who take calculated risks.
- Provide examples of calculated, professional risks you have taken that have positive outcomes.
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What is the last book you read for enjoyment?

- The interviewer wants to learn more about you as a person outside of the work place.
- The interviewer may be looking to connect your reading for pleasure with characteristics of a lifelong learner.
- Your answer should not include controversial books or controversial topics.
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Tell me something interesting or unique about yourself.

- The interviewer wants to know that you are an interesting person with depth and breadth to your personality.
- Share examples of your hobbies and interests but stay away from controversial topics.
- Think of surprising but safe points of interest, e.g., skydiving, white-water rafting, deep sea fishing, etc.
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Describe what you think the personal qualities of a good teacher are.

- The interviewer will connect your “list” to what he/she believes you aspire to be.
- Identify qualities that are broad in range, e.g., honest, kind, motivated, organized, sincere, happy, etc.
- Provide a brief explanation of why you connect your list to the characteristics of a good teacher.
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What do you enjoy doing in your spare time?

- This will provide the interviewer insight into you as a person and demonstrate balance in your life.
- The interviewer may also be connecting extracurricular activities you may be able to lead based on your interests (added value!).
- Include a number of things to show that you are well-rounded and versatile.
- Stay away from controversial activities and topics.
- Use this as an opportunity to connect with your interviewer.
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How would your friends and family describe you?

- The interviewer wants to get a sense of your personality outside the work context.

- The interviewer will want to hear characteristics that contribute positively to the work place, e.g., sense of humor, loyalty, dependability, persistence, tact, etc.
- Choose positive personal traits that are also valued professionally.
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6. PROFESSIONAL PROFILE

Much like the previous two sections, we suggest you take your time and thoughtfully consider each question. While we will make suggestions of how to formulate your response, ultimately the answer will be uniquely yours. Stay focused, positive, and *honest*. Try to avoid vague or ambiguous responses. Ideally, you should substantiate your answer with solid examples whenever possible.

What would your current supervisor say about you?

- Be aware! The interviewer may choose to call your current (or past) supervisor and ask them this same question.
- Be honest but only focus on the positive comments that your current supervisor would share.
- Discuss not only positive attributes that your current supervisor may share, but also discuss positive ways you have contributed to the school and its educational programs.
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Describe the qualities of a highly-effective teacher.

- Share qualities that are broad in range, e.g., depth of knowledge of content area, knowledge of how to teach to a variety of learning styles, ability to deliver engaging lessons, ability to organize subject matter in an accessible manner, ability to motivate students, strong and effective communication skills, highly effective student management, etc.
- Connect these qualities to your own attributes and discuss how they make you a highly-effective teacher.
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What is the best decision you have ever made?

- The interviewer is looking to see where your values and judgment lie.
- Choose a positive career decision or a life decision that brought new opportunities to you.
- Discuss how you went about making the decision and what specifically qualified it as the “best decision.”
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Why did you decide to become a teacher?

- Be honest and reflective in your answer.
- Demonstrate focus on students, learning, achievement and goals of education.
- Consider your strengths and skills that match the profile of a high-quality educator.
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Why are you the most qualified applicant for this position?

- Connect your strengths with the school’s needs, focus and vision.
- Highlight your accomplishments and what your programs and ideas can bring to the school.
- Show how you can increase student achievement and levels of student engagement.
- Discuss innovative and creative ideas you have implemented in the past.
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Have you ever been fired or asked to leave a position?

- Be honest. This is something the interviewer can easily find out for him/herself.
- Focus on what you learned from the situation and how you moved forward.
- Don't assign blame and don't go into a lot of detail.
- Focus on positive lessons and opportunities that were in relation to the dismissal.
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Success in school is proven to be influenced by a child's physical, social and educational environment. How do these possible contributors influence your classroom?

- Demonstrate an understanding of both positive and negative influences that students face.
- Discuss how you assess students' individual backgrounds.
- Demonstrate how you turn challenges into opportunities.
- Cite specific examples that illustrate how you have overcome challenges.
- Demonstrate your understanding of how students learn and excel.
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Describe the key characteristics of what you consider to be an ideal school.

- The interviewer is identifying what things are important to you and if you are a good "fit" for the new school.
- The interviewer is also identifying what you will contribute to the whole-school vision based on the characteristics that are important to you.
- Share a broad range of characteristics, e.g., morale, student involvement, school climate and culture, leadership style, curriculum model, collaboration, focus on achievement, etc.
- Connect your own characteristics with that of your ideal school and identify how you contribute to the overall school environment.

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What is your favorite aspect of teaching?

- Be thoughtful and honest in your answer.
- Reflect on your past teaching experiences and the things that excite you.
- Focus should be on students, learning outcomes, achievement and subject matter.
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List three adjectives that best describe you professionally.

- The interviewer will be trying to gain insight about what makes you unique.
- Use adjectives that focus on professional priorities, relationships and your personality.
- Consider how colleagues, supervisors, students and parents would describe you. From there, choose the three most comprehensive adjectives.
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How would your colleagues describe you professionally?

- The interviewer is looking to see if you can objectively evaluate your own performance and reflect on how others may see you.
- Demonstrate that you are self-aware and reflective in your answer.
- Reflect on your own strengths and the positive things you have contributed to your current school and teaching department.
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Identify three significant challenges that educators face today.

- The interviewer wants to know that you are insightful and are aware of current events and challenges.
- Be constructive and not negative.
- Identify the challenges and explain that you have the capacity to overcome them.
- Describe what you are already doing to overcome these challenges.
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Identify the people who have most influenced your professional life.

- The interviewer wants to know that you learn from others and seek out mentors.
- The interviewer will also want to gain insight as to what is important to you.
- Think about people in both your personal and professional life that have influenced you professionally.
- Discuss what traits made them so influential and how you've implemented what you've learned from them.
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Tell me about the last time you laughed at school.

- The interviewer wants to know that you don't take yourself too seriously and that you smile at work and you enjoy what you do.
- The interviewer also wants to know that you will contribute positively to school morale.
- Try to connect with your interviewer through a story that makes him/her smile.
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If you had been in charge of your last work place, what changes would you have made and why?

- Demonstrate a positive attitude.
- Illuminate your leadership skills and innovative problem-solving skills.
- Reflect on student outcomes and student achievement as a possible place to begin “changes.”
- Provide an example of an already good idea that you could improve. This will prevent your answer from sounding negative.
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Name three tangible and significant contributions you made to your former work place.

- The interviewer wants to know that you are innovative and you can make positive contributions to your workplace.
- Describe examples that either directly or indirectly improved student outcomes.
- Choose examples that are relevant for your new workplace.
- Give details explaining how you implemented the changes and what made them successful.
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Describe the characteristics of students you like to teach.

- The interviewer wants to know that you don’t have a narrow vision of what types of students you like to teach.
- The interviewer wants to know that you embrace all students equally.
- Use this as an opportunity to explain your philosophy on motivating reluctant learners, engaging students, etc.
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Identify your strengths and weaknesses as a teacher.

- Describe your strengths first and do so confidently. Do not be shy! This is your chance to brag about yourself.
- Include at least three strengths.
- Focus on strengths that complement the position and the school in which you are applying.
- The interviewer wants an honest, reflective answer identifying your weaknesses, but they do not want to hear a laundry list of barriers that will prevent them from hiring you. Reframe this part of the question as a “priority for personal development” or an “area of improvement.”
- Focus on just one “area of improvement” and describe what steps you have already taken to grow and advance in this area.
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7. SELF-MOTIVATION – AN ATTITUDE OF SUCCESS

What motivates you to come to work each day?

- Provide clear answers that focus on your own motivating thoughts and actions. Do not provide examples of times when others have motivated you.
- It might be a good time to reiterate why you first chose to become a teacher.
- Discuss your focus on self-development, taking on new challenges and making a difference each day.
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What defines a meaningful experience for you?

- Share original ideas and thoughts.
- Provide both a personal and professional example of a meaningful experience.
- Communicate why you have identified these specific examples as meaningful.
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Tell me about your leadership skills as a teacher.

- Describe what you think makes a good teacher leader.
- Showcase any leadership experiences you have had.
- Highlight your experiences, skills and sense of responsibility.

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How can your administrative team motivate you?

- Focus on active supervision, mentoring, training, school culture and climate.
- Recognize and communicate that motivation also comes from within.
- Your answer should include that you are self-motivated.
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Tell me about a goal you have set for yourself. What steps have you taken to reach this goal?

- The interviewer wants to see that you are goal-oriented, motivated and focused.
- The goal should be significant and timely.
- Include time frames and benchmarks as part of your answer.
- Focus on a professional goal that shows you are focused on your own professional development.
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How do you motivate your colleagues?

- Demonstrate an understanding that you are a role model.
- Focus on past or current leadership roles in your current job or community.
- Talk about the importance of celebrating other people's successes, having a positive outlook and avoiding negative behaviors.
- Give clear examples of how you provide challenges and offer support to colleagues.
- Demonstrate an understanding that different people are motivated in different ways.
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Do you consider yourself to be successful? Why? Why not?

- This question has two purposes: Your interviewer wants to know how you define and measure success and your interviewer also wants to rate your confidence as an educator.
- Focus on your beliefs about what your professional success looks like.
- Be confident and celebrate your successes.
- Your answer should reflect your own values and beliefs.
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Where do you see yourself in five years?

- The interviewer is looking to see if this job is a good fit for you now and five years from now.
- Discuss how this job could assist you in your professional goals and ambitions.
- Focus on how you will build your portfolio to meet future goals.
- If you do not know where you want to be in five years, focus on new challenges and opportunities that continue to take you in new directions.
-

8. GRACE UNDER FIRE – HANDLING STRESS AND PRESSURE

How do you handle stress at work?

- Communicate how you effectively resolve conflicts by focusing on possible solutions.
- Demonstrate your understanding of the importance of asking for support when needed and using humor when appropriate.
- Mention your own stress-reducing methods, e.g., exercise, meditation, listening to music, giving yourself a “time out,” etc.
- Communicate that you do your best to avoid stress through time management and planning.
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How do you perform when excess demands are placed upon you?

- Demonstrate your capacity to respond, cope and manage in stressful situations.
- Highlight things you do to reduce stress (both for yourself and colleagues) in stressful situations.
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What irritates you at work?

- Provide an honest answer that demonstrates constructive, professional behaviors.

- Focus on an irritant that could also be seen as irritating to a reasonable person so that you are not perceived as high-maintenance or difficult to manage.
- Discuss how you deal with this irritation so it does not evolve into a stressful situation.
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What causes you stress at work?

- Be clear about what causes you stress and why it causes you stress.
- Include examples of successful ways you have dealt with this stress in the past.
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Give me an example of how your school administration could prevent stressful situations in your workplace.

- Identify examples that reflect positive interactions and workplace practices that are realistic and relevant.
- Identify some examples that past administrators have implemented that have alleviated potentially stressful situations for you and your colleagues.
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How does stress affect your work?

- The interviewer is looking to see if you can handle stress and diffuse potentially stressful situations.
- If stress does not affect your work, provide examples of how you reframe the stress or pressures.
- If stress does affect your work, provide examples of how you manage these situations.
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What do you think is the most stressful aspect of a teacher's job?

