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Sample Classroom Clinical Professional Interview Questions

The increased use of short unannounced observations and multiple data sources has changed the purpose and types of conferences held between clinical professionals and their evaluators. The traditional pre conference and post observation conference may still be used in some circumstances. However, in many cases these conferences are replaced with the clinical professional interviews. The clinical professional interview is a meeting between professional and the evaluator during which the evaluator gathers data about the professional's performance related multiple parts of the performance standards. In addition to what may have been observed during one or more observations, discussions also include review of artifacts and questions about the professional's practices during activities that are not observed. Below is a bank of questions that corresponds to the performance standards for clinical professionals. If the clinical professional also teaches full lessons as part of their job (e.g a nurse teaching health classes or a guidance counselor teaching classroom guidance lessons) the evaluator should also refer to the bank of interview questions for classroom teaching.

This is not intended to be an all inclusive list. It is intended to provide evaluators with a number of standard related questions. Evaluators should feel free to modify them by:

1. Not using some of the questions
2. Adding their own questions not already noted
3. Revising the questions to better meet role of the individual professional and situation.

The questions are organized based on one performance rubric. They are also done by a topic description found after the standard number for districts who use a rubric that does not use these four standards.

Specialized Instructional Support Personnel

Standard I: Curriculum, Planning and Assessment

1. How and when do you gather assessment information?
2. What assessment tools do you find the most effective? Why?
3. How does assessment data drive your intervention decisions?
4. How does assessment data drive your placement recommendations?
5. How do you promote accurate and appropriate interpretation of assessment data?
6. How often do you consult with classroom teachers and administrators?
7. How often do you consult with other clinicians?
8. Describe your role in a team approach to assess student needs and provide services.
9. How does the team come to agreement on a student's mastery of the curriculum standards?
10. How often do you observe students in the classroom setting?
11. How often do you examine a student's cumulative file?
12. How often do you interview teachers and administrators when a student is referred?

Embedded Professional Development that results in Permanent, Positive Change

13. Do you seek peer or administrative review of your report writing? How often?
14. How do you utilize technology for assessments and report writing?
15. How do you demonstrate accountability in your role?

Standard II: Servicing All Students

1. How do you determine that an intervention for a student is successful?
2. How do you determine when the best option is:
 - i. Consultation to the classroom teacher?
 - ii. Direct services to the student?
3. How do you determine when the best direct service is:
 - i. Individual
 - ii. Group
4. How do you determine when systems/school-based change is needed?
5. When conducting an evaluation, how much time do you devote to:
 - i. Refining the referral question?
 - ii. Pre-referral assessment?
 - iii. Formal testing?
 - iv. Interviews?
 - v. Report writing?
6. How do you determine what to emphasize in your services:
 - i. Therapeutic?
 - ii. Learning and instruction?
 - iii. Socialization and development of life skills?

Standard III: Family and Community Engagement

1. How often do you participate in parent conferences conducted by the classroom teacher?
2. How often do you conduct parent conferences?
3. How often do you work directly with families?
4. How often are you involved in legal interventions (CHINS, etc.)?
5. How do you get support when ethical considerations arise from your work with families?
6. How do you foster home/school/community collaborations?

Standard IV: Professional Culture

1. How do you self reflect on your practice in ways that enable you to improve your practice?
2. Based on your self-reflection:
 - What are two areas of practice that you consider strengths
 - What are two areas of practice you consider areas in need of improvement? What professional development have you done (or will you do to improve you performance in these areas?
3. In what ways have you (are you) collaborating with your colleagues?
4. Based on the stages of Collegial Professional Development Group Growth found on page 464 in the book *Instructional Practices That Maximize Student Achievement*, at what stage is your group?
5. When you self reflect on your teams work using the Professional Learning Community Team Issues to Consider checklist found on page 466 in the book *Instructional Practices That Maximize Student Achievement*, what items does you team need to work to improve?
6. What ideas do you have for improving the stage of collegial collaboration?
7. What leadership have you shown regarding research on:
 - i. Student issues?
 - ii. School system issues: organization, policy, climate?

8. What leadership have you shown when ethical concerns arise in the school setting?
9. How do you engage in data collection for improvement of the school system?
10. How do you take leadership for training needs in the school setting?
11. How do you respond to legal concerns you encounter in your work?