

Pacific Southwest District Behavioral Interviewing Guide

May 2006

_____ Lutheran School

Behavioral Interviewing Questions and Rubric

Name of Candidate: _____

Date: _____

Interview Committee: _____

Instructions: The goal of this interview is to get a complete picture of the candidate. The questions listed are designed to illicit a response of what the candidate has actually accomplished in the past. Follow up questioning, in order gain a more descriptive answer, is encouraged.

The questions are separated into teacher job description categories that are necessary for a successful teaching ministry. Each category will receive a score based on the answers given by the candidate. The “Rating Qualities” are provided to help you, as the interviewer, understand what to look for. The “Rubric” is provided to help you keep a consistent scoring method throughout the interview process.

Since this is a thorough method of evaluation, feel free to begin the interview with prayer and time to discuss introductions. Also, let the candidate know you will be looking for answers involving specific past behaviors.

Exercise Faith

Depends upon a strong and vital relationship with God; demonstrates a willingness to take Faith-risks

1. Describe how you exercise such disciplines as prayer, Bible Study, and personal devotion.
2. Tell me about a specific time when you shared your faith story.
3. Describe the principles of stewardship in your life (Time, talents, treasures)
4. How and when do you worship?

Qualities

- A. Actively attends devotion and Bible Study
- B. Has a personal devotion and prayer time
- C. Loves God
- D. Enjoys sharing faith

Rubric

High (4-5)

- A. Attends church often
- B. Has a set time for personal devotions
- C. Enthusiastic about faith
- D. Has many examples of sharing faith

Medium (2.5 – 3.5)

- A. Usually attends church
- B. Sometimes does devotions
- C. Joy for Jesus and faith not as evident
- D. Struggled to think of a faith sharing example

Low (1-2)

- A. Does not attend church often
- B. Usually does not do devotions
- C. Little joy
- D. Severe difficulty in thinking of a faith sharing example

Resilience

Demonstrates the ability to overcome significant challenges.

1. How do you keep yourself positive when the pressure gets tough?
2. Describe the most unproductive period in your life. What did you do to help yourself?
3. How have you dealt with constructive criticism?
4. Describe your most unproductive period in ministry or on a job. How did you change the situation?
5. Describe a time when your expectations were high but the results were low. How did you react?

Qualities

- A. Handles stress well
- B. Able to “let go” of disappointments and failures
- C. Holds a positive outlook on challenges
- D. Appreciates constructive criticism

Rubrics

High (4 – 5)

- A. Handles stress well
- B. Able to “let go” of disappointments and failures
- C. Holds a positive outlook on challenges
- D. Appreciates constructive criticism

Medium (2.5 – 3.5)

- A. Handles stress adequately
- B. Has trouble with failure
- C. Not always positive
- D. Does not like constructive criticism

Low (1 – 2)

- A. Does not do well with stress
- B. Cannot “let go” of failure
- C. Usually negative
- D. Argues with criticism

Intrinsic Motivation

Possesses the ability to be a self-starter; works with diligence to complete a task

1. Describe a program or activity that you initiated and implemented.
2. Describe your most important accomplishment. How did you go about reaching your goal?
3. Describe your typical workweek. How much time and energy do you put in?

Qualities

- A. Looks for projects that benefit the church/school
- B. Finishes projects on time
- C. Plans with the “end in mind”
- D. Works hard and smart

Rubrics

High (4 – 5)

- A. Has completed projects for the church/school
- B. Has finished projects on time
- C. Able to complete a project with step by step planning
- D. Effectively uses time wisely and puts in the extra effort

Medium (2.5 – 3.5)

- A. Wanted to do church/school projects
- B. Has finished projects
- C. Able to complete a project with planning errors
- D. Works hard

Low (1 – 2)

- A. No projects
- B. Has difficulty completing projects
- C. Cannot plan
- D. Does not seem to work hard/lazy

Relationship Building (Classroom, Team)

Creates positive, cohesive groups; builds partnerships with others.

1. Tell me about a time when you have had to get a group to work as one cohesive unit, and describe the steps you took to accomplish that mission.
2. Not all teams work together effectively. Give an example of a team that you were a part of that was not effective. What did you learn about yourself from that particular experience?
3. Speak about a relationship you built, and talk about the steps you took to build that relationship.
4. What steps have you taken in the past to help people (students, parents, colleagues, etc.) feel secure, trusting, and open with you?
5. Articulate for me how you help others develop positive relationships.
6. Tell me about a relationship you salvaged after a conflict or falling out with the person.
7. Describe how you have built the teacher-student and teacher-parent relationship in your classroom and how it has affected classroom discipline.