- Be reflective in your answer so that the interviewer knows that you understand your job and the significance of your responsibilities.
- Focus on an answer that involves student achievement, engagement and the key goals of education.
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How do you multitask during stressful situations?

- Demonstrate that you have the ability to prioritize.
- Discuss how organization and prioritizing assist in multitasking. Provide examples that may include creating clear checklists with dates for completion.
- Demonstrate your ability to work smart.
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How do you separate personal and professional stresses?

- Be realistic and thoughtful about the challenges you face playing different roles to different people.
- List specific strategies that you use and explain how they work for you.
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9. DEPENDABILITY AND RELIABILITY – HOW DO YOU RATE?

How do you measure if you have done a good job?

- Demonstrate an understanding of educational goals that reflect gains in student achievement.
- Share your ability to reflect and review processes, set short- and long-term goals and meet the expectations of supervisors, colleagues, parents and students.
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Have you ever been assigned a task that required you to complete a project with minimal instructions given? How did you respond?

- Give a clear answer including how you ensured you had clarity about the project goals, where you went for information and what types of questions you asked.
- Focus on processes and outcomes.
- Discuss if you work better with fewer instructions or more-detailed instructions.
- Share positive outcomes.
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Describe a time when you achieved an excellent level of performance. Be specific.

- Your answer should be based on your performance and also reflect student achievement.
- Make sure your answer showcases excellence and not minimal job expectations or requirements.
- Focus on a recent achievement.
- Demonstrate your desire for excellence in all that you do.
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What are your expectations of yourself in the role as a teacher?

- Identify expectations clearly.
- Explain how your expectations are aligned with the interviewer's school vision.
- Ensure that your expectations are attainable and realistic.
- Focus on engagement, achievement, planning, collaboration, instruction, assessment and parent partnerships.
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Identify your three most significant contributions to your previous or current school.

- Answer should include three distinctly different examples, e.g., contributions to student achievement, parental involvement, and collegial collaboration.
- Focus on contributions that positively influenced others and increased student achievement.
- Discuss how those contributions could positively be implemented at your new school.
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How was your success measured in your previous or current school?

- Be specific with your answer. Your answer should demonstrate that you are reflective and understand how success is measured.
- Consider measurable (data) outcomes.

- Discuss student management, student engagement, student achievement and increased parental involvement.
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List the three most significant ways you measure student success.

- Discuss measurable, clear, timely and specific ways you measure success.
- Demonstrate formal and informal ways success is measured, e.g., levels of attention, frequency of correct answers, attitude, testing, short quizzes, etc.
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Tell me about a time when you failed to meet your supervisor's expectations. What did that look like?

- Don't offer too much detail on a poor job that you did. Instead choose a common problem and discuss how you implemented strategies for improvement.
- Focus on not making the same mistake twice.
- Talk about your own higher expectations of yourself.
- Demonstrate that you see incidents like these as good learning opportunities rather than negative experiences.
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10. PUNCTUALITY, PARTICIPATION AND DEDICATION

How many days of work did you miss last year? What were the reasons?

- Be honest but understand that the interviewer will be drawing conclusions based on your response.
- If you missed time due to an illness, be clear if the matter is now resolved. If it is an ongoing illness that will require more time away from work, explain these circumstances as well.
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What personal behaviors demonstrate your dependability?

- Your answer should be confident and specific.
- Include key behaviors, e.g., punctuality, ability to take responsibility for your own actions and choices, motivation to work without direct supervision and an ability to meet deadlines.
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What do you consider is a fair policy on teacher punctuality?

- The interviewer wants to know that you understand the importance of punctuality and professionalism.
- Stress that you will arrive at work on time based on school/contract policy.

- Demonstrate that you understand the need to be punctual (organizing your day, meeting with students and/or parents, etc.)
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What do you think are fair and reasonable work hours for a teacher?

- The interviewer wants to know that you are prepared to go above and beyond the call of duty.
- If necessary, ask specific questions about contractual work hours at the school for which you are applying so that you can provide an informed answer.
- Be sure the interviewer understands that you can organize and prioritize life and work commitments to ensure successful performance.
- Stress your understanding that in education there are no set “work hours” with extracurricular activities to attend, papers to grade and lesson plans to write.
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What would your previous supervisor say about your attendance and punctuality?

- You need to answer this question with an understanding that as a viable candidate they are likely to call your previous supervisor.
- If you had extenuating circumstances in the past that have affected your attendance and punctuality, truthfully communicate how these issues have been resolved, e.g., change of day care providers, moved closer to work, re-organized schedules, etc.
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11. MAKING MINUTES COUNT – PERSONAL PRODUCTIVITY

Describe how you would organize a professional development day.

- Communicate a well-organized plan with a focus on training and time management.
- Describe various groupings of training that best suit you and your colleagues' different learning styles.
- Mention efficient use of time and materials.
- Include individual, departmental and school needs.
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What processes have you implemented to demonstrate that you are an organized person?

- In a clear way, describe how you prioritize.
- Demonstrate your attention to detail and ability to meet deadlines.
- Your answer should be concise, direct and organized.
- Think about ways you stay ahead of paperwork and tasks, e.g., task lists, priority boards, specific calendaring of time, etc.
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Are you a multitasker or do you prefer to concentrate on one project or task at a time?

- The interviewer will expect that you will be a highly-effective multitasker dealing with the nature of the profession.
- Demonstrate your ability to manage student behavior, motivate students and teach engaging lessons to different styles and ability levels at once.
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Tell me about when you are least productive with your time.

- Focus on a personal example instead of a professional example.
- Demonstrate your ability to minimize the time you waste but be comfortable knowing that we all waste some time.
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How do you prioritize your work day?

- Show that you set priorities but allow for normal interruptions.
- Be systematic in your approach.
- Talk about how you organize your day and your flexibility dealing with newly assigned tasks that must take immediate priority.
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12. INTERPERSONAL SKILLS – HOW DO YOU RELATE?

How frequently do you like to receive feedback from your supervisor?

- Demonstrate your knowledge that regular feedback allows opportunity for growth.
- Acknowledge the importance of formal and informal feedback.
- Give examples of how you use feedback to improve quality of instruction.
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What do you do if you walk into the faculty lounge and hear a colleague speaking negatively about a student?

- Use tact when giving your answer.
- Detail that you would not participate in the conversation but instead would lead the conversation to a different topic.
- Discuss how you foster professional relationships.
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What do you think makes a person a good listener? Are you one?

- Focus your attention and make eye contact when answering.
- Talk about active listening: paraphrasing what the speaker said, responding by asking relevant questions, etc.
- Demonstrate that poor listeners are often just waiting for their turn to speak or planning what they will say next.

- Use good body language: lean forward, arms uncrossed.
- Reflect on your own demonstrated listening skills and the importance of listening to the needs of others.
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How do you deal with office gossip?

- Demonstrate your ability to stay away from it and not be a part of it.
- Stress the importance of respecting and treating others as you want to be treated.
- Focus on the importance of professional relationships.
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Do you consider yourself to be a persuasive person? If so, give an example.

- Demonstrate your ability to persuade people to act in a positive way. Cite an example when you have done this.
- Mention your strengths in negotiations and provide a concrete example if possible.
- Demonstrate how you help others to see your point-of-view.
- Give professional examples to prove that you can change people's minds to act in a positive way.
- Show that you can persuade a new course of action even if there is resistance.
- Give concrete examples that show not only your ability to persuade, but also your ability to compromise.
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How do you deal with someone who doesn't like you?

- The interviewer is looking for maturity and professionalism in your answer.
- Demonstrate your focus on professionalism and getting a job accomplished.

- Focus on being able to move agendas and relationships forward despite challenges and personality conflicts.
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What types of people do you work most effectively with?

- Reflect not only on your work style but consider other work styles that may complement your own.
- Talk about a positive professional relationship that involves someone who is a lot like you and a positive professional relationship that involves someone very different from yourself.
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In a group meeting or discussion, what role do you usually take?

- Demonstrate positive contributions you have made to a team, group or committee.
- Cite examples of your involvement in organized committees and describe various roles you have played that have led to positive outcomes.
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What do your behaviors look like when you interact with people you don't know well?

- Demonstrate your willingness to connect and network.
- Provide examples of strategies you employ to connect with others.
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How do you deal with constructive criticism?

- Demonstrate your understanding of the importance of feedback leading to growth.

- Discuss constructive criticism as an essential part of creating quality and success.
- Focus on seeing the value and connection of feedback, reflection and improvement.
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Give an example of when you have provided support to a colleague.

- The answer should be specific and professional.
- Demonstrate that your support was positive, timely and appropriate.
- Discuss how you identified the need to assist.
- Discuss assisting a struggling teacher with management, assessment, instruction, planning, etc.
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13. GOING WITH THE FLOW – HOW FLEXIBLE ARE YOU?

Describe a time when significant barriers prevented you from taking action that you deemed necessary. How did you respond?

- The example should demonstrate your ability to be flexible and achieve positive outcomes.
- Your answer should show your assertiveness but not that you are resistant.
- Communicate your ability to be open-minded and see others' views.
- Demonstrate your willingness to work overtime and outside of your job description as needed.
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Provide an example of a time when you had to adjust your own standards to align with your supervisor.

- Give a clear and specific example focusing on your own flexibility and ability to work outside of your comfort zone.
- Be sure to choose an example that does not involve you compromising your integrity, values or beliefs.
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How do you cope with change?

- The interviewer is looking to see that you understand that change is inevitable and that you have the flexibility to be a positive part of the change process.
- Your answer should reflect your understanding that policies and procedures should be updated and reviewed often.
- Show your proactive nature.
- Communicate your desire to embrace change instead of fearing it.
- Cite examples that clearly show how you help others through the change process.
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Identify a policy that was implemented in which you did not agree.

- Remain positive with your answer. (Watch your body language!)
- Communicate a policy that demonstrates your ability to adapt and see the “big picture.”
- Communicate your understanding that some policies must be made decisively before all facts can be communicated.
- Demonstrate a constructive approach to evaluating policies.
- Show your ability to listen to others and adjust.
- Demonstrate your unwavering positive attitude even when you disagree with a policy.
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Describe the level of detail and clarity you require in a job description.

- Demonstrate your understanding of the nature of evolving and changing job responsibilities.
- Describe your willingness to work in a flexible, ever-changing, student-centered work environment.
- Do not come across with a need for an overly detailed or extremely specific job description.

- Discuss your self-motivated nature and ability to work independently and efficiently.
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14. Problem Solving – What’s Your Style?

How do you handle conflict?

- Demonstrate your willingness to compromise.
- Demonstrate your ability to not take disagreements personally.
- Be careful of body language as you answer this question.
- Discuss your own persuasive and interpersonal skills that help you work through conflicts.
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What is the hardest decision you have ever had to make? How did it turn out?

- Think of a difficult decision that ended up having a positive impact, e.g., choosing to leave a job you loved, relocating for a job, etc.
- Explain why it was such a difficult decision and the process you used to make this decision.
- Use a professional example, not a personal one.
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What types of problems are you best equipped to solve? What types of problems are bigger challenges for you?

- The interviewer wants to know that you can independently solve problems.
- Use this answer as a way to provide insight into your problem-solving skills.
- Demonstrate that you are a critical thinker who is results oriented.
- Focus on your own ability to solve problems and face challenges.
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There is a strongly-opinionated person working in the same department as you. How do you manage that situation?

