

## Sample interview questions by core teaching standard (USC criteria or most popular)

- P1. Who had the greatest influence on you to become a music teacher and why? *(Most Popular)*  
P2. What are the most important qualities of an outstanding educator? *(Most Popular)*  
P3. What is your personal philosophy of student discipline? *(Most Popular)*  
P4. How would you assess the learning in your classroom/rehearsal? *(Most Popular)*  
P5. What purpose does music education serve in the public schools? *(Most Popular)*  
P6. What is the importance of professional development and how will you apply it to your career? *(Most Popular)*  
P7. What are your personal goals? Where do you see yourself in ten years? *(Most Popular)*  
P8. How do you recruit students to “grow” a music program? *(Most Popular)*
- A1. Concerning music education, what is your philosophy and mission? *(A – Educational Philosophy)*  
A2. What is your view of the teacher’s role in the classroom? *(A – Educational Philosophy)*  
A3. What is most important to you (and why): music content, outcome, or process? *(A – Educational Philosophy)*
- B1. Describe a successful lesson plan you have developed. *(B – Knowledge/Education)*  
B2. What units would you plan for \_\_<sup>th</sup> grade general music? *(B – Knowledge/Education)*  
B3. List a few selections you might program on a choral (or band or string) concert. *(B – Knowledge/Education)*  
B4. What steps would you take to teach someone how to improvise? *(B – Knowledge/Education)*  
B5. How do you get a child to match pitch? *(B – Knowledge/Education)*
- C1. What rules and expectations would you establish in your classroom? *(C – Classroom Management)*  
C2. How will you control behavior in large ensembles? *(C – Classroom Management)*  
C3. How would you deal with a difficult student who has gotten off-task? *(C – Classroom Management)*
- D1. How will you incorporate the use of technology in your classroom? *(D – Technology)*  
D2. How have you utilized technology to assist in instructional preparation? *(D – Technology)*  
D3. Summarize a list of software programs and other technology you have mastered. *(D – Technology)*
- E1. Describe your strengths in oral communications and public relations. *(E – Oral Expression)*  
E2. How would you disseminate information to the students in support of your daily lesson targets? *(E – Oral Expression)*  
E3. Provide sample announcements you could make at an a) open house or b) public performance? *(E – Oral Expression)*
- F1. Discuss your strengths in writing and/or written communications. *(F – Written Expression)*  
F2. What role does the Common Core have in general music (or music ensembles)? *(F – Written Expression)*  
F3. Describe your last or favorite college essay or article on music or curriculum. *(F – Written Expression)*
- G1. Describe your leadership style. *(G – Leadership)*  
G2. What actions would you take to get a group of peers refocused on the task at hand? *(G – Leadership)*  
G3. Illustrate your role in a group project or collaborative assignment. *(G – Leadership or H – Teamwork)*
- H1. How would you involve students in the decision-making or planning of your classes/ensembles? *(H – Teamwork)*  
H2. How would you involve parents in your music program? *(H – Teamwork)*
- I1. How would your musical peers describe you? *(I – Judgment)*  
I2. How do you typically model professionalism and judgment dealing with conflict? *(I – Judgment)*
- J1. How do you differentiate and teach to diverse levels of achievement in your music classes? *(J – Problem Solving)*  
J2. Describe a difficult decision you had to make and how you arrived at your decision. *(J – Problem Solving)*  
J3. How will you accommodate students who want to participate in both music and sports? *(J – Problem Solving)*
- K1. How do you insure that long-term plans and music objectives are met? *(K – Planning and Organization)*  
K2. Illustrate a typical musical (or marching band or ensemble) production schedule. *(K – Planning and Organization)*
- L1. How would you structure a general music (or ensemble rehearsal) classroom of the future? *(L – Innovation)*  
L2. Share an anecdote about a new or innovative teaching technique you have used in music. *(L – Innovation)*
- M1. Describe a project you initiated (or would initiate) in your teaching or extra-curricular activity. *(M – Initiative)*  
M2. What motivates you to try new things? *(M – Initiative)*  
M3. How much time outside the school day should a music teacher be expected to work? *(M – Initiative)*
- N1. How would you define professional commitment in terms of music education? *(N – Dependability)*  
N2. What after-school activities do you plan to become involved? *(N – Dependability)*
- O1. How do you cope with stress? *(O – Adaptability)*  
O2. How do you manage shifting priorities or changing deadlines? *(O – Adaptability)*
- P1. Why did you choose to become a music teacher? *(P – Self-Insight/Development)*  
P2. In your own music-making or teaching, of which are you most proud (and why)? *(P – Self-Insight/Development)*  
P3. If you could write a book, what would the title be? *(P – Self-Insight/Development)*
- Q1. What hobbies or special skills do you have which may influence your future activities? *(Q – Energy/Enthusiasm)*  
Q2. In what extra-curricular activities did you participate at the HS and college level? *(Q – Energy/Enthusiasm)*

THE INTERVIEW CLINIC: Practicing and Playacting to Improve Your Performance  
at Employment Screenings – Paul K. Fox – PMEA Conference – April 8, 2022

Quality	Traits	Good?	Bad?
<b>Attitude</b>	a. Calm appearance, steady nerves b. Enthusiasm, positive and helpful mood c. Self-confidence/poise but no arrogance d. Sincerity e. Respect f. Attributes of a team player (collaboration) g. Attributes of a leader and innovator		
<b>Speech</b>	h. Vocal tone and volume i. Diction and clarity j. Speed k. Expressivity l. Pacing		
<b>Language</b>	m. Use of professional terminology and vocabulary n. Avoidance of "weak" words ("like," "sort of") o. Avoidance of verbal clutter ("ahhh" or "umm")		
<b>"On Topic"</b>	p. Focus, relevance, avoidance of "bird walking" q. Careful listening/response to the interviewer r. Avoidance of unsubstantiated claims		
<b>Body</b>	s. Posture t. Eye contact u. Facial expressions, smiling v. Avoidance of fidgeting/touching face/hair		
<b>Preparation</b>	w. Knowledge of content x. Organization (distribution of resume/portfolio) y. Anecdotes/evidence of strengths/challenges z. Research of district and questioning interviewer		
<b>Comments</b>			

**Upper St. Clair School District  
Professional Applicant Rating Form**

Overall Rating (Circle One)	
1 Unsatisfactory	3 Good
2 Satisfactory	4 Superior

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

Interview Date and Time: \_\_\_\_\_

Certification(s): \_\_\_\_\_ Position: \_\_\_\_\_

	Unsatisfactory	Satisfactory	Good	Superior	Remarks:
<b>Instructional:</b>					
A. Educational/Philosophy					
B. Knowledge/Education					
C. Classroom Management					
D. Technology					
E. Oral Expression					
F. Written Communication					
<b>Professional:</b>					
G. Leadership					
H. Teamwork					
I. Judgment					
J. Problem Solving/Decision Making					
K. Planning and Organizing					
L. Innovation					
<b>Personal:</b>					
M. Initiative					
N. Dependability					
O. Adaptability					
P. Self-insight and Development					
Q. Energy and Enthusiasm					
R. Appearance					

Comments: \_\_\_\_\_

Signature of Rater: \_\_\_\_\_

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