

## **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**

**Patrick C. L. Ng, Esther F. Boucher-Yip**



## **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. **How to Master the Teacher Interview** How2Become, 2016-07 **Resources in Education**, 2000

Interchange Level 2 Teacher's Edition with Assessment Audio CD/CD-ROM Jack C. Richards, Susan Proctor, 2012-08-27 Interchange Fourth Edition is a four-level series for adult and young adult learners of English from the beginning to the high intermediate level. The Interchange Fourth Edition interleaved spiral-bound Teacher's Edition with Assessment Audio CD/CD-ROM Level 2 features complete teaching instructions, optional activities, audio scripts, language summaries, and Student's Book and Workbook answer keys. The Assessment CD/CD-ROM provides a complete assessment program including oral and written quizzes as well as mid-term and final tests in printable PDF and Microsoft Word formats. **Language and Learning in Multilingual Classrooms** Elizabeth Coelho, 2012 This book offers practical research-based advice for teachers and other educators on how to adapt school and classroom procedures, curriculum content, and instructional strategies in order to provide a supportive learning environment for students of minority language backgrounds who are learning the language of instruction at the same time as they are learning the curriculum. **Viewpoint Level 1 Teacher's Edition with Assessment Audio CD/CD-ROM** Michael McCarthy, Jeanne McCarten, Helen Sandiford, 2012-06-29 Viewpoint is an innovative course that's based on extensive research into the Cambridge English Corpus, taking students from a high intermediate to advanced level of proficiency (CEFR B2-C1). Viewpoint Level 1 Teacher's Edition with Assessment CD-ROM features page-by-page teaching notes with step-by-step lesson plans, audio scripts, and answer keys for the Level 1 Student's Book and Workbook. It also includes fully customizable quizzes for each unit as well as mid-terms and end-of-book tests.

Conference Proceedings. New Perspectives in Science Education Pixel, 2017 *Illuminating and Advancing the Path for Mathematical Writing Research* Colonnese, Madelyn W., Casa, Tutita M., Cardetti, Fabiana, 2023-11-20 Mathematical writing is essential for students' math learning, but it's often underutilized due to unclear guidelines. Mathematical writing is a mode of communication that provides teachers access to their students' thinking and importantly offers students an opportunity to deepen their mathematical understanding, engage in mathematical reasoning, and learn a fundamental way to communicate mathematically. Notably, one needs to be able to judiciously combine mathematical symbols, representations, and text. However, more research is needed to exemplify the qualities of mathematical writing, develop implementation methods, and support teachers. *Illuminating and Advancing the Path for Mathematical Writing Research* is a necessary comprehensive resource.

designed to enhance mathematical writing and promote equitable learning This research book provides a comprehensive understanding of the current state of mathematical writing and illuminates various perspectives on moving the teaching and learning of k 12 mathematical writing forward Mathematical writing is an important yet underutilized component of mathematical discourse and this book offers further insight into understanding what it means to write mathematically for mathematics educators and researchers It informs with research based implementation strategies and creates purposeful professional learning opportunities Ultimately k 12 students will benefit from a more informed field because they will have access to a vital mode of mathematical reasoning and communication

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

**Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources, 2018-11-02 As with any industry the education sector goes through frequent changes due to modern technological advancements It is every educator s duty to keep up with these shifting requirements and alter their teaching style to best fit the needs of their classroom Pre Service and In Service Teacher Education Concepts Methodologies Tools and Applications explores the current state of pre service teacher programs as well as continuing education initiatives for in service educators It also emphasizes the growing role of technology in teacher skill development and training as well as key pedagogical developments and methods Highlighting a range of topics such as teacher preparation programs teaching standards and fieldwork and practicum experiences this multi volume book is designed for pre service teachers teacher educators researchers professionals and academics in the education field

*An Introduction to Educational Research* Chad R. Lochmiller, Jessica N. Lester, 2015-12-11 Expand your understanding of educational research with this practice first introduction Written specifically for education practitioners An Introduction to Educational Research Connecting Methods to Practice approaches research methods from a practice first perspective that aligns research with professional experiences and identifies the tools and resources readers can use when conducting their own research Throughout the book the authors illuminate complex research concepts using problems of practice confronting educators to help readers make meaningful connections with key concepts and research practices The authors present balanced coverage across research methodologies

that is linked to practice so readers clearly see research as a tool they can use to improve classrooms schools districts and educational organizations

Student and Teacher Writing Motivational Beliefs Steve Graham, Gary A. Troia, Gustaf Bernhardt Uno Skar, 2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature

*Contemporary Perspectives and Research on Early Childhood Education* Jeanne Galbraith, Ozkan Ozgun, Mustafa Yasar, 2014-04-23 Contemporary Perspectives and Research on Early Childhood Education is a welcome addition to the field of early childhood education This book enhances the understanding of different approaches to curriculum and instruction appropriate assessment strategies the role of math and science in children s development the importance of seeing the whole child and ensuring children develop holistically through play and arts training effective teachers and the importance of helping parents to be better supporters of their children Along with this comprehensive content the book also contains diverse methodologies including

qualitative quantitative and mixed method approaches which will further enrich the reader's perspective and understanding of a wide range of topics in the field. Thus this book creates a platform for researchers and practitioners to share and discuss research findings, expertise and experiences about early childhood education.