- Demonstrate your ability to connect and work with different personality types.
- Demonstrate the importance of building professional relationships.
- Acknowledge that you can only control your own actions and behaviors.
- Acknowledge the importance of recognizing and valuing other people's opinions regardless of their delivery.
- Demonstrate your ability to remain assertive but flexible.
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Describe a time when you were required to analyze a situation.

- Describe the task and the action that you took. Include details such as how you gathered relevant information, how you evaluated different options, and how you considered the benefits, challenges and implications of those options.
- Describe positive outcomes.
- Focus on your ability to independently work through problems and offer solution-based outcomes.
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What are the steps you take to solve problems?

- Describe a professional example that had a positive outcome.
- Focus on a problem that might be encountered at any school and demonstrate your ability to solve that problem.
- Cite the key behaviors to solving a problem, i.e., identifying the problem and causes, considering options, implementing change, reviewing and evaluating results.
- Demonstrate a clear, concise and logical process.

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Describe a problem you have faced at your current school. How did you solve it?

- Choose a problem you are likely to face at your new school.
- Focus on the solution and not the actual problem.
- Keep your answer positive and solution focused.
- Talk through your problem-solving skills for the context you are describing.
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Knowing that there are limited education jobs in some cities, how are you going about your search for employment?

- Demonstrate a positive attitude in regards to your job search by focusing this answer on selling your strengths and what makes you unique.
- List strategies you are employing to separate yourself from a large number of applicants, e.g., continued professional development, successful projects, thorough and detailed portfolio, etc.
- Describe how you are identifying the positions you are applying for and how they match your profile.
- Talk about what makes you the most viable candidate for the job.
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Give an example of a system or procedure you have created to improve efficiency.

- The interviewer wants to know that you can identify problems, implement potential solutions and proactively resolve matters

independently.

- Consider an example that directly impacts student achievement.
- Show your initiative and demonstrate your ability to consider new alternatives.
- Demonstrate that you are well organized and efficient in the workplace.
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Talk about a mistake you have made in a previous job and how you recovered.

- Admit mistakes – no one believes you are perfect. Discuss how you identify mistakes and the steps you take to correct them.
- Demonstrate your ability to reflect and evaluate your own performance.
- Turn this question around for a chance to share a success story.
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15. COLLABORATION – WORKING AS A TEAM

What would a disagreement with your supervisor look like?

- Demonstrate professionalism and high levels of developed rapport with your supervisor.
- Focus on how a disagreement involves sharing ideas and views in a professional manner.
- Demonstrate openness to understand different views and ideas.
- Stress that conversations are solution focused.
- Watch body language during answers.
- Show that you can express your opinions in a non-confrontational manner.
- Show that you do not hold a grudge.
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When given the choice, would you prefer to work independently or on a team?

- Demonstrate your ability to work in a range of roles.
- Demonstrate your understanding that different situations may call for different working arrangements.
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When part of a group or committee, how do you demonstrate initiative and cooperation?

- Discuss examples of demonstrated teacher leadership.
- Focus on the importance of sharing opinions and beliefs.
- Show that you are able to work in groups with various opinions and in a variety of roles.
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How do you develop cooperation with other departments and/or grade levels?

- Demonstrate an understanding of whole-school collaboration.
- Demonstrate your understanding of all parts making up the whole.
- Provide examples of curriculum and co-curricular projects or activities.
- Discuss the role of positive relationships to build cooperation between colleagues.
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Describe how you build relationships with new colleagues.

- Demonstrate the importance of working together as a team.
- Demonstrate your understanding of connecting on a professional level.
- Talk about how you will connect with colleagues at your new school.
- Describe specific actions and behaviors.
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What strategies do you employ to improve challenging relationships with colleagues?

- Demonstrate your understanding of the importance of working together as a team.
- Focus on your own willingness to adjust your style for the good of the team.
- Demonstrate a willingness to mend relationships.

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16. PARENT COMMUNICATIONS – KEEPING IT REAL

How do you communicate student progress and achievement to parents?

- Give specific examples.
- Mention that your contacts are timely and occur regularly.
- Discuss your communication and include both formal and informal ways you contact parents, e.g., parent newsletters, phone calls, emails, letters home, notes in homework agendas, student expectations, etc.
- Demonstrate an understanding that communication should be individualized for student and parent needs.
- Detail that your communication covers key academic issues as well as specific requested information.
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Describe what an effective parent/teacher conference looks like.

- Explain the importance of having the student in attendance for buy-in.
- Demonstrate an importance that all positions are heard and are clear.
- Outline how a plan moving forward is developed and communicated.
- Discuss how you demonstrate student achievement in a conference, e.g., sample work, copy of grades, behavior chart, etc.

- Communicate progress in all key areas: attendance, attitude and academics.
- Discuss that communication must be clear and concise so all key areas are discussed in a limited time.
- Demonstrate an understanding that all questions should be answered, a plan moving forward should be in place and that care and quality of education are effectively communicated.
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How do you deal with an angry parent?

- Demonstrate the importance of finding the root of the problem or miscommunication.
- Talk about how you will genuinely express that you are focused on the success of their child. Cite examples of how you can demonstrate that to the parent.
- Remain solution focused with your answer.
- Talk about being prepared to provide documentation of student achievement and/or behavior issues for any of your students at any given time.
- Demonstrate an understanding that the parent is personally connected to every comment you make about the student.
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How do you communicate your expectations and standards for quality learning?

- Your answer should be clear and concise.
- Describe ways you do this both formally and informally, e.g., providing a written introduction to parents, communicating your educational philosophy to both students and parents, providing rubrics, etc.
- Talk about your personal behaviors and how they demonstrate your expectations.
- Demonstrate your personal philosophy regarding the success of all of your students.

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Describe how you conduct difficult phone calls with parents.

- Demonstrate how you will convey that you value the child and his/her parents' support.
- Describe how you will say something positive about the child in the classroom before stating the problem.
- Detail the parts of the phone call: introduce yourself, state the purpose of the phone call, focus on the behavior, cite specific examples, brainstorm solutions, create a partnership to solve the problem, plan to follow-up and follow through.
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How do you engage parents to become actively involved in their children's education?

- Describe how and when you communicate, e.g., openly and often.
- Talk about how you will communicate to parents what you are teaching.
- Demonstrate the importance of reporting both good news and struggles with parents.
- Talk about the role of the parent as a volunteer in your classroom.
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When do you contact parents?

- Give specific examples outlining when you contact parents, e.g., to celebrate successes, give regular updates on progress, proactive interventions, follow-ups, etc.
- Focus on solution-based problem solving with parents.
- Demonstrate an understanding that parents do not like surprises.
- Demonstrate the importance of using parents as allies.

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How would you respond to a parent's concern that you are not challenging his/her child academically?

- Demonstrate your appreciation that parents come to you with concerns and struggles regarding their child's education.
- Discuss how you would find out what the parent's expectations are and what they are basing their opinion on.
- Describe how you would gather evidence and evaluate information available.
- Demonstrate your knowledge that instructional standards are both whole class and individualized.
- Explain the importance of involving the student.
- Talk about your consideration of different learning styles, strategies and enrichment opportunities appropriate for the child.
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How would you respond to a parent's opinion when they disagree with your judgment about their child's grade on a project?

- Explain the importance of finding out what the parent's expectations are.
- Talk about what the parent is basing their conclusion on.
- Have an open conversation about criteria and descriptors. This should have been communicated to students when the assignment was assigned.
- Cite the importance of being able to show achievement (or lack of) based on this criteria.
- Explain the importance of focusing on quality of work and not the student personally.
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17. LIFELONG COMMITMENT TO LEARNING – WHAT’S YOUR CAPACITY FOR GROWTH?

How do you keep up with changes in your field of study?

- The interviewer wants to know that you are self-motivated and passionate about learning.
- Discuss what professional journals you are currently reading.
- Discuss your most recent professional development and how it impacted your classroom instruction.
- Identify your professional networks, key mentors and partnerships.
- Be able to discuss the latest trends in your field.
- Demonstrate your desire to learn new things and your ability to do so quickly.
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As your potential employer, what additional training would you like us to provide?

- The purpose of this question is to both identify your needs and judge your motivation for self-improvement.
- Reflect on what your professional needs are and align them to the job in which you are applying.

- Identify how you are already working towards acquiring the knowledge that you have identified as important.
- Identify what method of training reflects your preferred learning style. Provide examples.
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What subjects in school did you like learning the most? The least?

- The interviewer is interested in identifying your strengths and weaknesses and potentially your learning style.
- Provide insight into your educational passions and interests.
- Your answer may also connect to potential extracurricular activities, clubs and sports. (If you enjoyed drama as a student, you may be suitable for leading school theatrical productions.)
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What would your expectations be for training at a school level?

- The interviewer wants to see that you are self-motivated and will take responsibility for your own learning.
- Communicate that you are hopeful that this new position would offer assistance, training and mentoring as needed.
- Be motivated but also realistic with your response.
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What did you learn in your previous school?

- One of the advantages of new hires is their potential for bringing new ideas and contributions.
- Identify best practices that you would share with your new colleagues.
- Align what you could contribute to the new school's vision.
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Tell me about the last professional book you read and how it changed your work performance.

- Make sure that the book is current and was read recently.
- Provide a brief synopsis of the book and why it is relevant to your instruction/curriculum area.
- Discuss changes you implemented after reading the book.
- Discuss the impact of your reading on student outcomes.
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Describe an example of a situation where others knew more than you about a topic. How did you close the gap?

- The interviewer wants to know that you work collaboratively and are able to learn from others.
- Talk about your positive attitude toward the learning process.
- Embrace the philosophy that you don't know everything and share a demonstrated openness about learning from others.
- Demonstrate your ability to seek out ideas from others.
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What was the last successful professional conference/workshop you attended? What made it successful?

- Provide a brief synopsis of a recent workshop or training.
- Discuss the format, what you enjoyed most and how the information was presented.
- Talk about what you implemented from this conference and the impact on student outcomes.
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How do you stay up to date in your professional field?

- Demonstrate value in professional development and learning.

- Show the range of researched, evidence-based materials you access.
- Mention relationships that you have developed and maintained.
- Describe your mentors.
- Talk about the last thing you learned.
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What will your professional training needs be in this new position?

- Reflect on the position and specific nature of the job and context.
- Reflect on your own strengths and weaknesses.
- Focus on your strengths and how they can contribute to the training needs of the school.
- Demonstrate value of your new school's vision and a complete understanding and commitment to it.
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If you were to write a professional book for teachers, what would the topic be? How did you choose that topic?

- The interviewer wants to find out what you consider to be your area of expertise.
- Reflect on your own strengths and how you could help others.
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18. PREPARING AND PLANNING FOR SUCCESS

Describe the processes you use to design a unit.

- Consider standards, syllabus, student skills and abilities, what resources are available and what skills are needed to reach mastery.
- Explain the importance of working collaboratively with other team members and designing assessment instruments based on mastery of a skill.
- Ensure the interviewer that you will have both formal and informal methods established to check for understanding.
- Discuss methods that you use to engage and motivate students.
- Include appropriate celebrations when goals are met and skills are mastered.
- Demonstrate that you can see the big picture and identify details to reach the end goal.
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Describe your most important priorities in the first few days of a school year.

