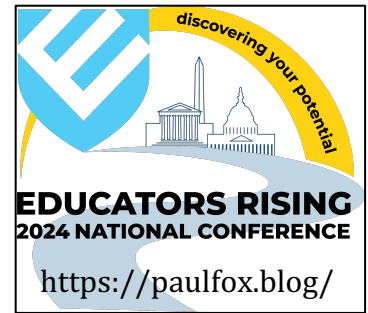


Interviewing & Branding 101 – The Art & Science of Marketing Yourself for Employment Screenings

Sample interview questions by core teaching standard (#A1-Q2) or most popular (#1-12)

1. Tell us something about your strengths, challenges, and goals for the future.
2. Who had the greatest influence on you becoming a teacher and why?
3. What are the most important qualities of an outstanding music educator?
4. Describe your classroom management procedures? How do you discipline your students?
5. Describe a successful lesson plan developed by you and how did you assess the learning?
6. How will you accommodate students with special needs or varied interests in your classes?
7. How would you motivate and empower students and “grow” interest in your subject area(s)?
8. Why is it important for students to be actively engaged in self-directing their own education?
9. What qualities do you possess that would make you an effective leader... team member?
10. Give some examples of materials you would use to promote diversity, inclusion, and acceptance.
11. Discuss your process for developing the fundamentals in your subject area(s).
12. Discuss your approach for “monitoring and adjusting” or adapting a particular lesson.



- A1. Concerning 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): content, outcome, or process? (A – Educational Philosophy)
- B1. Describe a successful lesson plan you have developed. (B – Knowledge/Education)
- B2. What sample units would you plan for __th grade class in your subject area? (B – Knowledge/Education)
- B3. List supportive media or materials you might use in your classroom. (B – Knowledge/Education)
- B4. What steps would you take to teach someone how to learn a basic skill in ____? (B – Knowledge/Education)
- B5. How do you improve a child’s ability to ____ (read, write, do math, match pitch, etc.)? (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 groups? (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 a sample of your presentation at a a) open house for parents or b) PTA meeting? (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 your subject area? (F – Written Expression)
- F3. Describe your last or favorite college essay or article on curriculum, instruction, or assessment. (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? (H – Teamwork)
- H2. How would you involve parents in your classroom? (H – Teamwork)
- I1. How would your peers describe you? (I – Judgment)
- I2. How do you typically model professionalism and judgment in dealing with conflict? (I – Judgment)
- J1. How do you differentiate and teach to diverse levels of achievement in your 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 clubs, 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 teacher be expected to work? (M – Initiative)
- N1. How would you define professional commitment in terms of 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 teacher? (P – Self-Insight/Development)
- P2. In your own 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 middle/senior HS and college level? (Q – Energy/Enthusiasm)

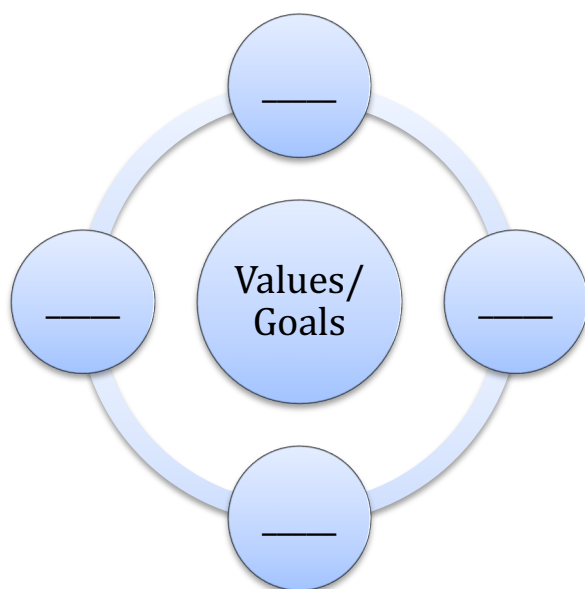
Quality	Traits	Good?	Bad?
Attitude	a. Calm appearance, steady nerves b. Enthusiasm, positive and helpful mood c. Self-confidence/poise but no arrogance d. Sincerity e. Respect f. Attributes of a team player (collaboration) g. Attributes of a leader and innovator		
Speech	h. Vocal tone and volume i. Diction 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			

Your 3 Words:

1. _____

2. _____

3. _____



Interview Boo-Boo's – Try to avoid these!

1. Repeated verbal pauses or exclamations of "Umm," "Ahhh" or "Like..."
2. Unsubstantiated or unsupported statements
3. Use of "weak words" that suggest a lack of conviction ("kind of" or "sort of" or "I feel like")
4. Failure to look directly at the interviewer(s)
5. Verbal clutter (too many long run-on statements)
6. Fidgeting (tapping your foot, spinning a pen between your fingers, wiggling in your seat, etc.)
7. Fast talking or dropping the ends of your words
8. Answers that are too casual, personal, or informal, or "flip" conversation.
9. "Bird walking," changing of the subject, irrelevant or unclear responses to a question
10. Touching of your hair, clothes, nose, mouth, or anywhere else on your body
11. Responses that go overboard and/or volunteer too much
12. Forceful, dominating, one-sided, opinionated views or arrogant attitudes
13. Nonverbal cues that reflect nerves, insecurity or lack of confidence (slouching or poor posture, looking down, failure to smile, clenching or keeping hands in lap)
14. Hollow, insincere, or disingenuous conversation