

INTERVIEW QUESTIONS FOR CONSULTING TEACHERS  
SPOKANE PUBLIC SCHOOLS

CANDIDATE: \_\_\_\_\_ DATE: \_\_\_\_\_

INTERVIEWER: \_\_\_\_\_

1. Please highlight for us the specific training and experiences that make you an ideal candidate for the Career in Teaching Mentor Program.

- \_\_\_\_\_ *Committee, school, district leadership roles*
- \_\_\_\_\_ *Courses and training (peer coaching, collaboration, win-win negotiations, curriculum, development, instructional strategies, positive discipline, etc.)*
- \_\_\_\_\_ *Knowledge of the district and its resources*
- \_\_\_\_\_ *Desire for personal and professional growth*
- \_\_\_\_\_ *Desire to make a significant contribution to the organization/profession*
- \_\_\_\_\_ *Experience planning/presenting in front of adults*
- \_\_\_\_\_ *Experience working with student teachers*
- \_\_\_\_\_ *Experience working with a collaborate group*

2. In addition to working one-on-one with new teachers, mentors will be providing whole group workshops and training sessions. What kinds of training sessions do you feel prepared to conduct?

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|---|--|
| _____ <i>Classroom management</i>                   | _____ <i>Integrating curriculum</i>      |
| _____ <i>Using assessment to inform instruction</i> | _____ <i>Peer Coaching</i>               |
| _____ <i>Current district curriculum</i>            | _____ <i>Working with Parents</i>        |
| _____ <i>Effective instructional strategies</i>     | _____ <i>Record Keeping</i>              |
| _____ <i>Lesson design based on UBD</i>             | _____ <i>Understanding poverty</i>       |
| _____ <i>Understanding cultural competency</i>      | _____ <i>Differentiating instruction</i> |

3. Classroom management and student discipline often provide first year teachers the greatest challenges. Identify and briefly discuss for us what you consider the key components of successful classroom management.

- \_\_\_\_\_ *Teacher preparation*
- \_\_\_\_\_ *Effective planning and lesson design*
- \_\_\_\_\_ *Effective classroom instruction*
- \_\_\_\_\_ *Actively-engaged learners*
- \_\_\_\_\_ *Clearly taught and practiced routines*
- \_\_\_\_\_ *Consistency and fairness*

\_\_\_\_\_ *Respect*

4. Assume that next week you are notified that you have been selected to be a mentor. What tasks do you see yourself engaged in between now and the end of September?

\_\_\_\_\_ *Attending Training*

\_\_\_\_\_ *Planning and delivery of orientation workshops*

\_\_\_\_\_ *Developing and preparing materials*

\_\_\_\_\_ *Meeting with the mentor team to collaborate and plan*

\_\_\_\_\_ *Researching and meeting with resource people*

\_\_\_\_\_ *Meeting, welcoming and supporting new teachers*

\_\_\_\_\_ *Making classroom observations*

\_\_\_\_\_ *Visiting with building principals*

\_\_\_\_\_ *Establishing own cadre & schedule*

5. Imagine you are sitting down with one of your CiT teachers. How would you help to plan with your teacher around the following lesson design elements?

- Selecting the goals and objectives:

\_\_\_\_\_ *Goals and objectives are aligned to the state EALR's and district curriculum*

\_\_\_\_\_ *Goals and objectives are long term & short term*

\_\_\_\_\_ *Short term goals are narrowed and focused*

\_\_\_\_\_ *Goals & objectives are data-driven*

- Selecting appropriate assessment measures:

\_\_\_\_\_ *Formative and summative assessment measures are used consistently to plan instruction*

\_\_\_\_\_ *Uses a variety of performance based assessments*

\_\_\_\_\_ *Uses results from assessment measures to make instructional decisions*

\_\_\_\_\_ *Develops rubrics so that students can self-assess*

- Selecting appropriate activities

\_\_\_\_\_ *Activities actively engage students in the learning*

\_\_\_\_\_ *Activities are related to real life experiences*

\_\_\_\_\_ *Activities require students to apply skills learned*

\_\_\_\_\_ *Activities require students to self-assess their own work*

\_\_\_\_\_ *Activities are motivating*

6. a. Understanding that our district curriculum is aligned with the state essential learning goals, what will you do as a mentor to ensure that teachers understand and teach the district curriculum in the various subject areas?

\_\_\_\_\_ *Utilizes other mentors, curriculum coordinators and teachers*  
\_\_\_\_\_ *Attend district workshops/rollouts with mentors*  
\_\_\_\_\_ *Provide lesson planning templates that indicate GLE's/Formative & Summation Assessment*  
\_\_\_\_\_ *Model/Team teach lessons*  
\_\_\_\_\_ *Build vision for year-long plan*

b. What is your special area of curriculum expertise and what district training have you participated in to ensure your own depth of knowledge and understanding of the curriculum?

7. Describe your experience working with culturally diverse students, staff and families. Please provide an example of a culturally responsive strategy you have integrated into your work.

\_\_\_\_\_ *Using a broad definition of diversity*  
\_\_\_\_\_ *Drawing from a depth of experience*  
\_\_\_\_\_ *Invitational and respectful*  
\_\_\_\_\_ *Willingness to access resources & implement strategies*  
\_\_\_\_\_ *Intentional relationship building across differences*  
\_\_\_\_\_ *Making adjustments in content or delivery*

8. What abilities do you possess that would allow you to build trust and rapport, communicate effectively and facilitate maximum professional growth among your cadre of new teachers?

\_\_\_\_\_ *Ability to assess and analyze a situation objectively*  
\_\_\_\_\_ *Ability to actively listen to others*  
\_\_\_\_\_ *Ability to write and speak with clarity and focus*  
\_\_\_\_\_ *Ability to establish a collaborative and non-threatening tone*  
\_\_\_\_\_ *Ability to provide clear direction*  
\_\_\_\_\_ *Ability to be flexible*

\_\_\_\_\_ *Ability to energize and inspire*

9. In your role as mentor, you may find yourself observing a classroom practice that seems ineffectual and perhaps even detrimental to the academic growth of a child or to children. How would you handle it?

\_\_\_\_\_ *Seek to understand*

\_\_\_\_\_ *Determine if it is a pattern or an "only once" occurrence*

\_\_\_\_\_ *Act courteously and professionally*

\_\_\_\_\_ *Separate personalities from interaction*

\_\_\_\_\_ *Seek solutions from others if appropriate*

\_\_\_\_\_ *Provide honest feedback in a professional manner*

\_\_\_\_\_ *Report concerns to the program director*

10. a. Describe the professional growth activities in which you have participated or professional books that you've read over the last two or three years.

- b. As you think about your own strengths and need for professional growth, what opportunities do you see yourself participating in, especially as they relate to the CiT program?

11. Who are your mentors and what have you learned from them?

12. Assume that the interview team is a group of first year (appropriate level or subject) teachers. Prepare a 10-minute presentation/activity that focuses on an (appropriate level or subject) strategy or practice that is research-based. Please include any handouts or overheads as needed.

\_\_\_\_\_ *Integrated*

\_\_\_\_\_ *Engaging*

\_\_\_\_\_ *Active involvement/interactive*

\_\_\_\_\_ *Rapport building*

\_\_\_\_\_ *Enthusiasm*

\_\_\_\_\_ *Theory to practice – why are we learning this?*

13. The Mentor CiT position you seek is for a unique educational effort undertaken by the Spokane Education Association and the district administration. If asked to very briefly comment on this project, what would you state to be the *value* and the *focus* of this undertaking?