- Explain the importance of establishing routines, creating relationships and learning students' names.
- Talk about your methods to evaluate prior learning so that curriculum can be designed in response to that.
- Focus on beginning instruction quickly and setting high expectations.

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How do you identify what should be taught in your classroom?

- Explain that curriculum is most likely syllabus and/or school driven.
- Discuss the importance of understanding students' prior knowledge and their different educational needs.
- Demonstrate your clear goals and expectations about key elements you include in instruction, e.g., respect for others, love of learning, thinking skills, etc.
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What is the function of a lesson plan? Are lesson plans necessary?

- Demonstrate the importance of planning and mapping progress.
- Describe what a good lesson plan looks like and what it should include.
- Demonstrate your knowledge of using lesson plans in planning, delivering instruction and reflection.
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What does your long-term planning look like?

- Describe your planning by working backwards from a year to a quarter to a unit to an individual lesson. All planning should be based on mastery of skills.
- Describe the purpose and benefits of long-term planning.
- Discuss your level of detail in planning.
- Describe the different components of a lesson plan, i.e., anticipatory set, objectives, activities, closing activities, homework, etc.
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What do you like to do during a planning period?

- Focus on the activities that you do during this time and how those activities improve instruction and achievement in your classroom.
- Demonstrate productivity and management of time.
- If working on a team, discuss how time can be used for collaboration.
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Describe the first and last five minutes of your class.

- Talk about the importance of bell-to-bell instruction and students being on-task immediately.
- Focus on an activity that begins your class and what the purpose of the activity is, e.g., review, connect, anticipatory set, sponge activity, etc.
- Focus on closure/review activities to end class.
- Discuss objectives: When are they discussed with students and how do you know if students meet daily class objectives?
- Talk about how you issue homework assignments and when you discuss the previous night's homework assignment.
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19. ENGAGEMENT THROUGH INSTRUCTION

Describe what a typical lesson looks like.

- Discuss the purpose of an anticipatory set and closing activities.
- Define clear objectives and give examples describing how you teach to various learning styles using real-world connections.
- Discuss the importance and your implementation of individualized instruction.
- Show the importance of resources being well organized and available.
- Discuss how you engage students in meaningful lessons.
- Give examples of how you check for understanding during lessons.
- Talk about how homework is assigned and how it will be evaluated.
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Describe a skill in your curriculum area in which students often struggle. How do you overcome those challenges?

- Explain the skill and why it is a difficult skill for students to understand.
- Discuss how you teach the skill engaging different learning styles, making real-world connections and checking for understanding regularly.
- Discuss only best practices and strategies.
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In what ways can a teacher connect more effectively with a student through multicultural awareness?

- Demonstrate the importance of understanding the individuality of children.
- Demonstrate an understanding that cultural context is a factor in student learning.
- Cite examples of how you build relationships with students from various backgrounds.
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What types of multicultural activities promote tolerance and diversity in your classroom?

- Show an understanding that tolerance and diversity are not only demonstrated through activities but through climate and behaviors as well.
- Cite examples of activities that you have taught in your classroom that teach about cultures and the characteristics of different regions.
- Discuss opportunities that you use to embrace other cultures.
- Demonstrate your ability to embed this naturally within the learning process, e.g., gestures, body language, tone, etc.
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In order to enhance your curriculum, list examples of enrichment activities you use in the classroom.

- Demonstrate your understanding that this is not about EXTRA work. This is about building on already mastered skills through enrichment activities.

- Cite examples that prove depth of learning in activities you use or have used.
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Through questioning, how do you increase depth in learning?

- Discuss your use of higher-level questioning. Cite examples.
- Discuss how you respond to incorrect answers. For example, if a student answers a question incorrectly, do you help the student discover the answer by asking probing questions?
- Talk about the need for “wait time” and individualized questions for students.
- Discuss the importance of asking a variety of closed- and open-ended questions as appropriate.
- Demonstrate the importance of building on answers that lead to higher-level questions.
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Describe your most successful unit and why.

- The interviewer does not want to hear about the unit you love to teach necessarily. The interviewer wants to hear about the unit that achieves the best outcomes and meets curriculum standards.
- Give an example of a challenging unit to show your expertise.
- Outline the characteristics of the unit with a focus on engagement and learning outcomes.
- Talk about what makes your unit so engaging.
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Explain what differentiation looks like in your classroom.

- Provide a clear definition illustrating your complete understanding of differentiation.
- Discuss ways that you have met the needs of a range of learners.
- Give examples of how you engage all students to ensure that no child is anonymous, e.g., individualized instruction, modified assessments, etc.
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Convince me that you are an innovative classroom teacher.

- Discuss how you keep up with latest trends and developments in your curriculum area.
- Demonstrate that you are a critical thinker and leader.
- Demonstrate that you never teach the same lesson or unit twice. Reflection is a valued characteristic.
- Talk about how you collaborate with your colleagues to provide challenging ideas and concepts.
- Stress that your innovative ideas enhance mastery of curriculum; they are not a distraction from it.
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How do you communicate learning objectives with students?

- Discuss how you develop objectives that are driven by curriculum and give examples of how the objectives are communicated to students and parents.
- Talk about different ideas you implement in your classroom to ensure that objectives are meaningful to students, e.g., students understand the purpose of the lesson, students create their own objectives, etc.
- Cite examples of how you assess that objectives are mastered.
- Provide details about what mastery of an objective looks like.
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How do you monitor authentic engagement in your classroom?

- Provide specific examples of how you monitor this.
- Demonstrate the importance of proximity, asking questions, checking for understanding, assessing quality of work, providing individualized attention and instruction, etc.
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How do you make real-world connections in your subject area?

- Discuss how you involve students and your community in the planning.
- Talk about how you refresh each lesson and unit regularly.
- Give examples of your use of technology and other resources.
- Cite examples of how you connect lessons to the real world, e.g., guest speakers, real-world problem solving, etc.
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How do you transition from one activity to the next?

- Stress that your methods focus on the least amount of lost instructional time.
- Demonstrate the need to keep students engaged during transitions.
- Demonstrate knowledge that planning should allow transitions to happen in a natural way.
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Describe the key characteristics of a highly-effective classroom environment.

- Show the importance of highly-engaged students, quality instruction and using a wide range of learning styles to reach all learners.

- Illustrate the importance of student work displayed in the classroom.
- Demonstrate your understanding that a safe learning environment where students can take risks must be fostered.
- Demonstrate the importance of teacher and students modeling respect.
- Reflect on your own classroom and the things that make it highly effective.
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20. TAKING LEARNING HOME

What do you feel is the purpose of assigning homework?

- Acknowledge that homework should be an extension of instruction.
- Talk about how much homework you assign and how often.
- Connect this answer to your understanding of how students learn.
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How do you evaluate homework?

- Reflect on your grading practices and relate these to your beliefs on teaching and learning.
- Discuss how you use homework as a tool to know that students have mastered objectives.
- Discuss the percentage of a student's final grade that reflects homework.
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How do you motivate students to complete homework?

- Discuss your basic practices: Do you assign a grade to homework? What are the expectations and relevant consequences for students if they do not complete homework? How do you communicate the homework assignment so parents know expectations and assignment?

- Give examples of how you motivate and engage students to complete homework, e.g., provide a variety of activities, make it relevant, provide choice, etc.
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21. STUDENT ASSESSMENT – FORMAL AND INFORMAL

Explain how student learning is improved by using assessments.

- Demonstrate your knowledge of students' ability levels and levels of understanding.
- Demonstrate an understanding that assessment is one part of the learning process.
- Communicate that assessments are one way to gain information to ensure mastery has been achieved.
- Show your understanding of connecting student assessments with class objectives and activities.
- Demonstrate how student assessments influence and adjust your planning.
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How do you informally assess students?

- Reflect on your own daily checks for understanding.
- Demonstrate the importance of informal assessments to connect objectives with mastery.
- Give examples of what types of things you assess informally.
- Give examples of how you record and use the information.
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Explain the range of assessment methods you use in your classroom to assess student performance.

- The interviewer wants to hear about a broad range of assessment tools you use both formally and informally that cater to different learning styles.
- Give specific examples.
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How do you prepare your students for standardized tests?

- Talk about how you communicate the importance of the test to the student.
- Give examples of how you practice using similar test formats in every day contexts.
- Stress the importance of teaching the test process and creating a comfortable testing environment.
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How do you know if a student has achieved mastery of a skill or concept?

- Demonstrate your knowledge of what mastery looks like as appropriate per grade level.
- Demonstrate knowledge that mastery should include students applying the knowledge in different contexts.
- Discuss your use of criteria and descriptors.
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What do you consider when evaluating student performance?

- Talk about how your syllabus and/or curriculum guidelines will guide this.
- Discuss the importance of criteria and descriptors.
- Discuss factors that may be influencing student performance in either a positive or negative way.
- Talk about assessing core skills as well as holistic development.
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How do you give feedback on assessments?

- Stress the importance of feedback being timely, specific and clear.
- Demonstrate a need to balance constructive feedback with positive feedback.
- Talk about next steps for students after they receive your feedback.
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22. STUDENT MANAGEMENT AND MOTIVATION

Talk me through your thoughts and beliefs on classroom management.

- The interviewer is making sure that your management system is proactive and not reactive.
- Demonstrate your ability to manage student behavior.
- Talk about how your management system follows a progressive discipline model.
- Demonstrate an awareness of involving the parent in the management model.
- Stress the importance of student buy-in and ownership.
- Demonstrate a belief that levels of student engagement and classroom management are logically connected.
- Acknowledge that your system supports school rules.
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Talk about how you monitor student behavior and performance.

- Demonstrate knowledge that monitoring is structured, clear and concise.
- Demonstrate that you have an effective reporting and communication system in place.
- Focus on your monitoring process being timely.
- Talk about the importance of informal and formal monitoring procedures. Give examples.
- Communicate an organized system.
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How do you communicate the standards and expectations of your management plan?

- Demonstrate the importance of standards being clear and concise.
- Demonstrate how you will communicate that your management plan reflects the whole-school management plan.
- Describe how standards are communicated to parents.
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How do you motivate your students?

- Demonstrate your desire to involve students in the art and skill of discovery.
- Demonstrate your knowledge of engaging various learning styles, making real-world connections, and communicating a clear plan including objectives and standards.
- Give examples of when providing students with a choice of activities has had positive outcomes.
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How do you develop your students' leadership skills?

- Consider relevant and meaningful activities.
- Discuss independent choice, motivation and service to others.
- Talk about opportunities to lead in a supportive environment where students feel comfortable taking risks.
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What strategies do you use to motivate reluctant learners?

- Demonstrate an understanding of engaging various learning styles.

- Cite examples when you have overcome learning barriers.
- Demonstrate your ability to make real-world connections.
- Discuss the importance of using various resources to engage students.
- Stress the importance of setting benchmarks, establishing routines, involving parents and having students set objectives and learning goals.
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How do you manage group work?

- Discuss how you group students and ensure all members of the group are participating in the activity, e.g., timekeeping, recording, validating, reading, etc.
- Discuss the importance of setting expectations for group work.
- Demonstrate your knowledge of the different roles of group members and how learning is shared.
- Share how you monitor group behavior and participation.
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How do you reward students?