**The Teaching of Writing in Minnesota High Schools** Judith Landrum, 1996

**Principles and Practices for Response in Second Language Writing** Maureen S. Andrade, Norman W. Evans, 2013

Based on the assumptions that students expect feedback and want to improve and that improvement is possible, this book introduces a framework that applies the theory of self-regulated learning to guide second language writing teachers' response to learners at all stages of the writing process. This approach provides teachers with principles and activities for helping students to take more responsibility for their own learning. By using self-regulated learning strategies, students can increase their independence from the teacher, improve their writing skills, and continue to make progress once the course ends with or without teacher guidance. The book focuses on the six dimensions of self-regulated learning: motive, methods of learning, time, physical environment, social environment, and performance. Each chapter offers practical activities and suggestions for implementing the principles and guidelines, including tools and materials that teachers can immediately use.

**Teaching and Learning in History** Ola Hallden, 2012-10-12

Research on history instruction and learning is emerging as an exciting new field of inquiry. The editors prepared this volume because the field is at an important moment in its development, a stage where there is research of sufficient depth and breadth to warrant a collection of representative pieces. The field of research on history teaching and learning connects with both traditional research on social studies and with recent cognitive analyses of domains such as mathematics and physics. However, the newer research goes beyond these activities as well. Where traditional research approaches to social studies instruction and learning have focused on curriculum, they have avoided the study of purely disciplinary features, the textual components of history, and the concomitant demands as well as the nature of various learners. Where recent cognitive analyses of mathematics and physics have dealt with misconceptions and knowledge construction, they have avoided topics such as perspective taking, interpretation, and rhetorical layerings. The new work, by contrast, has been concerned with these issues as well as the careful analyses of the nature of historical tasks and the nature of disciplinary and instructional explanations. The lines of research presented in these chapters are both compelling and diverse and include a range of topical questions such as: What affects the quality of teaching? How are historical documents interpreted in the writing of history? How is history explained? What are the classroom demands on an elementary school social studies teacher? What does text accomplish or fail to accomplish in educational settings? How do teachers think about particular topics for history teaching? Although much of the research reflects a grounding in, or the influence of, cognitive psychology, not all of it derives from that tradition. Traditions of rhetoric, curriculum analysis, and developmental psychology are also woven throughout the chapters. The editors envision this volume as a contribution to educational research in a subject matter and as a tool for practitioners concerned with the

improvement of instruction in history They also anticipate that it will contribute to cognitive science **The Parallel Curriculum in the Classroom, Book 2** Carol Ann Tomlinson, Sandra N. Kaplan, Jeanne H. Purcell, Jann H. Leppien, Deborah E. Burns, Cindy A. Strickland, 2005-09-08 Learn to design exemplary Parallel Curriculum Units from the experts classroom teachers What is the best way to incorporate the four parallels into your Parallel Curriculum Unit How do teachers using the Parallel Curriculum Model PCM craft units based on the PCM and why do they utilize certain elements and downplay others What does a complete Parallel Curriculum Unit look like This compilation of Parallel Curriculum Units provides a close up look into the development of PCM units and how those units work in actual classroom settings The Parallel Curriculum in the Classroom Book 2 reflects a variety of Parallel Curriculum units spanning primary elementary middle and high school levels of instruction and encompassing the disciplines of social studies science art math and language arts Across each unit the authors present a framework of three essential components in an effective Parallel Curriculum Unit The big picture of grade level subject goals and standards The unpacking or step by step explanation of the unit The reasoning behind the unit design Whether using each parallel independently or combining all four parallels into curriculum design teachers will find the units included here are exemplary models for creating their own parallel curriculum units Use them as professional development tools to help plan thoughtful curriculum based upon the Parallel Curriculum Model **The Learning and Teaching of Phonological Decoding in Chinese EFL Children** Keren Hua, 2024-08-30 This book presents the learning and teaching of phonological decoding in Chinese EFL primary classrooms The phonological decoding ability of the children is described interpreted and evaluated the teaching materials are analyzed and the classroom instruction observed and the links between these various facets are explored using both quantitative and qualitative techniques textbook analysis classroom observations interviews with teachers and a textbook writer reading test and nonword reading test This book provides insights into Chinese children s phonological decoding profile including performance in decoding different types of orthographic units the strategies children at different levels of reading ability use to sound out vowel graphemes and their decoding ability in relation to reading ability The investigation of the teaching practices reveals how the decoding instruction is designed developed and delivered to the children and thereby informs the interplay between the classroom instruction and children s development of phonological decoding skills **Teaching Writing With Rubrics** Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are the result of years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for

adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities Strategies for evaluating every step of the writing process from pre writing to final draft How to incorporate Six Trait Writing Discover the excellent writing your students can produce when provided with a rubric and challenged to do their best Once you have used the strategies and materials in this guide you may wonder how you ever got along without them **Active Listening 1 Teacher's Manual with Audio CD** Steve Brown,Dorolyn Smith,2006-09-18 Active Listening Second Edition is a fully updated and revised edition of the popular 3 level listening series for adult and young adult learners of North American English Each level offers students 16 engaging task based units each built around a topic function or grammatical theme Grounded in the theory that learners are more successful listeners when they activate their prior knowledge of a topic the series gives students a frame of reference to make predictions about what they will hear Through a careful balance of activities students learn to listen for main ideas to listen for details and to listen and make inferences Active Listening Second Edition is intended for high beginning to intermediate students It can be used as a main text for listening classes or as a component in speaking or integrated skills classes Features of the Student s Book A before you begin unit to develop awareness of listening strategies Updated prelistening schema building activities to build vocabulary New listen again activities for additional coverage of listening skills Optional your turn to talk pages that offer speaking and pronunciation practice New culturally rich Expansion units that include authentic student interviews A new self study listening section with audio CD for additional practice Features of the Teacher s Manual Step by step teaching notes with key words highlighted A wealth of optional speaking activities and listening strategies Suggested times for completing lessons Photocopiable unit quizzes Two complete tests with audio CD Complete answer keys



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