Qualities

- A. Builds partnerships with parents and families
- B. Actively builds relationships with staff
- C. Has repaired relationships

Rubrics

High (4 -5)

- A. Builds partnerships with parents and families
- B. Actively builds relationships with staff
- C. Has repaired relationships

Medium (2.5 – 3.5)

- A. Builds partnerships with some families
- B. Builds relationships with some staff members
- C. Has trouble with repairing relationships

Low (1 – 2)

- A. Does not look to build relationships
- B. Alienates himself/herself from staff
- C. Does not repair relationships

Flexibility/Adaptability

Demonstrates abilities to handle multiple pressures and to adapt to minute-by-minute demands; understands innovation

1. You have your entire day planned, and then, life happens. Tell me how you have adjusted or adapted your plans when an emergency or unforeseen circumstance has arisen.
2. Describe a time when you disagreed with a group decision. How did you react?
3. When has your resistance to change proven to be counterproductive?
4. Describe a stressful last-minute change in the school day and how you handled it.

Qualities

- A. Handles changes well with a good attitude
- B. Enjoys changing instruction for the “teachable moment”
- C. Works well handling changes with staff

Rubric

High (4 – 5)

- A. Handles changes well with a good attitude
- B. Enjoys changing instruction for the teachable moment
- C. Works well handling changes with staff

Medium (2.5 – 3.5)

- A. Can change if necessary
- B. Will teach the “teachable moment”
- C. Can work with staff

Low (1 – 2)

- A. Does not like changes
- B. Tries to stay with the lesson at all times
- C. Complains about last minute changes

Communication Skills

Possesses effective communication skills, including the use and management of technological skills

1. Give examples of communication practices in your current or past ministry.
2. Describe a time you effectively used your listening skills.
3. Provide an example of poor communication and the steps you took to correct the problem.
4. How have you worked to improve your communication to students/families? What was the result?
5. Describe a recent conflict with a parent and list the steps you took to resolve it.
6. What was the most difficult parent-teacher conference you have had? What made it challenging?
7. List the things you have done to make communication with others a part of your daily schedule.
8. Tell me some strategies you have used to get responses from parents to notes or letters.

Qualities

- A. Shows a high level of communication skills and uses them effectively
- B. Communicates effectively and frequently with all stakeholders
- C. Uses a variety of means to communicate and is technically savvy
- D. Is visible and available to give and receive praise and criticism and responds well to both
- E. Solves conflicts to the benefit of all involved parties

Rubrics

High (4-5)

- A. Consistently strives to understand, and then be understood
- B. Reaches out/communicates well with all stakeholders
- C. Is well-rounded in a variety of communication techniques
- D. Actively encourages communication from parents / students / staff
- E. Has solved difficult issues with parents/students/staff

Medium (2.5 - 3.5)

- A. Tends to want to talk first then listen
- B. Limited communication with a narrow group of people
- C. Uses only one means of communication and has limited technological experience
- D. Is available for questions / comments / concerns
- E. Sees conflict as something to be avoided

Low (1-2)

- A. Causes frustration by not listening to others comments
- B. Infrequent communication to stakeholders (parents)
- C. Uses little communication
- D. Unable to handle criticism
- E. Causes conflict

Classroom Management

Demonstrates effective classroom management skills, including discipling, organization, and discipline

1. Tell me how you have implemented your discipline policy. How did you react to your students' responses?
2. How have you modeled both Law and Gospel in your classroom?
3. Describe discipline plans/policies that you have implemented in the past. Tell us about a time when you adjusted a discipline plan to meet the needs of a particular student(s)/class.
4. Tell us about a time when you organized a project and the steps you used to complete it.
5. How have you used your organization skills to create an environment for learning in the classroom? (probing areas – homework distribution/collection, lesson plans, classroom prep, field trips)

Qualities

- A. Shows a high level of understanding of discipline plans/policies
- B. Effectively communicates discipline policies to parents
- C. Exhibits an understanding of how to model Law and Gospel
- D. Shows a high level of organizational leadership
- E. Applies organizational skills to create an environment for learning in the classroom

Rubrics

High(4-5)

- A. Consistently implements discipline plans/policies
- B. Is able to effectively communicate discipline policies to parents
- C. Shows a high level of understanding of how to model Law and Gospel
- D. Exhibits a history of organizational leadership.
- E. Maintains a high of level of organizational skills

Medium(2.5-3.5)

- A. Generally implements discipline plans/policies
- B. Has indicated some success in communicating discipline plan/policies to parents
- C. Shows understanding of how to model Law and Gospel
- D. Demonstrates some level of organizational leadership
- E. Displays some organizational skills

Low (1-2)

- A. Has trouble implementing discipline plans/policies
- B. Is hesitant in communicating discipline plan/policies to parents
- C. Does not display knowledge of ways to model Law and Gospel
- D. Does not demonstrate organizational leadership
- E. Lacks organizational skills

Educational Leadership

Understands and utilizes various instructional methods and differentiation; and demonstrates life-long learning?