- Reflect on the role of positive feedback and recognition in your classroom.
- Describe how you privately and publically recognize student achievement.
- Describe formal and informal opportunities to reward students.
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How do you inspire creativity?

- Demonstrate the importance of choice in your classroom and describe what that looks like.
- Describe how you create an environment for safe risk taking.

- Demonstrate the importance of celebrating creativity and displaying work.
- Demonstrate your use of research-based ideas and strategies.
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How do you gain the respect of your students?

- Talk about the importance of modeling respect and professionalism.
- Describe how you build relationships, e.g., clear expectations, be firm but fair, be organized, set clear objectives, develop good relationships with parents, etc.
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When working with small groups, how do you manage student behavior?

- Discuss how you create engaging activities with clear goals, expectations and timelines.
- Talk about the importance of close and appropriate monitoring.
- Describe appropriate responses to off-task behavior.
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How do you deal with habitual discipline problems?

- Demonstrate the importance of following your progressive discipline plan.
- Stress the importance of communication with parents.
- Mention the importance of monitoring for potential learning barriers.
- Discuss when you would seek additional support.
- Cite specific strategies you employ, e.g., change of seating, phone call home, individual conference with the student, etc.
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How do you develop self-esteem in your students?

- Give examples of how you create an environment where students can take safe risks.
- Demonstrate the importance of finding something that allows specific children to demonstrate success.
- Stress the importance of giving regular, genuine, positive feedback.
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When do you involve administration for assistance with discipline challenges?

- The interviewer wants to know that you are competent in handling discipline issues.
- The interviewer wants to see good judgment as to when you involve administration.
- Demonstrate your understanding that administration is there for support. They should not be used in lieu of your own classroom management system.
- Provide examples of steps you take before seeking direct support.
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What strategies do you implement for tardy students?

- Stress the importance of beginning class when it is scheduled to begin.
- Demonstrate consistency in a monitoring system that does not disrupt instruction.
- Demonstrate the importance of involving parents.
- Provide logical consequences that follow your progressive discipline plan.
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What three tips would you share with a beginning teacher regarding classroom management?

- The interviewer wants to know that you have key priorities that emphasize your student management practices.
- The interviewer also wants to know that your classroom management system is easy for you to communicate clearly, reflectively and concisely.
- Share ideas and strategies that are your own best practices and talk about what makes them effective.
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How do you deal with a student cheating or committing plagiarism?

- The interviewer is looking for consistency and proactive strategies.
- Stress the importance of teaching what plagiarism is and why it is inappropriate.
- Stress the importance of involving the parent.
- Demonstrate the importance of building a culture of honesty, integrity and truthfulness.
- Mention that your own practices would always reflect your school's plan.
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How do you deal with bullying in the classroom?

- Demonstrate the importance of dealing with this issue immediately.
- Demonstrate steps you take to identify bullying and/or potential bullying situations.
- Stress the importance of parental involvement.
- Demonstrate that this is high priority and that you deal with it swiftly and proactively.
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23. LITERACY – DEVELOPING INDEPENDENT READERS AND WRITERS

How do you expand your students' vocabulary?

- The interviewer is looking for a connection between reading and vocabulary.
- Demonstrate the importance of expanding word knowledge.
- Give examples of specific strategies you use, e.g., a word of the day, exposure to words through reading, etc.
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How do you teach students to become active readers?

- The interviewer is looking for specific strategies.
- Cite examples that stress the importance of “talking through reading passages” with students to demonstrate active reading.
- Emphasize the importance of students thinking while reading, e.g., predicting, questioning, etc.
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What strategies would you implement to teach grammar?

- Share innovative and engaging activities that reach a variety of learning styles.

- Describe different models you use to introduce grammar rules and practices.
- Demonstrate the importance of teaching grammar in context.
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Tell me about a unit when you incorporated a piece of culturally diverse literature.

- Name a specific unit and discuss how the piece was chosen.
- Give examples illustrating how cultural diversity was taught within the selection.
- Describe student engagement and learning outcomes.
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Identify the strategies you employ to improve students' writing skills.

- Discuss specific strategies you use to connect writing across the curriculum.
- Focus on basic writing skills including vocabulary, subject-verb agreement, etc.
- Demonstrate the importance of making tasks relevant and engaging.
- Discuss how you teach students to write with purpose for a range of audiences.
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When a student's literacy is below grade level, how do you teach grade-level standards?

- Focus on both fundamentals and enrichment activities you use to help students reading below grade level.
- Cite examples of successful students with whom you have worked with in the past.
- Include parents in your plan.

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What criteria would you use to select reading material for students in your subject area or grade level?

- Demonstrate knowledge of your curriculum/syllabus.
- Discuss age and skill level appropriate considerations, e.g., high-level interest, age-appropriate subject matter, etc.
- Demonstrate an understanding of various levels of engagement for students regarding subject and relevance.
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How do you teach writing?

- Focus on basic principles, engaging topics and activities specific to the age and subject you are teaching.
- Give a specific example of a successful unit/lesson you teach and discuss engagement and student outcomes.
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How do you teach literacy to a range of abilities?

- Demonstrate your use of a range of reading passages and activities.
- Share a successful lesson or unit to demonstrate your expertise.
- Include details of how you engage all learners making reference to their range of abilities.
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24. ENGLISH LANGUAGE LEARNERS – BRIDGING THE GAP

How do you meet the needs of students with limited or no English speaking skills?

- Demonstrate your understanding of language acquisition.
- Discuss your strategies for improving language skills.
- Cite examples of how you encourage parental involvement.
- Demonstrate your knowledge of appropriate resources and support available.
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How would you help a student new to the country transition into your class?

- Talk about the importance of connecting that student with a peer.
- Provide an opportunity for the student to share their home country and culture to the class, e.g., tell stories, show items that represent their home country, etc.
- Give examples of how you would build a rapport, e.g., identify logical connections between the student, their classmates and shared cultures.
- Demonstrate the importance of connecting with his/her parents.
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Explain how you would encourage parental involvement of ELL students' parents to improve learning outcomes.

- Demonstrate an understanding of empowering parents through social and educational activities and connections.
- Demonstrate your value of respecting the mother tongue in your classroom and at school.
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How do you build collaborative learning partnerships within your classroom?

- Focus on connecting ELL students with English speaking students.
- Cite examples of activities that will cultivate an environment that celebrates differences.
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Describe your experience working with students with limited language skills.

- Talk about your professional experiences.
- Focus on connections, specific activities and engagement levels.
- Demonstrate your knowledge of the instructional skills that foster language development.
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How do you modify instruction for ELL students?

- Give specific examples.
- Focus on basic fundamentals as well as teaching grade-level material.
- Focus on examples that make learning accessible for students when language is a barrier.
- Demonstrate your knowledge of research-based best practices.

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Describe the characteristics of a typical ELL student.

- Describe challenges ELL students may face with spoken and written word.
- Discuss how proficiency may seem sound in a conversational context, but the student may struggle with more complex challenges.
- Explain that some ELL students may have difficulties applying language in higher-order thinking situations.
- Demonstrate your ability to analyze and evaluate the individual needs of an ELL student.
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25. MATHEMATICS – MAKING IT COUNT

What is the purpose of homework?

- Demonstrate the importance of practice and applying math concepts.
- Stress the importance of your goal of automaticity.
- Discuss how homework builds on skills taught in class.
- Give your views on what independent practice looks like.
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How do you evaluate homework?

- The interviewer is looking to see how you check that homework is accurate before moving on to a new skill or concept.
- Discuss innovative ways you check homework efficiently.
- Discuss what percentage of a student's final grade reflects homework.
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How do you feel about the use of calculators in your classroom?

- Demonstrate your views and opinions and share why you believe what you believe.
- Share your knowledge and comfort levels with different calculators and when you use them in instruction.
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How do you group students?

- Reflect on your practices while considering the purpose of activities.
- Discuss management issues and how you proactively deal with them.
- Discuss advantages and disadvantages of ability grouping.
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Explain your philosophy on issuing partial credit to students who follow correct processes but have incorrect or incomplete answers.

- The interviewer wants to know if your philosophy matches his/her school's philosophy.
- Consider what the objective of your lesson is and what you are evaluating.
- Discuss how you separate process from the end result.
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How do you incorporate literacy into your curriculum?

- Demonstrate the importance of students explaining procedures in writing.
- Talk about your use of word problems.
- Demonstrate the value of literacy in all content areas.
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There may be a perception by some students that some mathematical concepts may be irrelevant, depending on their future careers (algebra, trigonometry, calculus). Why should these be taught in secondary schools?

- Communicate relevance of subject matter.
- Connect to real-world skills for all students.
- Focus on the role and importance of mathematics in everyday life, both personally and professionally.

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Describe a concept that students commonly struggle with. How do you teach that concept?

- Give examples of specific and numerous strategies you use to teach difficult concepts.
- Stress the importance of making math relevant.
- Discuss your classroom use of hands-on manipulatives.
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Identify some “math myths” and how you dispel them in your class.

- The interviewer wants to know that you know what you are facing as potential barriers with some of your students and how you overcome them.
- Consider “debunking” such things as: “Girls are bad at math;” “I will never use math in real life;” “Math is boring;” etc.
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What types of resources do you use to make mathematics relevant?

- The interviewer wants to know that you do not rely on the textbook alone.
- Demonstrate that you use a range of resources to keep students engaged.
- Give examples of your use of manipulatives, word problems, technology, etc.
- Talk about when you invite guest speakers into your classroom to talk about how they use math in their careers.
- Demonstrate the range of ways you introduce new concepts and ideas.
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How do you construct a mathematics unit?

- Discuss how you build on concepts, use a variety of resources, assess student levels and needs, etc.
- Give an example of a particularly engaging and successful unit you teach.
- Talk about how you connect new concepts to other concepts already mastered.
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Explain the role of textbooks in your planning.

- The interviewer wants to know that you do not use a math textbook as the only resource when planning lessons.
- Demonstrate your use of a math textbook as one of a number of potential resources.
- Focus on materials and resources that reflect a variety of learning styles.
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How do you work with teachers in your science department to reinforce math skills?

- Demonstrate a connection between math and science.
- Show your ability to work collaboratively with other teachers and departments.
- Describe your motivation to move mathematics across other curriculum areas.
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26. SPECIAL NEEDS STUDENTS – TEACHING THE INDIVIDUAL

What are some key factors affecting special education today?

- The interviewer wants to know that you are aware of current issues and understand key challenges.
- Focus on your plan to overcome the obstacles you mention.
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Describe the systems you have in place to manage the paperwork and recordkeeping that is required for special needs students.

- The interviewer wants to know you have an organized system in place.
- The interviewer wants to know that you understand the amount of paperwork involved and its importance.
- Discuss your organizational system in a clear way.
- Focus on not sounding overwhelmed by the amount of paperwork.
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Describe the main components and purposes of an Individualized Education Plan (IEP) or similar systems.

- Focus on ensuring that the IEP remains individualized.

- Discuss IEPs you have assisted in writing.
- Talk about people to include in drafting, editing and implementing the process, e.g., case manager, classroom teacher, facilitator, administrator, parent, etc.
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Describe your experiences implementing an Individualized Education Plan (IEP).

