

Sample interview questions by core teaching standard (USC criteria or most popular)

- P1. Who had the greatest influence on you to become a music teacher and why? *(Most Popular)*
- P2. What are the most important qualities of an outstanding educator? *(Most Popular)*
- P3. What is your personal philosophy of student discipline? *(Most Popular)*
- P4. How would you assess the learning in your classroom/rehearsal? *(Most Popular)*
- P5. What purpose does music education serve in the public schools? *(Most Popular)*
- P6. What is the importance of professional development and how will you apply it to your career? *(Most Popular)*
- P7. What are your personal goals? Where do you see yourself in ten years? *(Most Popular)*
- P8. How do you recruit students to "grow" a music program? *(Most Popular)*
- A1. Concerning music education, what is your philosophy and mission? *(A – Educational Philosophy)*
- A2. What is your view of the teacher's role in the classroom? *(A – Educational Philosophy)*
- A3. What is most important to you (and why): music content, outcome, or process? *(A – Educational Philosophy)*
- B1. Describe a successful lesson plan you have developed. *(B – Knowledge/Education)*
- B2. What units would you plan for __th grade general music? *(B – Knowledge/Education))*
- B3. List a few selections you might program on a choral (or band or string) concert. *(B – Knowledge/Education)*
- B4. What steps would you take to teach someone how to improvise? *(B – Knowledge/Education)*
- B5. How do you get a child to match pitch? *(B – Knowledge/Education)*
- C1. What rules and expectations would you establish in your classroom? *(C – Classroom Management)*
- C2. How will you control behavior in large ensembles? *(C – Classroom Management)*
- C3. How would you deal with a difficult student who has gotten off-task? *(C – Classroom Management)*
- D1. How will you incorporate the use of technology in your classroom? *(D – Technology)*
- D2. How have you utilized technology to assist in instructional preparation? *(D – Technology)*
- D3. Summarize a list of software programs and other technology you have mastered. *(D – Technology)*
- E1. Describe your strengths in oral communications and public relations. *(E – Oral Expression)*
- E2. How would you disseminate information to the students in support of your daily lesson targets? *(E – Oral Expression)*
- E3. Provide sample announcements you could make at an a) open house or b) public performance? *(E – Oral Expression)*
- F1. Discuss your strengths in writing and/or written communications. *(F – Written Expression)*
- F2. What role does the Common Core have in general music (or music ensembles)? *(F – Written Expression)*
- F3. Describe your last or favorite college essay or article on music or curriculum. *(F – Written Expression)*
- G1. Describe your leadership style. *(G – Leadership)*
- G2. What actions would you take to get a group of peers refocused on the task at hand? *(G – Leadership)*
- G3. Illustrate your role in a group project or collaborative assignment. *(G – Leadership or H – Teamwork)*
- H1. How would you involve students in the decision-making or planning of your classes/ensembles? *(H – Teamwork)*
- H2. How would you involve parents in your music program? *(H – Teamwork)*
- I1. How would your musical peers describe you? *(I – Judgment)*
- I2. How do you typically model professionalism and judgment dealing with conflict? *(I – Judgment)*
- J1. How do you differentiate and teach to diverse levels of achievement in your music classes? *(J – Problem Solving)*
- J2. Describe a difficult decision you had to make and how you arrived at your decision. *(J – Problem Solving)*
- J3. How will you accommodate students who want to participate in both music and sports? *(J – Problem Solving)*
- K1. How do you insure that long-term plans and music objectives are met? *(K – Planning and Organization)*
- K2. Illustrate a typical musical (or marching band or ensemble) production schedule. *(K – Planning and Organization)*
- L1. How would you structure a general music (or ensemble rehearsal) classroom of the future? *(L – Innovation)*
- L2. Share an anecdote about a new or innovative teaching technique you have used in music. *(L – Innovation)*
- M1. Describe a project you initiated (or would initiate) in your teaching or extra-curricular activity. *(M – Initiative)*
- M2. What motivates you to try new things? *(M – Initiative)*
- M3. How much time outside the school day should a music teacher be expected to work? *(M – Initiative)*
- N1. How would you define professional commitment in terms of music education? *(N – Dependability)*
- N2. What after-school activities do you plan to become involved? *(N – Dependability)*
- O1. How do you cope with stress? *(O – Adaptability)*
- O2. How do you manage shifting priorities or changing deadlines? *(O – Adaptability)*
- P1. Why did you choose to become a music teacher? *(P – Self-Insight/Development)*
- P2. In your own music-making or teaching, of which are you most proud (and why)? *(P – Self-Insight/Development)*
- P3. If you could write a book, what would the title be? *(P – Self-Insight/Development)*
- Q1. What hobbies or special skills do you have which may influence your future activities? *(Q – Energy/Enthusiasm)*
- Q2. In what extra-curricular activities did you participate at the HS and college level? *(Q – Energy/Enthusiasm)*

THE INTERVIEW CLINIC: Practicing and Playacting to Improve Your Performance
at Employment Screenings – Paul K. Fox – PMEA Conference – April 8, 2022

Quality	Traits	Good?	Bad?
Attitude	a. Calm appearance, steady nerves b. Enthusiasm, positive and helpful mood c. Self-confidence/poise but no arrogance d. Sincerity e. Respect f. Attributes of a team player (collaboration) g. Attributes of a leader and innovator		
Speech	h. Vocal tone and volume i. Diction and clarity j. Speed k. Expressivity l. Pacing		
Language	m. Use of professional terminology and vocabulary n. Avoidance of "weak" words ("like," "sort of") o. Avoidance of verbal clutter ("ahhh" or "umm")		
"On Topic"	p. Focus, relevance, avoidance of "bird walking" q. Careful listening/response to the interviewer r. Avoidance of unsubstantiated claims		
Body	s. Posture t. Eye contact u. Facial expressions, smiling v. Avoidance of fidgeting/touching face/hair		
Preparation	w. Knowledge of content x. Organization (distribution of resume/portfolio) y. Anecdotes/evidence of strengths/challenges z. Research of district and questioning interviewer		
Comments			

**Upper St. Clair School District
Professional Applicant Rating Form**

Overall Rating (Circle One)	
1 Unsatisfactory	3 Good
2 Satisfactory	4 Superior

Name: _____

Interview Date and Time: _____

Certification(s): _____

Position: _____

	Unsatisfactory	Satisfactory	Good	Superior	Remarks:
Instructional:					
A. Educational/Philosophy					
B. Knowledge/Education					
C. Classroom Management					
D. Technology					
E. Oral Expression					
F. Written Communication					
Professional:					
G. Leadership					
H. Teamwork					
I. Judgment					
J. Problem Solving/Decision Making					
K. Planning and Organizing					
L. Innovation					
Personal:					
M. Initiative					
N. Dependability					
O. Adaptability					
P. Self-insight and Development					
Q. Energy and Enthusiasm					
R. Appearance					

Comments: _____

Signature of Rater: _____

Date: _____