1. Articulate how you have met the diverse needs of your students in the past.
2. Talk about your favorite curricular area, and how you have supplemented that area with new ideas, activities, and teaching strategies.
3. How have you been successful in motivating your students to commit themselves to classroom goals?
4. Talk about someone who you have mentored. How did you go about helping that person?
5. Speak about how you have kept yourself up-to-date on educational principles and best practices.

Qualities

- A. Uses a variety of instructional methods
- B. Successfully motivates students to want to learn
- C. Able to differentiate classroom instruction and evaluation based on student ability
- D. Reads educational journals regularly

Rubrics

High (4 – 5)

- A. Uses a variety of instructional methods
- B. Successfully motivates students to want to learn
- C. Able to differentiate classroom instruction and evaluation based on student ability
- D. Reads educational journals regularly

Medium (2.5 – 3.5)

- A. Uses a couple of instructional methods
- B. Students mostly like classes
- C. Does not like to differentiate instruction
- D. Seldom reads educational journals

Low (1 – 2)

- A. Uses one method of teaching
- B. Students do not like class
- C. Will not differentiate instruction
- D. Does not read journals

Conflict Resolution

Possesses the abilities to bring about successful resolution to conflict: understands group dynamics

1. Describe how you have sought help in resolving a conflict.
2. Not all resolutions are successful. Tell me about a time when you were unsuccessful in resolving a conflict. What did you learn from the situation?
3. Tell me about a time when you confronted students who were causing conflict among classmates (or students undermining the unity of the entire classroom). How did you help the students to resolve the conflict and bring the class back into a unified relationship?
4. Describe a time when you helped two students resolve a conflict.
5. Share with us a time when you were able to successfully deal with another person even when that individual may not have personally liked you/or shared your point of view.
6. What action did you take when you felt “attacked” by a parent or a co-worker.

Qualities

- A. Ability to listen
- B. Shows discernment in understanding of the conflict issue(s)
- C. Is able to identify/acknowledge their personal role in a situation
- D. Takes initiative to address conflict
- E. Maintains a high of level of success in resolving conflicts

Rubrics

High(4-5)

- A. Exhibits strong listening skills (eye contact, body language, rephrasing)
- B. Has the ability to see the BIG picture
- C. Consistently is able to identify/acknowledge their personal role in a situation
- D. Shows a high level of initiative in addressing conflict
- E. Maintains a high of level of success in resolving conflicts

Medium(2.5-3.5)

- A. Exhibits listening skills
- B. Generally sees more than one side of the conflict
- C. At times is able to identify/acknowledge their personal role in a situation
- D. Demonstrates some level of initiative in addressing conflict
- E. Has success in resolving conflicts

Low (1-2)

- A. Generally exhibits few listening skills
- B. Has difficulty being able to see more than one side of a conflict.
- C. Does not identify/acknowledge their personal role in a situation
- D. Avoids conflict
- E. Relies on outside factors to resolve conflict.

Commitment to Ministry

Demonstrates an understanding of and a commitment to the total ministry of the church

1. What actions have you taken to strengthen your commitment to ministry?
2. Define ministry. Tell me about a time you set a ministry goal. What steps did you take to reach that goal?
3. Tell us how you learned to be a generous person.

Qualities

- A. Actively participates in church/school activities
- B. Understands the concept of ministry

Rubrics

High (4 – 5)

- A. Enjoys being a part of the church/school community
- B. Actively leads church/school activities
- C. Understands the concept of ministry

Medium (2.5 – 3.5)

- A. Some participation in church/school community
- B. Participates in few activities
- C. Unsure of ministry

Low (1 – 2)

- A. Does not participate in anything outside his/her classroom
- B. ---
- C. Cannot define ministry adequately

Wellness

Maintains a healthy balance between worship, family, and work commitments

1. How do you prioritize multiple demands on your time?
2. When things are out of balance, what steps do you take to restore balance?
3. What brings you joy?
4. Tell us why you are interested in this position.
5. Describe the ways you have used organizational skills in your life.

Qualities

- A. Maintains a healthy balance of work and personal life
- B. Has skills to manage stress level
- C. Able to prioritize

Rubrics

High (4 – 5)

- A. Maintains a healthy balance of work and personal life
- B. Has skills to manage stress level
- C. Able to prioritize

Medium (2.5 – 3.5)

- A. Work and personal life somewhat balanced
- B. Stress can be an issue
- C. Trouble with prioritizing

Low (1 – 2)

- A. No balance of work and personal life
- B. Life is frantic and too busy.
- C. Unable to prioritize