

Tool 24

# Teacher Interview

District/School:	Interviewee:
Date:	Grade Level/Subject:
Time:	Interviewer(s):

**Note: The following codes indicate which day to ask the question:**

**A = All, D1 = Day 1, D2 = Day 2, D3 = Day 3.**

Question #	Trait	Day	Question	Response
1		A	Describe the _____ content-area focus program here at _____ School.	
2		A	How do you determine the (reading, mathematics) levels of students in your classroom?	
3		A	How do you differentiate instruction to meet the (reading, mathematics) levels of your students?	
4		A	What do you do in your classroom to increase the reading ability of your students?	
5	2A1	D1	How do you know which state standards or national disciplinary standards you are responsible to teach and when?	
6	2B2	D2	What programs are in place for the lowest- and highest-performing students? How do students get into and out of these programs? Do you have any data on the success of these programs with children at your school?	
7	2F3	D3	How can achievement gaps between groups of children (e.g., whites and African Americans) be eliminated?	

REPRODUCIBLE

Question #	Trait	Day	Question	Response
8	2G2	D1	How does the school schedule provide time for joint planning or collaboration?	
9	2I1	D2	How do school administrators support you in using effective instructional practices?	
10	2J1	D3	How do school administrators help you in matching your instruction to the written curriculum and pacing charts?	
11	3D1	D1	How are data from diagnostic assessments used to place, group, and regroup students in your class(es)?	
12	3E2	D2	How does the staff use disaggregated data in deciding whether it needs to review or update the school's curriculum and instructional program?	
13	4B1	D3	Do school administrators believe that all students can meet the standards? Are there any students whom administrators hold to lower expectations?	
14	4E1	D1	How is school leadership shared, with whom, and based on what?	
15	4J1	D2	Do school administrators keep up on educational research? How do you know? Are you able to keep up on educational research in your instructional area(s)?	
16	4K1	D3	How often do school administrators informally observe your classroom? How do they provide feedback to you on their observations?	
17	4K2	D1	What opportunities do you have to engage in a structured process of peer observation and feedback?	
18	4K3	D2	How often does structured peer observation and feedback occur?	

REPRODUCIBLE

Question #	Trait	Day	Question	Response
19	5B1	D3	How are teacher teams involved in implementing the schoolwide strategic plan?	
20	6B1	D1	Who decides on what will be included in schoolwide professional development, and how is it selected?	
21	6D1	D2	How do the school and district support professional development as a routine part of every teacher's responsibility and workday?	
22	6E1	D3	Has there been any recent professional development in cultural understanding? Why was it effective or ineffective?	
23	6E3	D1	Are there racial or cultural issues here that adversely impact student achievement?	
24	7A1	D2	How do guidance and advisory programs identify and work with students who don't seem to fit in?	
25	7B2	D3	How do you encourage students to develop positive peer relationships?	
26	7G1	D1	How do you coordinate curriculum with other schools in the district?	
27	7G2	D2	How do you prepare students for what will be required of them at the next school?	
28	8E1	D3	How do students learn skills such as cooperation, responsibility, leadership, and helpfulness?	
29	9B3	D1	How do you communicate with parents whose language is other than that which you speak?	
30	10A1	D2	How clear-cut is the division of responsibilities and authority between the board, the superintendent, and the school?	

REPRODUCIBLE

Question #	Trait	Day	Question	Response
31	10B1	D3	What are the priorities, in order of importance, of the school?	
32	10C2	D1	How do you learn about new research on effective teaching practices?	
33		A	Is there anything you think we should know about but have not asked?	