Federal Programs Monitoring

Teacher Interview Questions

District \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Names/Positions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Topic | Question | Notes |
| --- | --- | --- |
| **Universal Screening** | What tool is used for universal screening?  Describe the process for screening.  How are students in a targeted assistance program identified for services? |  |
| **Evidence-Based Curricular Materials** | What curricular materials are used in core instruction?  What does core instruction look like in your school for English Language Arts and Mathematics? |  |
| **Differentiated Instruction** | To what extent do teachers use student data and knowledge of student readiness, learning preferences, language, culture, etc. to address students’ individual needs? |  |
| **Interventions for Targeted Assistance and Schoolwide Programs** | What does your intervention program look like?  What factors are considered when changing a student’s placement?  How often are changes made within your instructional groups? If doing “pull out”, is there a minimum amount of time (i.e. weeks) a student must participate in a particular group and/or instruction?  If applicable, what are the criteria used for exiting (Tier II) intervention? |  |
| **Instruction** | What evidence-based programs and strategies are you using? If applicable, what programs/curricular materials are used for the Tier II intervention?  How do the Tier II intervention teachers ensure that the content they address is well aligned with the core instruction for each student?  If applicable, describe the collaboration between the paraprofessional and teacher. |  |
| **Progress Monitoring** | What does Progress Monitoring look like in your school?  Based on progress monitoring assessment results, how is instruction for students individualized? |  |
| **Program Effectiveness** | What does the evaluation process for the Title I-A program look like?  How do you know the Title I-A program in your school is making a difference? |  |
| **School-Based Professional Development** | How are professional development activities determined?  What kinds of professional development does the district/school offer for teachers and paraprofessionals?  How much time do teachers/teams have a week to meet to specifically look at student work, observe other classes, and to plan together? |  |
| **Communication with Parents & Families** | How are parents made aware of the Targeted Assistance/Schoolwide program in your school?  How are parents informed of their child’s progress?  What kinds of strategies are implemented to increase parent/family involvement?  What meaningful ways are parents/families involved at the school? |  |
| **Homeless Education** | When do you have your annual McKinney-Vento Homeless Education training? What does it look like?  What are your procedures for identifying and tracking Homeless Education students? |  |
| **Foster Care** | What are your procedures for identifying and tracking Foster Care students in your school? |  |
| **Military Families** | What are your procedures for identifying Military families and tracking those students in your school? |  |
| **English Learner & Migrant Students** | If you have English learner and/or Migrant programs, what are your procedures for identifying and tracking these students? |  |