- Describe any experiences you have with designing or being on an IEP team.
- Discuss how you implement strategies to cater to individualized needs.
- Give examples of your monitoring and review processes.
- Give examples of how you provide alternative assessment models.
- Discuss use of extended time for assignments and assessments.
- Demonstrate the importance of collaboration with the student's case manager and specialist.
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Explain how you determine and deliver individualized instruction and support for special needs students.

- Stress the importance of following an IEP and how the IEP must reflect current research and best practices.
- Demonstrate the importance of documenting successful and unsuccessful practices so that the IEP can continually be improved.
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What types of assessments have you used?

- The interviewer wants to know that you have used a variety of assessments.

- Share what types of assessments work better for you and how you use assessment information.
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What is your area of specialization?

- The interviewer wants to know not only your specialty, but why you chose that particular field.
- Connect with your interviewer in a way that he/she sees your passion for your area of expertise.
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How do you feel about inclusion as opposed to a self-contained classroom?

- The interviewer wants to know if your beliefs match his/her school's philosophy.
- Be reflective in your answer.
- Discuss your own past experiences and how those experiences have shaped your opinion.
- Focus on success stories.
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How do you support a general education teacher who is having difficulties meeting an IEP for a student?

- Demonstrate your knowledge of special education laws and the importance of following every detail of an IEP.
- Talk about when you would meet with the teacher and provide assistance and tips.
- Discuss the importance of building rapport with teachers and providing support.
- Demonstrate the importance of regular meetings with general education teachers to provide support, receive feedback and share ideas and strategies.
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How familiar are you with special education laws and guidelines?

- Give examples of times you have worked with special education students.
- Mention not only your familiarity with the laws, but that you know where to go if you have a question about a particular law.
- Demonstrate the importance of working within special education laws and guidelines as well as staying current on changing laws.
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What resources do you use in your field to ensure student success?

- The interviewer wants to know you use a wide range of resources and that you are aware of current, research-based models.
- The interviewer wants to know that you use a variety of resources to match learning styles.
- Consider resources, e.g., community resources, colleagues' expertise, parents, technology and other less traditional forms.
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What makes a student “gifted”?

- Define “giftedness” in terms that reflect current research.
- Talk about when a specialist may conduct formal evaluations.
- Mention the individual strengths of all students.
- Discuss any previous experience you have working with gifted learners.
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How would you identify a student with learning problems?

- Demonstrate the importance of assessing student work, observing in class behaviors and monitoring levels of engagement.
- Stress the importance of identifying the root of the problem.
- Demonstrate that you are thorough and have a full understanding of all your students' learning needs.
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What do you think an effective model of inclusivity is?

- Demonstrate your understanding of inclusivity, including the accommodation of different learning needs within the general education classroom setting.
- Explain the expectations for the classroom teacher in regards to teaching and strategies.
- Reflect on your own philosophy and beliefs.
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Describe accommodations you have made for students with special needs.

- Demonstrate your understanding that this should be individualized.
- Give examples showing how you monitor and document success of accommodations.
- Demonstrate evidence that you have made effective accommodations by providing examples and success stories.
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27. USING TECHNOLOGY TO ACCELERATE LEARNING

What is your most recent use of technology in your classroom instruction?

- Demonstrate an understanding of the uses of technology to assist instruction.
- Give examples of how you use technology to improve the quality of learning.
- Make certain that examples show use of technology as relevant and enriching.
- Show an understanding that incorporating technology in the classroom goes beyond application of skills, e.g., typing a report, using the computer as a calculator, etc.
- Demonstrate your broad skill set and cite examples.
- Demonstrate your potential to learn new programs quickly.
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Describe some drawbacks of using technology in the classroom.

- The interviewer is looking to see that you understand the importance of technology integration for improved learning outcomes.
- Demonstrate your ability to manage the additional complexities of a technology-based activity.
- Demonstrate an understanding of the risk that inappropriate application of technology becomes a replacement for key fundamental skills.
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How do you support other teachers facing challenges or a reluctance to use technology in their classrooms?

- Give specific examples of things you have done to show support, e.g., model, hold workshops, provide sample activities, provide training, etc.
- Demonstrate the importance of being a part of the collaborative planning process.
- Stress a need to keep tasks manageable and simple.
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During an average unit, what percentage of student-centered activities is technology based?

- Reflect on context and how you use technology.
- Focus on consistently integrating relevant technology into your curriculum.
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How do you ensure that student learning is enhanced by the use of technology?

- Stress that the activity should increase learning and achievement and reinforce objectives and mastery of skills.
- Outline strategies you employ to monitor and measure success in student learning.
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How do you use technology in your own life?

- Demonstrate a proficiency and understanding of basic technology.

- Demonstrate your understanding of the importance and relevance of technology in daily lives.
- The interviewer does not expect you to be a technology expert but needs to see adaptation to change.
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28. The Early Years – Early Education Instruction

What are the key characteristics of high-quality early education instruction?

- Focus on curriculum-based instruction that reflects your school's vision.
- Mention key learning fundamentals and the social development of students.
- Talk about how you teach early education students to take risks, be creative, have a willingness to try new things and remain flexible.
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How would you use parent volunteers in your classroom?

- Demonstrate flexibility in adapting to school policies and guidelines.
- Discuss how parent volunteers can influence student achievement.
- Focus on giving volunteers clear instructions and expectations.
- Talk about how you show appreciation to parents for volunteering their time.
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Describe the benefits of a play-based approach to learning.

- Cite research and best practices.
- Give examples of proven strategies that you have implemented in your classroom.
- Demonstrate your understanding of a child's development process.
- Discuss your understanding of the key stages of learning.
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How do you construct reading programs in your classroom?

- The interviewer wants to hear that you are using proven methods for each particular stage of reading.
- Give examples of specific programs you implement in your classroom.
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How do you keep students reading and developing on grade level?

- The interviewer wants examples of intervention techniques that are proven to work.
- The interviewer wants to know that you understand the importance of students staying motivated and on grade level.
- Cite specific research-based strategies.
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How do you work with parents to help transition students into school?

- Talk about effective partnerships with parents and how you communicate with parents.
- Stress the importance of keeping students engaged.
- Discuss different strategies that you use that have proven results.
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How do you organize your classroom?

- Reflect on your methods and describe what makes them effective.
- Describe your classroom and justify the benefits of doing things the way you do.
- Think about including reading corners, displayed work, room for inquiry learning, etc., in your discussion.
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How do you integrate all subjects into your curriculum?

- The interviewer wants to see balance and natural connections.
- Discuss your collaboration with specialists as appropriate.
- Cite reading programs and math programs you use.
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What systems do you have in place to manage resources?

- The interviewer wants to know you are organized.
- Talk about your use of a wide range of resources.
- Tell the interviewer how you use and organize resources to reach a variety of learning styles.
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How do you teach handwriting?

- Reflect on your own best practices.
- Give examples of research-based methods that you use in your classroom. Cite success stories.
- Discuss the resources you use.
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Provide an example of something children find difficult to learn. Explain how you teach that concept.

- Reflect on a difficult concept that clearly answers this question.
- Demonstrate that you have a range of strategies to engage all learning types.
- Discuss what makes your example a difficult concept for students.
- Cite positive student outcomes.

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What grade level do you like to teach best and why?

- The interviewer wants to find out about your preferences and strengths.
- Share your flexibility that you can teach in a range of areas and grade levels.
- Be reflective and thoughtful when discussing the different grade levels of students.
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What do you think recess should look like?

- Include descriptions of supervision and other organizational systems.
- Focus on student safety and supervision.
- Stress the importance of using recess as an opportunity to connect students that are struggling socially and to monitor for bullying prevention.
- Describe how long you think recess should last, what part of the day it should be held and how to handle rainy days.
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29. TEACHING IN THE MIDDLE – THE MIDDLE SCHOOL YEARS

Describe the key characteristics and unique needs of a middle school student.

- The interviewer wants to know that you understand that students at this age are changing and growing rapidly.
- Reflect on social, physical and emotional elements.
- Consider the changes in middle school age students' development and their need for an independence they are not quite equipped to handle.
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Identify the strategies you have employed to help students build social connections.

- Provide specific examples. Describe how you implemented strategies and cite outcomes.
- Consider individual student and classroom examples, e.g., pairing “study buddies,” teaching students how to build friendships, encouraging positive social interactions, etc.
- Describe how you connect with students and how you identify students who need social assistance.
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Many people believe middle school is the most challenging years of schooling. Explain if you agree with this statement and how this is

reflected in your planning and classroom instruction.

- Reflect on your own beliefs and practices.
- Give examples of age-appropriate and high-interest activities that engage middle school students.
- Demonstrate that your planning integrates and connects learning with the real world.
- Demonstrate your knowledge of the unique characteristics of a middle school student by identifying some of their unique traits, e.g., strong need for peer approval, challenges with adult connections, irregular physical growth patterns, etc.
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What should a middle school look like?

- The interviewer is looking to see that you understand the concept of teaching the “whole student.”
- Consider physical appearance of the classroom.
- Describe the physical appearance of the campus.
- Describe what a class/bell schedule should look like.
- Describe in detail what teaching instruction should look like to ensure students are engaged and student outcomes are positive.
- Discuss what student activities/sports/student involvement should include.
- Be prepared to justify all of your ideas.
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How do you engage a student during a typical class period?

- Consider class length(s) for the school you are applying for if possible with reference to a shortened bell schedule, block schedule, modified block, etc.
- Cite clear examples of age-appropriate and high-interest activities.

- Include examples of transition activities.
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How do you motivate a middle school student?

- Show your use of real-world connections.
- Demonstrate the importance of allowing students choice of assignments.
- Discuss your best practices and why they work.
- Demonstrate your practice of asking questions that allow students an opportunity to share their own opinions and views.
- Stress the importance of meaningful activities that allow students to set their own learning objectives.
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Why do you enjoy teaching middle school?

- Demonstrate your love of education and a connection with students in your answer.
- Focus on honest and professional reasons.
- Identify your key benefits of working with students during middle school years.
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30. FOREIGN LANGUAGES – CONNECTING CULTURES THROUGH LANGUAGE

What are the key components to consider when structuring a lesson?

- Focus on listening, reading, writing and speaking.
- Demonstrate and provide examples of a range of highly-effective strategies for language acquisition.
- Talk about how you make connections to students' native language(s).
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How do you differentiate for students that learn at different rates?

- Demonstrate your use of a range of group sizes from small- to whole-group instruction.
- Discuss how you address visual and kinesthetic learning styles.
- Give examples of engaging activities that show positive student outcomes.
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What interventions would you employ to help struggling students?

- Share your own practices including peer teaching.
- Demonstrate your use of individualized modifications while balancing grade-level standards and expectations.

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How do you expand learning outside the walls of your classroom?

- Focus on multicultural activities and community connections.
- Talk about exposure to holidays, customs and celebrations of the studied culture.
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How do you motivate students that do not value learning a second language?

- Show connections to the real world and the community.
- Discuss the importance of parental buy-in and engaging lessons.
- Demonstrate connections that can be made through sports, food and history.
- Discuss innovative strategies you use in your classroom and provide examples.
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31. SCIENCE – CREATING FUTURE SCIENTISTS

What is your strongest field of science?

