

SAMPLE INTERVIEW QUESTIONS FOR TEACHERS

Professional Experiences

1. What is your philosophy of education?
2. Describe your student teaching experience(s). What are some of the most significant things you learned from your cooperating teacher(s)? What did you like/dislike?
3. What is your knowledge of and experience with standards-based education?
4. What experience have you had with students from culturally diverse backgrounds?
5. When did you first become interested in teaching?
6. What opportunities have you had to bring multicultural education into your classroom?
7. Describe your experience(s) working in an urban setting.
8. How well has your college/university prepared you for the teaching profession?

Instructional Skills

1. Describe the teaching techniques or strategies that are most effective for you.
2. How would you include co-operative learning in your classroom?
3. How would you identify the special needs of your students?
4. What do you include when you write learning objectives?
5. What techniques do you use to keep students actively involved during a lesson?
6. What methods would you use to assess student learning?
7. Describe different student learning styles and how you adjust lessons to benefit those differing styles.
8. Do you feel that the teacher should be responsible for developing objectives or should they be provided in the curriculum?
9. How do you deal with the unmotivated student?
10. Is drill and practice important? How and when would you use it?
11. What would you do if 50% of your class did poorly on a test?
12. What do you see as the relative strengths and weaknesses of norm-referenced tests?
13. How would you use authentic assessment?

Technology/Computer Skills

1. How would you incorporate technology in your classroom?
2. What are your computer skills? What software have you used for instructional or classroom management purposes?
3. Assuming you have adequate equipment, how would students be allowed to use technology in your classroom?

Classroom Discipline

1. Describe your philosophy regarding discipline.
2. What techniques would you use to handle discipline problems that may arise in your classroom?
3. What was the most challenging discipline problem you've encountered and how did you handle it? Were you prepared to handle this situation? In hindsight, would you have handled this situation any differently?
4. What kind of rules do you have in your classroom? (Share an example.) How are they established?
5. How would you create and promote a safe atmosphere in your classroom?

Classroom Management

1. What is your classroom management plan/style? What are your goals?
2. Describe what you consider to be the model classroom. What would a typical day look like in this classroom?
3. Share three interesting classroom management techniques used in your classroom.
4. When students say they want their teacher to be fair, what do you think they mean?

Sample Teacher Interview Questions And Answers

Adrian Smith, Catherine Sykes



Sample Teacher Interview Questions And Answers:

Teacher Interview Questions and Answers Anthony Stagg, 2011-09 Teacher Interview Questions and Answers is an excellent workbook containing over 50 sample questions and answers to the toughest teacher interview questions posed. There is an explanation of each question and tips and advice on how to respond. In addition, there is a sample response for many of the questions that you can use as an aid to structure your own. In a tough careers job market, it is essential that you structure your responses in line with the Job Description and Person Specification, and this guide will show you how to do this to great effect.

Demystifying Academic Writing in Higher Education: A Process View on Academic Textual Production Xinghua Liu, Rui Alexandre Alves, Angélique Aitken, Josef Schmied, 2025-10-30 Academic writing in this Research Topic refers to the type of writing demonstrating students' disciplinary knowledge of and proficiency in synthesizing, analyzing, and responding critically to new information. Hyland (2004) and Swales (1990) which may include those genres like course essays, project reports, research proposals, lab notes, journal articles, conference papers, theses, and dissertations. As the current workplaces have become increasingly specialized, higher education worldwide has been increasingly charged with the task of developing students' academic writing and correspondingly on students' parts, learning through writing has been necessary for them to succeed in higher education. To prepare university students for writing challenges during the past decades, numerous studies have been devoted to the study of linguistic and rhetorical resources in students' academic writing under such umbrella terms like style, reader awareness, authorial voice, writers' identity, stance, evaluation, textual structures, steps, and moves. Charles Hunston and Hinkel (2002). However, previous research on academic writing has been predominantly focused on the linguistic and rhetorical aspects, namely the final product of students' writing, while the nature and processes of composition, students' engagement, and individual differences, and the influence of contextual factors like emerging technology have been underexplored. Thus, the goal of this Research Topic is to bring a process-oriented and dynamic perspective to the study of textual production in academic contexts by both encouraging an expanded view of existing research paradigms and also welcoming novel approaches. Data can be collected by using corpus building, interviews, and questionnaires, but we would also welcome the use of experimental methods and a mixed-method approach for data collection. Meanwhile, previous research mainly studied university students who were learning English as a second or foreign language; hence, we also welcome research examining first language writers and students who are learning a second or foreign language other than English. We believe for the study of the complex phenomenon like academic writing, no single method or tool can suffice. Therefore, we strongly recommend a more creative perspective in data collection and analyzing and interpreting academic writing. Papers can present quantitative data analyses based on experimental design or qualitative data analyses stemmed from more ethnographic-oriented research. Systematic review studies are also welcome. We encourage contributions related but not restricted to the following topics:

