Teacher Interview Process:   
Note-Taking Template

# Self-assessment Notes

Access a list of interview items that your school/LEA uses for teacher candidates.

As we go through slides related to the following effective practices for uniform teacher interviews, make notes on your interview processes.

**Behavioral Questions**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**Situational Questions**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**Skill Demonstrations**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

Next, access any tools or documents that your school/LEA uses to score or provide notes about teacher candidates.

As we go through slides related to the following effective practices for scoring teacher interviews, make notes on your processes for scoring or taking notes about interviews. For the last two categories—calibration of colleagues and inclusion of relevant stakeholders—consider any school/LEA processes that you are familiar with and that align with these categories.

**Common Rubric**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**Predetermined Follow-up Questions**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**Calibration of Colleagues**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**Inclusion of Relevant Stakeholders**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

# Interview Items Aligned with Teacher Competencies

Think about a role that you hire for frequently (e.g., an elementary general education teacher).

1. What competencies does your school/LEA prioritize for this role?
2. What competencies could be better reflected in the current selection process? How?

*Or:* If you don’t know which competencies are prioritized, what competencies *should* be well reflected in the selection process?

Review the tool “[Virtual Hiring Activities That Assess Desired Teacher Competencies](https://info.iu13.org/hubfs/Statewide%20Initiatives/Toolkit_VirtualHiringActivitiesthatAssessDesiredTeacherCompetencies.pdf).”

1. Look for competencies that your school/LEA prioritizes (they are aligned with the Danielson Framework for Teaching) and highlight any interview items that may be useful for you.
2. What do you notice about the alignment of competencies, indicators and interview items?

Look through additional interview question banks:

* [Teacher interview question bank](https://docs.google.com/document/d/1f_BAmvidR4TbbCF1hAZrirj2fkGB0IMv8HuE6TuNPOk/copy) from Loudoun County Public Schools and Education Elements
* [Sample teacher interview questions](https://humanresourcesineducation.org/wp-content/uploads/2020/01/Sample-Teacher-Interview-Questions-by-Competency-or-Skill-Area.docx) from Urban Schools Human Capital Academy

How might you adapt some of these questions to be more specific to your school/LEA context? (e.g., refer to the ways teachers are expected to collaborate with one another or to a particular instructional approach in your school)

# Next Steps

Looking over your notes, what next steps would be useful in making changes to your teacher interview processes?

Which stakeholders could provide useful feedback on teacher interview items and on rubrics? This will likely vary for different teacher roles.

Begin reviewing [this template rubric](https://docs.google.com/document/d/1Exp27ZWRSTcqbeZKOYijC8kSDFeQX9CuxjEsViJ_mzk/copy) adapted from Education Elements. How could you adopt or adapt elements of this rubric for your school/LEA?

We’ve discussed items to add to teacher interviews. Looking at your interview process, are there any items that are not effective at demonstrating priority competencies and that you could remove?

# Additional Resources

* The [Virtual Hiring Activities That Assess Desired Teacher Competencies](https://info.iu13.org/hubfs/Statewide%20Initiatives/Toolkit_VirtualHiringActivitiesthatAssessDesiredTeacherCompetencies.pdf) tool aligns specific competencies (and components of the Danielson Framework for Teaching) with indicators of the competencies and with interview items.
* The US Office of Personnel Management’s [Structured Interviews Guide](https://www.opm.gov/policy-data-oversight/assessment-and-selection/structured-interviews/guide.pdf) goes into detail on implementing structured interviews and on training interviewers.
* This [Student Data Exercise](https://info.iu13.org/hubfs/Statewide%20Initiatives/Student%20Data%20Exercise.docx) from TNTP can be used as a skill demonstration in an interview.
* TNTP’s [Teacher Selector Norming Overview](https://tntp.org/assets/teacher-talent-toolbox-resources/Training_and_Norming_Selectors_TNTP.pdf) provides guidance on calibrating colleagues involved in the interviewing and selection process and on avoiding bias.
* This adapted [Example Interview Rubric](https://docs.google.com/document/d/19QYi_icFenuWrDc4D6upNWZiS3Mdt6tlGLk9YhfMCzU/copy) template from Education Elements can be further adapted and used for interview scoring.

# We appreciate your feedback.

[Please respond to a brief survey about this workshop.](https://forms.gle/75JLhv8fMpQLFpvP7)