- The interviewer wants to know that you have a passion for science.
- Reflect on your strongest field and what makes it your strength.
- Demonstrate your expertise and that you are a resource to others.
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What is your weakest field of science?

- Focus on an area that you would like to receive more training and professional development.
- Do not refer to this area as a weakness but instead an “area of focus.”
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Explain the role of the textbook in your curriculum planning process.

- Describe your use of the textbook as one of many resources.
- Reflect on the range of resources you use and describe the role they play.
- Give examples of resources you use to reach a variety of learning styles.
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How do you teach lab safety?

- The interviewer wants to know this is a priority and that you understand that it must be taught.
- Demonstrate your view that lab safety should be taught and tested.
- Give examples of how you teach and monitor this.
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What does an effective lab assignment look like?

- Stress the importance of clear procedures and expectations.
- Focus on lab safety and sound student management.
- Mention how you prepare resources well in advance and make them accessible.
- Discuss the importance of well-constructed lab reports.
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How do you incorporate other subjects into your science class?

- Demonstrate the importance of incorporating math, technology, reading, writing and social studies into your curriculum. Cite specific examples.
- Talk about how you work collaboratively with other teachers and departments.
- Show that you understand that science and other subjects are interconnected.
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How do you make science relevant?

- Give examples of lessons that are engaging, hands on, current and relevant.
- Show how you make real-world connections for students.
- Talk about how you allow students to learn through exploration and experimentation. Cite examples.
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How often do your students participate in labs?

- The interviewer wants to know how you determine the frequency and integration of labs in your curriculum.
- Demonstrate the importance of making science hands on.
- Talk about how lab experiments engage different learning styles.
- Discuss the importance of students realizing the “how” as well as the “why” in science.
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How do you utilize networks and partnerships to make science relevant?

- Discuss how you use networks, guest speakers and professional organizations to impact student achievement.
- Stress how you use your networks and partnerships to teach relevance within your curriculum.
- Explain how your networks and partnerships help you stay current on trends in your field.
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Tell me about the most recent science event that you consider to be significant. How did you incorporate this into your classroom?

- The interviewer wants to know that you make science relevant and stay current on trends and studies.
- Cite a specific and timely lesson where you have incorporated a recent science event into your curriculum.

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32. MAKING MUSIC COME ALIVE – CLASSICAL TO ALTERNATIVE

What is your major instrument? What are your proficiencies on other instruments?

- The interviewer wants to hear about your strengths and that you are able to teach a range of instruments.
- Talk about your personal musical experience here.
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What are a few typical struggles that an average student may face when beginning to learn a new instrument? How do you overcome these struggles?

- The interviewer wants to know that you are aware that different instruments cause different types of challenges for students. Be specific in naming a few challenges associated with each instrument, e.g., students with small hands playing brass instruments, struggles to master breathing techniques, etc.
- Provide specific strategies you use to overcome the obstacles you mention.
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Describe how you would develop a marching band show.

- Discuss what your practice schedule would look like, how you would select musical pieces and how you would involve students in the selection process.
- Describe strategies for training a marching band.
- Cite examples of past success stories.
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How do you manage and organize instruments and repairs?

- Consider the school philosophy.
- Discuss how and if you loan/rent students instruments.
- Describe your inventory system.
- Describe what repairs you feel confident fixing yourself.
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Describe your philosophy and approach to teaching music.

- Describe your views regarding students needing to know how to read all lines of music, write music, etc.
- Discuss your use of practice logs.
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How do you choose music pieces?

- Consider the ability of your student group, the audience and the venue.
- Demonstrate your strategy of including students in the selection process.
- Nominate some examples and describe why you chose them.
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How do you successfully teach all students when they are learning a variety of instruments?

- Focus on student engagement.
- Demonstrate your use of groups.
- Discuss practice schedules.
- Discuss your student management practices.
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What are your views on independent practice?

- Discuss how much independent practice you feel is necessary for achievement.
- Discuss how you monitor and evaluate independence practice.
- Describe how you handle situations in regards to practice when the student does not have an instrument at home.
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Discuss your expectations regarding performances.

- Discuss your expectations for school activities, outside school activities, community events, etc.
- Describe best practices for encouraging students to participate in outside activities.
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What are some strategies you employ to recruit students for your music program?

- Talk about the strategies you use and the positive results you have had in the past, e.g., word of mouth, feeder school performances, etc.
- Talk about your enrollment numbers and your retention rate.
- Demonstrate the importance of making music lessons engaging.
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Describe what I would see on a typical day of students rehearsing.

- The interviewer wants to know that you can achieve success through well-ordered and engaging lessons.
- Talk about student management, organizational systems, levels of engagement, etc.
- Stress your motivation techniques as part of your management system.
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33. CAREER AND TECHNICAL EDUCATION – WORKING ON WORK

How do you keep abreast of current trends in your subject area?

- The interviewer wants to know that you are aware of current trends.
- Talk about the professional resources you use. Consider memberships, associations and networks in which you belong.
- Talk about how you create partnerships with industry and how that benefits your students.
- Give examples of engaging projects.
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Give an example of a lesson that includes entrepreneurial skills.

- Cite an example from your classroom teaching.
- Include how you motivated students and their positive learning outcomes.
- Describe how you used community members to connect the project to the real world.
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How do you teach skills that make your students employable?

- Demonstrate knowledge that you know what employers are looking for.
- Stress the importance of making lessons relevant and meaningful.
- Cite examples of industry partnerships you have created and how they have affected student outcomes.
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How do you create partnerships with business and community leaders in your field of study?

- Talk about networks.
- Provide examples where you have had success in creating partnerships and how it affected student outcomes.
- Describe what a successful partnership looks like.
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How do you teach soft skills in your field of study?

- Demonstrate your understanding of what soft skills are and their relevance to the work place, e.g., communication skills, working as a team, problem solving, etc.
- Cite specific examples of how you teach soft skills within your curriculum.
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34. COUNSELING – GETTING TO THE HEART OF THE MATTER

What experience have you had with interpreting standardized test scores?

- Discuss experiences you have had interpreting data.
- Talk about any high-stakes tests you have administered, how you analyzed and communicated results, etc.
- Talk about what you view as important information gained by analyzing test scores.
- Demonstrate the value of test scores.
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Identify the most important resources you make available to students.

- Focus on resources being based on students' needs and relevance.
- Demonstrate that you are in touch with students' needs and know what is important.
- Demonstrate your own proactive nature.
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Describe the role of counseling in a school.

- List typical job descriptions.
- Talk about your professional relationships with administrators, teachers and students and what each looks like.

- Share your views on the counselor being one important step in a school-wide or teacher-based progressive discipline plan.
- Talk about your experiences developing a master schedule.
- Discuss any student incentive programs you have led.
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What would you do if a student came to you stating that they had a personality conflict with one of his/her teachers?

- Discuss how you would resolve the issue. Cite successful examples.
- Know the philosophy of the school before mentioning changing a student's schedule as this is not common practice in most schools.
- Talk about supporting the student and the teacher.
- Describe how you bring the teacher into your solution.
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What process do you use to support a child in need of social development?

- Discuss how you identify these students.
- Give examples of how you would help a "loner" connect with other students.
- Demonstrate your understanding of developing the whole child.
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Provide some examples of challenging cases you have dealt with as a counselor.

- The interviewer wants to know that you understand your obligations for either confidentiality or direct reporting as required.
- The interviewer wants to know that you can deal with difficult situations.
- The interviewer wants to know that you follow procedures.

- Cite examples with positive outcomes.
- Discuss detailed steps you took to solve each case.
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How do you promote your services?

- Demonstrate things you do to maintain a high profile with students.
- Discuss when you are accessible to students.
- Discuss how you build relationships.
- Focus on getting involved in school activities and being visible.
- Stress the importance of making connections.
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35. OPENING/CLOSING QUESTIONS – FIRST AND LAST IMPRESSIONS

Tell me about yourself.

- This is often the first question to establish rapport with the interviewer. This is a very important question as it gives you an opportunity to list your greatest strengths and attributes.
- Focus mainly on professional accomplishments and work history that you want to share with the interviewer.
- Limit your answer to no more than 90 seconds.
- The interviewer will ask further questions as they see fit. Remember, this is usually just a “starter question.”
- Highlight achievements and accomplishments.
- Create a snapshot that provides key skills and experiences.
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What do you know about this school?

- Do your research!
- Visit the school website.
- Know the mission, vision and philosophy of the school and tie it into your own.
- Know test scores, areas of focus and areas of strengths.
- Tie your expertise into school improvement goals.
- Do not make risky assumptions about the school.
- Use subtle flattery but do not exaggerate.

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What other positions have you applied for?

- Be honest. It is normal to apply for several positions.
- Do not name the other schools; however, use this as an opportunity to describe the characteristics of a school you want to work for. Hopefully your description will match the school you are currently interviewing with.
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Have you received any offers so far?

- Be honest. The network between administrators is strong.
- If you have received offers, this possibly makes you seem more desirable.
- If you haven't received offers, describe where you are in the application process.
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Why do you want to teach at this school?

- Be able to connect the school's vision with your own strengths and profile.
- Be honest and realistic in your answer.
- Focus on professional opportunities and professional growth that the school could provide.
- Talk about how your skills complement the school's vision.
- Don't describe things such as location or proximity to home.
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Why are you leaving your position in your current school?

- Don't be negative about your current school, supervisor, colleagues, or students.
- Avoid offering too much detail unless you are pressed on the issue.
- The more detailed your answer, the more of a red flag you are sending to potential employers.
- Focus on new opportunities and challenges.
- Stress your own need for personal development.
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36. INTERVIEWING THE INTERVIEWER – DO YOU HAVE ANY QUESTIONS FOR US?

Your choice of questions will send important messages to the interviewer about what is important to you. For example, a question about school goals will give the impression you are forward thinking. However, a question about work hours may give the impression you don't work above and beyond if required.

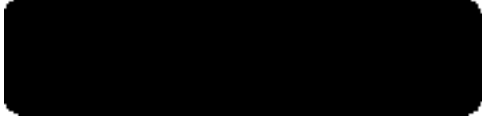
- Research the school and the interviewer.
- Choose questions that demonstrate your enthusiasm and commitment.
- Be strategic and professional rather than operational.
- Consider asking your interviewer similar questions to what you were asked. This is a great strategy because the questions you have been asked are what is important to the interviewer.

Some specific topics could include:

- Why the position became available and the nature of the vacancy
- Key characteristics the interviewer is looking for in the applicant
- Future key priorities and challenges for the school
- Career opportunities and future prospects
- Questions about the school culture and work environment

Sample questions:

- What do you see as the first priorities for the candidate upon appointment? What are the medium- and long-term priorities for this role?
- What do you see as the most important traits you are looking for in the successful candidate?
- How do you measure success?
- I am excited about the professional growth opportunities. Can you explain to me the performance appraisal system?
- How do you describe the qualities and skills of your most successful teachers?
- When did you realize that you wanted to be an educator?
- As a successful candidate, if I could do just one thing over the next three months to maximize my contributions, what would it be?



SPECIAL BONUS SECTIONS

37. INTERNATIONAL EDUCATION – TEACH WHERE YOU TRAVEL

Describe how your past experiences have prepared you well for an international teaching environment.

