

Job Interview Assessment

Slippery Rock University Music Education Candidates

Virtual Mock Screening Session on March 15, 2021

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Sample Questions

1. Tell us something about yourself... your strengths, weaknesses, and goals for the future.
2. Who had the greatest influence on you becoming a music teacher and why?
3. What are the most important qualities of an outstanding music educator?
4. Describe a successful lesson plan you have developed and how did you assess the student learning.
5. How will you accommodate students with special needs or varied interests in your music program?
6. How would you recruit/encourage students and “grow” interest and participation in the music program?
7. Why is it important for students to be actively engaged in the performing arts?

What are the interviewers looking for?

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

Comments: _____ Signature of Rater: _____ Date: _____

What are the
interviewers
looking for?

Raising the bar further: effective teachers...

Score HIGH on

- Cooperation
- Student engagement
- Monitoring learning
- Optimism
- Pacing
- Promoting self-sufficiency
- Spontaneity
- Structuring

Score LOW on

- Abruptness
- Belittling
- Counting hours (“clock punching”)
- Defiance
- Illogical statements
- Mood swings
- Oneness (treating group as “one”)
- Recognition-seeking

Source: “The California BTES – Overview of the Ethnographic Study” by David Berliner and William Tikunoff

What are the interviewers looking for?

Comments: *Looking for these “good” things*

- a. Motivation and sincerity: “a good fit,” true desire for the job, and “doing what it takes”
- b. Empathy, sensitivity, rapport with the interviewer
- c. Goals: well-thought vision/mission/philosophy, and “professional development for life”
- d. Child-centered focus
- e. Depth of understanding, knowledge of pedagogy, use of educational terminology
- f. Modeling of the four C’s: be calm, concise, congenial, and caring throughout the interview
- g. Storytelling of successes – specific anecdotes
- h. Flexibility, versatility, adaptability, “landing on your feet,” good problem solving

Hopefully not seeing too many of these “not-so-good things”

- i. Lack of organization, preparedness, documentation (if this was a real interview, did you bring your resume, portfolio, and business card with access to your professional website?)
- j. Showing of nerves, talking too fast, fidgeting, “ahh” – “uh” – “Like...”
- k. “Bird walking,” verbal clutter, lack of clarity in answers
- l. Unsubstantiated, unsupported, slanted or “opinionated” statements
- m. Going overboard (offering too much information)

How Did You Do? (My Assessment Sheet)

Quality	Traits	Good?	Bad?
Attitude	<ul style="list-style-type: none"> 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 		
Speech	<ul style="list-style-type: none"> h. Vocal tone and volume i. Diction and clarity j. Speed k. Expressivity l. Pacing 		
Language	<ul style="list-style-type: none"> m. Use of professional terminology and vocabulary n. Avoidance of “weak” words (“like,” “sort of”) o. Avoidance of verbal clutter (“ahhh” or “umm”) 		
“On Topic”	<ul style="list-style-type: none"> p. Focus, relevance, avoidance of “bird walking” q. Careful listening/response to the interviewer r. Avoidance of unsubstantiated claims 		
Body	<ul style="list-style-type: none"> s. Posture t. Eye contact u. Facial expressions, smiling v. Avoidance of fidgeting/touching face/hair 		
Preparation	<ul style="list-style-type: none"> w. Knowledge of content x. Organization (distribution of resume/portfolio) y. Anecdotes/evidence of strengths/challenges z. Research of district and questioning interviewer 		
Comments			

Homework...
Prepare in advance!

Resources for Prospective Future Music Teachers

<https://paulfox.blog/becoming-a-music-educator/>

- ✓ **NEW: Top 6 Common Interview Questions and Answers**
 - <https://www.indeed.com/career-advice/interviewing/teacher-interview-questions>
 - <https://youtu.be/rcrnHWv-wHc>

- ✓ **NEW: 20 Interview Questions Every Teacher Must Be Able to Answer**
 - <https://www.weareteachers.com/most-common-teacher-interview-questions/>

- ✓ **Tips for Music Teacher Job Interviews**
 - <https://majoringinmusic.com/music-teacher-job-interviews/>

- ✓ **Questions for the Three Phases of Interviews**
 - <https://paulfox.blog/2020/05/11/questions-for-the-3-phases-of-interviews/>

- ✓ **Sample Music Interview Questions**
 - <https://www.music.msu.edu/assets/SampleMusicInterviewQuestions.pdf>