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## Sample Classroom Teaching Interview Questions

The increased use of short unannounced observations has changed the purpose and types of conferences held between teachers and their evaluators. The traditional pre observation conference and post observation conference may still be used in some circumstances. However, in many cases these conferences are replaced with the teacher interviews. The teacher interview is a meeting between teacher and evaluator when evaluators gather data about the teacher's performance related to the 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, questions about teacher practices during lessons not observed, and about non-lesson activities. Below is a bank of questions that corresponds to the performance standards 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. It is for use with classroom teachers and for those components of a nurse's or clinical professional's job that requires teaching full class lessons (e.g a nurse teaching health classes or a guidance counselor teaching classroom guidance lessons). 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 the individual teacher and situation.

The questions are organized based on one teacher 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.

### **Standard I: Curriculum, Planning, and Assessment**

1. Which of our district curriculum standards are addressed in this lesson?
2. When planning units, lessons, and assessments, how are you providing opportunities for students to use reasoning, logic, analysis and synthesis (higher order thinking skills)?
3. What teaching preceded this lesson?
4. What teaching will follow this lesson?
5. What assessment tools have you used to measure progress:
  - i. Formative assessments?
  - ii. Summative assessments?
6. How do you monitor students' level of mastery on a regular basis?
7. What would I see you doing to assess students' level of mastery while you are teaching?
8. What records do you keep available about student mastery? Please show me an example of how you use these records to adjust your instruction?
9. How do you make decisions on which assessments to use?
10. What types of assessments do you use in your classroom?
11. How and when do you gather assessment information?
12. What type of grading system do you use, and how effective is it?
13. What must students do to demonstrate mastery on each curriculum standard?

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14. In what ways do you have students assess their own learning?
15. Which forms of student self-assessment do you find most effective?
16. How do the results of student assessment drive your instruction?
17. How did you decide which instructional techniques were appropriate for this lesson?
18. How would you refine this lesson to increase student learning if you taught it again?

## **Standard II: Teaching All Students**

1. What have you done in terms of professional development recently in the content areas?
2. How have you applied this knowledge in the classroom?
3. What do you think your students need to know and to be able to do by the end of this unit and lesson?
4. How do you plan for differentiating instruction in your classroom?
5. How do you facilitate classroom participation?
6. How do you ensure that students are not sedentary for too long?
7. How do you ensure that everyone participates?
8. How do you send the message to your students that you like and respect them?
9. How do you arrange the physical structure in your classroom to promote high levels of teacher proximity to all students, and particularly to those students who can misbehave or disrupt?
10. How do you develop positive student-to-student relationships (classroom community)?
11. What types of activities do you incorporate that promote students' self-assessment of their behavior?
12. What routines do you have in place to support classroom management?
13. How do you teach students your classroom routines?
14. What are your group work expectations?
15. How do you encourage a safe and respectful classroom environment?
16. How do you make learning goals clear to students?
17. How did you decide which instructional techniques were appropriate for this lesson?
18. How did you communicate mastery objectives to the students?
19. How did you communicate your agenda to the students?
20. What percentage of your students asked or answered a question?
21. How can you increase the percentage of students who ask or answer a question?
22. What percentage of the questions you ask are comprehension or higher order thinking skills questions?
23. How long do you wait after asking a question?
24. How do you communicate to the students as a group that you are confident they can learn the information and skills with appropriate effort?
25. How have you incorporated effective effort strategies into this lesson?
26. How do you work with low-confidence learners to build their confidence as learners?
27. How do you help learners equate school success with effort and skills rather than with luck?
28. How and when do you model the skills, attitudes, values, and processes central to the subject being taught?
29. What strategies do you use in your classroom to ensure it is a safe place for students to challenge the teacher's opinion?
30. What opportunities do you provide for students of different abilities to access the curriculum?
31. What activities do you utilize to ensure that students with differences are part of the social dynamics?
32. What strategies do you use to ensure that children feel they belong to your classroom community?
33. How do you create a classroom environment that is sensitive to language, socio-economic class, and gender differences?
34. How do you accommodate varied learning styles?
35. How do you modify the lesson for English language learners?

### **Standard III: Family and Community Engagement**

1. How is progress communicated to students and parents?
2. How do you communicate classroom expectations to parents?

### **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?