- The interviewer wants to know that your profile can meet the needs of an international school environment.
- Focus on your own experiences with characteristics that reflect multicultural classrooms, English second language learners, teaching different learning styles, teaching students with various ability levels, etc.
- Talk about your previous travel and experiences with other cultures.
- Demonstrate your high level of competence, expectations and standards.
- Demonstrate your knowledge that principles of highly-effective teaching and learning are universal.
- Demonstrate that as a highly-effective teacher you can adapt to a range of different contexts.
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What is international-mindedness?

- The interviewer wants to know that you understand the philosophy of cultural diversity, global-mindedness and a belief that global relationships are interdependent.
- Focus on community service projects you have been a part of.
- Talk about activities you would be interested in leading that would reflect the principles of international-mindedness.
- Demonstrate knowledge of the 5 F's (food, festivals, fashion, flags and famous people) and realize that international-mindedness is beyond that.
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Why did you first become interested in teaching internationally?

- The interviewer wants to know that you are doing it for professional reasons.
- Be honest about your interest and desire to travel, but professional reasons should be your emphasis.
- Discuss professional growth and opportunities.
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Explain how you will transition to living in a new culture and environment.

- Describe times when you have worked and/or traveled in different contexts.
- Describe your personality in terms of flexibility, adaptability and your ability to cope with change.
- Focus on building relationships in your new school and in your new home environment.
- Demonstrate your ability to adapt to new situations quickly.
- Demonstrate thorough research about the new country, culture and school.
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Are there certain areas or regions that you would be reluctant to work?

- The interviewer wants to know that you are open-minded but have done your homework.
- Be honest about where you may not want to work and be prepared to give reasons as to why you have come to that decision.
- Make sure that you aren't negative about regions; they may just not be a good fit for you.
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How will you be able to adapt to a curriculum you have little or no experience working with, e.g., British curriculum, IB, etc.?

- The interviewer wants to know that you are confident and have the capacity to learn a new curriculum model.
- Focus on the idea that good quality educators with highly-effective teaching practices can adapt to any curriculum environment.
- Focus on your strengths and key fundamentals of good quality teaching.
- Demonstrate some general knowledge about the curriculum that you are applying for.
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Tell me about your travels outside of your home country.

- Be honest.
- Give a picture of what your travel looks like. Do you visit major tourist destinations only or do you go where the locals go? Do you use local transportation or do you only take guided tours? Talk about your own unique experiences.
- If you haven't traveled outside of your home country, find ways to demonstrate the same experiences in different contexts. Acknowledge that it is not the same, but explain the regional and cultural diversity you have explored and your strong interest in applying this knowledge in different contexts.

- Talk about your own family heritage and the multicultural relationships you may already have.
- Talk about your knowledge of history.
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Describe the challenges you believe you will face working internationally.

- The interviewer wants to know that you are realistic but have the capacity to identify and meet these challenges.
- For every challenge you name, be prepared to discuss how you will overcome that challenge.
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Describe the benefits you perceive working overseas.

- Focus on personal and professional growth.
- Demonstrate your excitement of working with some of the world's leading educators.
- Describe your desire to experience different cultures and have the open opportunity to travel.
- Don't mention the potentially large salaries which are often tax free.
- Don't mention the overall package benefits of world-wide insurance, free accommodations, annual flight allowances, etc., offered by most schools.
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38. LEADERSHIP – HAVING A VISION, LEADING A MOVEMENT

What is leadership?

- This is a very reflective question that should be guided by extensive reading and research.
- Describe what effective leadership looks like and how you meet that profile.
- Use this question as an opportunity to talk about your philosophies, profile, experiences and current priorities for professional development.
- Describe your vision and how it will benefit the school and community.
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Talk about the most effective leader/supervisor with whom you have worked. What made him/her an effective leader?

- The interviewer is looking for a reflective answer.
- Consider strategies he/she employed to create buy-in to their vision.
- Reflect on his/her personal behaviors and what they looked like.
- Reflect on the climate that was created.
- Mention communication, feeling valued, clear goals, trust, etc.
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Talk about the least effective leader/supervisor with whom you have worked. What made him/her an ineffective leader?

- The interviewer is looking for a reflective answer.
- Consider strategies he/she employed that were counterproductive to achieve buy-in to their vision.
- Reflect on his/her personal behaviors and what they looked like.
- Reflect on the school climate and morale.
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What is the difference between leadership and management?

- This is a very reflective question that should be guided by extensive reading and research.
- This answer needs to be sharp and focused. Be very clear that you communicate how the two are connected yet different.
- Recognize that leadership and management are interconnected and often dependent on each other.
- Describe what effective management looks like and how you meet that profile.
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What is the difference between supervising a teacher and evaluating a teacher?

- Reflect on the way you develop, mentor and support teachers.
- Describe what each looks like in relation to personal behaviors and processes.
- Demonstrate your ability to supervise as well as to make objective, process-driven decisions regarding performance.
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Describe how you motivate staff.

- Provide concrete examples of successful ways you have motivated your staff.
- Make reference to your leadership style and what this looks like on a daily basis.
- Discuss intrinsic and extrinsic motivation and how and when you use both.
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How do you get people to buy-in to your vision?

- Demonstrate the need to communicate your vision clearly and passionately. Everyone should know it.
- Discuss ways you embed your vision within all systems, processes and behaviors.
- Cite examples.
- Talk about how you encourage and allow others to lead.
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Describe a management skill, system or program that you have led.

- The interviewer is looking to see what new skills you can bring to his/her school.
- Reflect on your experiences building a schedule, implementing a numeracy or literacy program, monitoring and reviewing teacher performance, implementing a technology-based program, etc.
- Choose examples that were successful and could be implemented at the school for which you are applying.
- Talk about successes and how your program(s) raised student achievement.
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How has your current position helped prepare you for a leadership position in our school?

- The interviewer wants to see that your leadership skills are already at the level required for this role and you are reframing your skills into a new context.
- The interviewer is looking to see if you can project into the role in which you are applying.
- The interviewer will be looking for characteristics such as resilience, conviction and courage as well as empathy and integrity.
- Reflect on leadership positions in your recent past and successful projects.
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What professional organizations do you belong to and how do you contribute?

- Discuss the organizations you belong to and how they have helped you develop professionally.
- Talk about how long you have been involved in each organization.
- Demonstrate your ability to lead outside of your own school.
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Describe how you would manage a struggling teacher.

- The interviewer is looking to see that you are a coach and mentor as well as a person with high expectations.
- Demonstrate your ability to develop people professionally.
- Describe an example when you have done this and describe the positive outcome.
- Describe how you identify a struggling teacher.
- Discuss the regular and consistent processes you would provide to both supervise and evaluate.
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How do you build and improve staff morale?

- Demonstrate your understanding of what factors contribute to both positive and negative staff morale.
- Your answer should reflect the characteristics of good quality leadership including management processes as well as personal behaviors.
- Describe how you engage others to contribute positively to staff morale.
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Describe how you would assist a teacher with classroom management issues.

- Demonstrate empathy.
- Talk about how you would investigate and evaluate the problem(s).
- Give specific strategies and discuss how you would monitor progress often.
- Demonstrate clear expectations and standards.
- Stress the importance of providing professional development at a school level.
- Demonstrate that the teacher needs to feel supported but the problem needs to be corrected at their level.
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Consider and discuss the characteristics of an effective leader.

- Personalize this question to the role in which you are applying. Talk about an effective profile for the position and how you match that profile.
- Describe what good quality performance looks like to you. Again, match your profile to this description.
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How do you engage and manage parent involvement?

- The interviewer wants to know that you see the importance of parents being involved in their child's schooling and education.
- Discuss past successes and how you can implement those successes at your new school.
- Describe not only how you enlist parental support but also how you manage and maintain their involvement.
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How do you implement change?

- Demonstrate your understanding of change management through research and reading.
- Provide clear examples of the processes you have used in the past.
- Discuss how you deal with staff members who are resistant to change.
- Discuss how you use the teacher leaders on your staff to help facilitate change.
- Demonstrate your understanding of the dynamics of communicating information and persuading large groups of people.
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Describe an example when you have implemented a system that ensured student safety.

- Discuss how you developed the system, what the system looked like, how it was communicated to students, parents, staff and the community.
- Cite positive outcomes.
- Demonstrate your ability to be proactive and appropriately reactive when required.
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Describe a system you have implemented based on standardized test results.

- The interviewer wants to see that you can identify a problem and lead a change that increases student achievement based on justified, supported data.
- Discuss test systems you have implemented and how you analyzed and managed the data.
- Discuss what significant changes occurred based on the data findings, how these changes were implemented and how the data was communicated.

OTHER TITLES BY SHANNA PARRY AND GREG PARRY



A One-Stop informational gold mine for anyone who has ever considered teaching abroad!

Just as the name implies, topics are organized in an easy-to-use alphabetized format, making it not only an excellent research source, but the perfect take-along guide. Drawing upon their own personal experiences within the world of international teaching, the authors offer practical and pertinent advice useful to the novice or veteran educator that covers, well... *everything* from A to Z!

Whether you're nervous about prospective Accommodations, wondering about traveling with young Families, need info on Visa Procedures or anything in-between, it's certain to

be within these pages.

Written in an easy, conversational style, *The A-Z's for Teaching Overseas* is as delightful to read as it is informative. Shanna and Greg even offer special tips or “Great Ideas” sprinkled throughout that are thoughtfully designed to make your new teaching adventure as rewarding as possible.

Available online at www.GlobalServicesInEducation.com **GRE**

Congratulations! You've been invited to interview. Now what?
There are dozens, if not hundreds, of books out there offering advice on how to land "a job." "But teaching is not just "a job" and the interview process is unlike any other. Books that coach you to memorize pithy answers or "play a role" will not serve you well if you want to land a quality position with a well-respected school.

A+ Interviewing for Educators is not just a laundry list of questions and canned responses, but a thoughtful plan-of-action, written by two highly-qualified educators who have sat on both sides of the interview table. Because of their unique combination of experience, the authors are able to offer a glimpse into the interviewers' psyche helping you prepare not just "good" responses but an understanding of what he/she is looking for. They also walk you through the interview process, including potential pitfalls as well as opportunities to shine. Areas covered include: personal philosophy, dealing with parents, leadership style, student engagement, special needs students, and dealing with stress. If you're serious about teaching, this is the one book that will help you land that dream job. And, for those who are considering international opportunities, there's a special section dedicated to that unique situation.

Packed with insider tips and expert advice, A+ Interviewing for Educators is the single best way to ensure walking into that next interview with confidence, prepared to accept an offer!

About the Authors:

Shanna Mack and Greg Parry



Co-founders and lead consultants of Global Services in Education, Ltd, Shanna Mack and Greg

Parry share not only a passion for teaching but for all aspects of schooling. Their careers as educational leaders have spanned several continents as well as a broad spectrum of specialities including: teacher recruitment, curriculum development, school enhancement, and training and development. Demand for their unique blend of expertise and experience has led to various leadership positions in the United States, Australia, the Middle East and Asia.

Authors of two books written specifically for educators, Shanna and Greg both, individually and together, have been recognized for their numerous, and varied contributions to the advancement of students, teachers, and educational institutions.

They currently reside and work in Chengdu, China consulting on numerous educational projects and are collaborating on another book.



