

Behavior Based Questions (Please ask all **four** questions)

Candidate Name: \_\_\_\_\_

Interviewer Name: \_\_\_\_\_

Date: \_\_\_\_\_

QUESTION	UNSATISFACTORY (1)	MARGINAL (2)	PROFICIENT (3)	EXEMPLARY (4)	NOTES	SCORE
Tell me about a time you used data to drive decision-making. (Instructional Practice)	Provides no time in which a data-driven decision was made or provides an example in which data was not used.	Provides a time when data was used but decision-making failed to result in any progress.	Provides an example of a data driven decision however, fails to demonstrate the significance of how data can drive work going forward.	Provides a clear, concise example of a data-driven decision. Explains, in detail, how data drives their work and mentions how it can be used in the classroom going forward. Mentions using data to track progress of work/goal.		
Tell me about a time you missed a deadline. How did you handle the situation? (Planning & Preparation)	Provides little to no rationale for missing the deadline and fails to provide any solutions to address concern.	Provides an example of a deadline that was missed however, does not provide a sound rationale for missing deadline. Provides poor solution to address concern.	Takes responsibility for missing the deadline with well-reasoned rationale. Provides an adequate solution to address concern.	Explains a deadline that did not affect another party. Takes full responsibility for missing the deadline with solid, well-reasoned rationale. Provides a sound solution. Discusses ways to mitigate future concerns.		
Tell me about a time when you failed at something. Explain what happened and how did you respond. (Professionalism & Collaboration)	Provides no example of a failure or claims they have never failed at anything.	Provides an unclear example of failure with no specific way they moved forward.	Provides an example of a time when they failed however, fails to provide an innovative response to completely address the failure.	Provides a specific example of a failure with measured steps on how they moved forward and learned from the failure to improve future experiences.		
Tell me about a time you had difficulty leading a group a people. How did you respond? (Classroom Culture)	Provides an example in which the candidate completely disengages and does with a weak solution to move forward.	Provides an example in which the candidate engages the group however fails to readjust considering the dynamic of group.	Provides an example engaging a difficult group however provides a typical solution partially meets desired out comes.	Provides a specific example of engagement. Includes a concrete, "out of the box" remedy for approaching a difficult group. Develops a solution that fully meets the outcome.		
<b>Total Score</b>						
<b>Interviewer Signature: _____</b>						

Scenario-Based Questions (Please ask at least **two** questions)

Candidate Name: \_\_\_\_\_

Interviewer Name: \_\_\_\_\_

Date: \_\_\_\_\_

QUESTION	UNSATISFACTORY (1)	MARGINAL (2)	PROFICIENT (3)	EXEMPLARY (4)	NOTES	SCORE
<p>As you approach the end of your second unit, you notice that one of your students has failed to turn in the last ten homework assignments and missed 20% of classes. How would you address this situation? <b>(Instructional Practice)</b></p>	<p>Fails to take personal responsibility for student performance; <b>blames parents and/or outside factors</b> for student behavior.</p>	<p>Takes responsibility for student performance. However, <b>fails to prioritize meetings or goal setting with the student.</b></p>	<p>Takes personal responsibility for student performance. Prioritizes meeting with student one-on-one. <b>Does not mention setting goal and tracking progress toward goal.</b></p>	<p>Takes complete responsibility for student performance. Prioritizes conducting meetings with student, parents, administration, and other teachers and creates outside school opportunities for student. <b>Sets measurable goal with student and tracks progress toward goal.</b></p>		
<p>During the planning week before school starts, you receive information regarding your students' performance from the previous year. This includes both achievement and qualitative data collected from the past year's teachers. Nearly 40 percent of the students were categorized as low performing and below proficient. How would you use this data to plan your instruction for the year? <b>(Planning and Preparation)</b></p>	<p><b>Mentions no use of data in planning and ignores students' past performance.</b> Plans to use past year's lesson plans to plan for upcoming group of students.</p>	<p>Mentions some use of data in planning and past student performance. However, <b>does not convey a sense that the data can fully inform student outcomes going forward.</b></p>	<p>Mentions using data to inform planning but emphasizes <b>focusing only on improving the outcomes of those students outperforming their peers.</b></p>	<p><b>Mentions planning according to the needs of students</b> and reaches out to past and current teachers to further collaborate. Discusses developing academic profiles for students and tracks progress toward goal.</p>		
<p>Within the first couple of months, your principal has provided positive feedback on your performance. However, your department chair approaches you and expresses that he/she has been disappointed with your lesson plan design and lack of collaboration. He/she asked that you submit an action plan to address these concerns. What would be your next steps? <b>(Professionalism &amp; Collaboration)</b></p>	<p>Demonstrates <b>general unwillingness to collaborate and receive feedback from grade level chair.</b> Immediately questions grade level chair about concern.</p>	<p>Demonstrates some willingness to collaborate halfheartedly. <b>Indicates the value in collaboration, however, does not see it as completely integral to student's academic outcomes.</b></p>	<p>Demonstrates <b>willingness to complete action plan to appease all stakeholders</b> but notifies principal about grade level chair's feedback and overall discontent about action plan.</p>	<p>Demonstrates great willingness to complete action plan. Mentions scheduling an appointment with the department chair to collaborate and gain feedback. <b>Describes teacher as a constant learner and one who consistently reflects to improve.</b></p>		
<p>All year, your team has lauded you for having the most invested classroom culture in the building. After Winter Break, you begin to notice students are becoming apathetic and disengaged in lessons. Your colleague says "don't worry too much." How would you proceed as the instructional leader of the classroom? <b>(Classroom Culture)</b></p>	<p><b>Blames students for the level of disengagement</b> and actively seeks to continue business as usual in class.</p>	<p>Demonstrates an empathy with students and seeks to find some new ways to engage students. <b>Fails to mention examples of these new strategies.</b></p>	<p><b>Takes initiative to create new ways to engage students</b> in lessons but does not present particularly novel ideas.</p>	<p>Demonstrates a complete willingness to overhaul instruction for student academic outcomes. <b>Mentions innovative, "out of the box" techniques to engage students.</b></p>		
<p><b>Total Score</b></p>						
<p><b>Interviewer Signature:</b> _____</p>						