- 1 Cognitive processes in academic texts: planning, composing, and revisions, and student

writers individual differences 2 Metacognition and self regulation in academic texts planning composing and revisions and student writers individual differences 3 Motivation and self efficacy in academic texts planning composing and revisions and student writers individual differences 4 Linguistic and rhetorical choices identity construction and disciplinary knowledge construction 5 Student writers textual production peer feedback and interactions with discourse communities 6 Affordances and challenges of artificial intelligence AI in the process of academic textual production in higher education Survival Skills for the Principalship John Blaydes,2004-01-22 A great book designed to lighten the load of school administrators filled with practical easy to implement strategies short cuts time savers and sample forms and letters A valuable reference guide for effective school leadership Fran Madison Cohee NAESP California State Representative Principal White Oak Elementary CA If you are looking for insight rejuvenation and thoughtful practical strategies for success in your role as a school leader look no further John Blaydes helps us remember why we became educators why we want to continue and why inspirational leadership is essential to schools Jane Foley Vice President National Educator Awards Milken Family Foundation Santa Monica CA Clearly Blaydes planned well as he linked the themes from one chapter to the next It will no doubt be a valued tool for school administrators Daniel P Gaffney Principal Howard R Yocum Elementary School NJ Discover the new 3 Rs of school leadership resiliency renewal and reflection Today s principals face unique challenges demands of time knowledge and organization that take their toll on even the most flexible leader This compilation of resources offers practical ready to use solutions to the issues and dilemmas principals face every day You can tap into these valuable resources for years to come as a long term support that will enable you to use your time and energy more effectively reduce personal stress spark new ideas and programs and enhance your effectiveness as an inspirational school leader Inside you ll find Highly practical strategies for strengthening your school s instructional program Tips ideas and techniques for creating a climate of excellence in your school Ways to lighten up laugh more and bring humor to your school community Proven strategies used by award winning principals to maintain balance in their lives Methods for managing the impact of stress on your performance and renew your energy for the important work of the principalship Learn to work smarter and discover the time to build a welcoming and purposeful learning environment for yourself your staff and ultimately your students **Shining Star Level C Annotated Teacher's Edition** Anna Uhl Chamot,Pamela Hartmann,Jann Huizenga,2003-03 Four level English language learning program Provides middle and high school newcomers with the skills and strategies to improve proficiency in reading writing and grammar **Effective Universal Instruction** Kimberly Gibbons,Sarah Brown,Bradley C. Niebling,2018-11-30 This accessible volume helps school leadership teams accomplish the crucial yet often overlooked task of improving universal instruction Tier 1 within a multi tiered system of support MTSS Strong universal instruction reduces the numbers of PreK 12 students who may need additional services and supports Providing clear action steps and encouraging guidance the expert authors present a roadmap for evaluating the effectiveness of Tier 1 identifying barriers to

successful implementation and making and sustaining instructional improvements In a large size format for easy photocopying the book includes 27 reproducible checklists worksheets and forms Purchasers get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas **English Teaching Forum** ,2006 *How to Master the Teacher Interview* How2Become,2016-07 *Autonomy and Children. Students' and the teacher's point of view of an English class about autonomy* Julio Antonio Rodríguez Lara,Ytzell Ofelia Vázquez Galván,2019-03-19 Bachelor Thesis from the year 2013 in the subject Pedagogy Miscellaneous Topics University of Veracruz Language Faculty course English Language language English abstract Learning a foreign language may sometimes become difficult because of the many factors that interact in this process for example culture grammar structures vocabulary idioms Some people think that acquiring a foreign language on their own is not possible because students need a teacher who guides them but if they wanted to they could be an autonomous learner Autonomy can take place both inside and outside the classroom it depends on the willingness positive attitudes and responsibility that students have **The Reflective Roles of the Classroom Teacher** D. John McIntyre,Mary John O'Hair,1996 Each chapter reflects on a specific role a classroom teacher must assume organizer communicator motivator professional counselor ethical and politician Included within each chapter are self assessment exercises and activities that test your knowledge of the particular role and allow you to reflect on how to act in that role Throughout every chapter theoretically based strategies are applied to realistic classroom scenes In concluding chapter you ll reflect on how the various roles of a teacher interrelate and how to juggle these roles in order to perform effectively **Normal Instructor and Primary Plans** ,1919 **Teacher Sense of Power Relative to Curriculum in a Suburban School District** Mark Ezra Stern,1978 *Normal Instructor and Teachers World* ,1930 **Teachers' Perception of Educational Objectives and Examinations** ,1975 **Social Development** Ross D. Parke,Glenn I. Roisman,Amada J. Rose,2019-04-26 Social Development provides a comprehensive introduction to the multiple factors that shape a child s behavior interaction with others feelings about themselves and how and why behaviors change over time Delving into the biological cognitive and perceptual aspects of development and their influence on behavior socialization and self image this text also recognizes the significance of cultural and societal distinctions by emphasizing the value of context and identifying cultural variations role in social development Special pedagogical features in each chapter enhance the learning experience and promote student understanding counter intuitive examples cases challenge reader assumptions coverage of extreme cases tell the story behind historical advancements and profiles of current leaders in the field highlight the many paths to a career in social development With a focus on real world application coupled with coverage of cutting edge methodologies and the latest research findings this book gives students a strong highly relevant foundation in core concepts and practices central to the study of social development *Teachers Edition* Randall McCutcheon,2001-02 Describes how to research organize write

and deliver different kinds of speeches and discusses related forms of communication such as debates and oral interpretation

Leading Primary School Improvement Adrian Smith, Catherine Sykes, 2001 Curriculum Donald Frederick Cay, 1966 **Using Semi-structured Interviews in Small-scale Research** Eric Drever, 1995 Interviewing is one of the most common methods used in small scale educational research This book is about semi structured interviews in which the interviewer sets up a general structure by deciding in advance the ground to be covered and the main questions to be asked The detailed structure is left to be worked out during the interview and the person being interviewed has a fair degree of freedom in what to talk about how much to say and how to express it Semi structured interviewing is a very flexible technique for small scale research It is not suitable for studies involving large numbers of people but is most helpful in mini studies and case studies Chapters address 1 the use of interviews 2 different kinds of interviews 3 the interview schedule 4 planning and preparation 5 doing the interview 6 analyzing the interview and 7 reporting and communication Contains one figure three references and five suggestions for further reading SLD **Becoming a Teacher** Forrest W. Parkay, Beverly Hardcastle Stanford, 1992 **Current Index to Journals in Education** , 1996

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