**SESSIONAL APPLICANT INTERVIEW ASSESSMENT**

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| **Course Name:** |
| **Course Number and Section:** |

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| **Primary Interviewer:** | **Candidate Name:** |
| **Secondary Interviewer:** | **CUPE 3913 Unit 2 Seniority Points:** |
| **Date:** | **Time:** |

# INSTRUCTIONS FOR INTERVIEWERS:

* The prepared questions assess for teaching competence generally. You can develop subject specific questions in the space provided (and additional space).
* Use this form to evaluate candidates’ responses to the interview questions.
* Ask the questions clearly and do not hesitate to repeat the question if the candidate so requires.
* Take notes, as necessary, in the space provided*.*
* Ask questions in the order they are presented and remember to score each response against the behavioural anchor descriptions provided before moving on to the next question.
* If the candidate has difficulty answering, after an appropriate amount of time has elapsed, you can move on to the next question. You must, however, go back to the skipped question before you conclude the interview.
* After the interview, discuss your ratings and decide upon a combined rating for each question.

# SUGGESTED INTRODUCTORY STATEMENT

Introduce yourselves to the candidate by name.

* Before we begin the interview today, I would like to tell you about us and about the type of interview we will be conducting today. This will help you understand the interview process. It will also help us to ensure that that there is a consistent process across all candidates.
* My primary responsibility at the University of Guelph is to \_\_\_\_\_\_\_(*role/position*)\_\_\_\_\_\_\_\_\_. My co-interviewer is primarily responsible for \_\_\_\_\_\_\_(*role*)\_\_\_\_.
* As you know, today we are interviewing job candidates for placement as Sessional Lecturers.
* The type of interview we are conducting today is called a Situational Structured Interview. My colleague and I will present you with a number of situations, and ask you what you would do in each situation. Please take your time in responding to the questions. You will be given as much time as you need to respond to each of the questions.
* We find it helpful to jot down a few notes during the interview to help remind us of your answers. Please do not consider the number of notes we take as a reflection of your performance on the interview.
* After the interview, I will leave some time to answer any questions you may have about University of Guelph or the Sessional Lecturer position. So, we are now ready to begin. Before we start, do you have any questions about the interview?

# INTERVIEW QUESTIONS

INTERPERSONAL SKILLS:This skill relates to interaction with students/ TA’s in and outside the classroom.

Question: You are aware that a student in your class is struggling with course material. Another student tells you that the student is having personal problems. What would you do?

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| **Behavioural Anchor Description** | | |
| **Not Acceptable = 1** | **Acceptable = 3** | **Outstanding = 5** |
| * Do nothing, and ignore the information * Approach the student about personal problems, and offer help * Give home number for students to contact at any time | * Remind students in class that you are available for help if anyone is having problems with academic material * Remind the class of services they can use for personal problems * Approach the one student about their academic performance * Encourage TA’s to be aware of any students that might be struggling, and reinforce what has been said in class * Bring in someone from counselling services to come speak to the class briefly | * Approach the student and offer for them to come see you during office hours * Specifically approach all students in the class who are struggling and encourage them to come see you for office hours * Offer additional office hours, if students need it * Publically acknowledge that the course is challenging, and that it may take more time to get through it, and make students aware of resources that they can use for personal problems |

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## DELIVERY OF COURSE CONTENT: This skill deals with presentation skills, presentation tools, and management of the classroom during class time.

Question: You are delivering a lecture on specific content that you have lecture material prepared for, but a few students seem very interested in a specific aspect of the topic and ask a lot of questions. What would you do?

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| **Behavioural Anchor Description** | | |
| **Not Acceptable = 1** | **Acceptable = 3** | **Outstanding = 5** |
| * Ignore the student questions and continue with planned content * Spend entire class on student questions, and cover no planned content * Say there is no time to address questions given all the content that needs to be delivered | * Decide to cut or postpone some planned content, in order to take up all of the student questions * Focus on the student questions, and eliminate planned content from the lecture and class * Rush through the planned content, in order to take up student questions | * Acknowledge there are interesting questions, but state that we really need to get through the content. * Offer to meet with the students who have questions either in office hours or another time that works for them * Tell them you know it is an important issue, ask the whole class if they want to spend time discussing these questions. If so, spend 5 minutes discussing them, and then get back to the planned content. If not, meet with the smaller group of students outside of the class |

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PLANNING AND PREPARATION:The skill deals with any general course and specific class preparation.

It includes skills such as prioritizing, organization, course design, and selection of course content.

Question: You have agreed to teach a course in the next semester for which you have a lot of knowledge and expertise. You have only been given a week to prepare, but you have been given access to the teaching material of the professor who has taught the course in the past. What would you do?

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| **Behavioural Anchor Description** | | |
| **Not Acceptable = 1** | **Acceptable = 3** | **Outstanding = 5** |
| * Refuse to teach the class * Have TA’s design the course * Use the prior instructors material completely, without evaluating it * Prepare no material, and make the class discussion based | * Evaluate and use the prior instructors material * Design your own course as you go, by adjusting the prior instructors materials before each lecture | * Use the prior instructors materials as a starting point and resource, but adapt the material to your style and knowledge * Recognize your own areas of expertise and the other professor’s areas of expertise and integrate both materials accordingly * Redesign and plan as much as possible during that week using your expertise and knowledge |

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LEARNING CULTURE:This skill deals with fostering an environment that inspires learning.

Question: You are teaching the class a theory that you support, and a student raises their hand and states that there has been a new study contradicting the theory you are presenting. What would you do?

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| **Behavioural Anchor Description** | | |
| **Not Acceptable = 1** | **Acceptable = 3** | **Outstanding = 5** |
| * React defensively or challenge the student * Ask the student to talk to you after class * Shrug the student off * Ask the student to leave | * Ask the student for the reference so that you can read the article yourself * In an encouraging manner, ask the student if they want to come up and share their ideas with the class * Acknowledge that the paper exists, but that it does not change your opinion about the theory | * Integrate it with the theory you are talking about, and acknowledge the similarities and differences * Read the article and follow up next class. If it does challenge your theory, acknowledge it * Share the article with the class, and have them give perspectives in a follow up class |

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SUBJECT SPECIFIC QUESTIONS:These skills and knowledge relate to

Question 1: ?

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| **Behavioural Anchor Description** | | |
| **Not Acceptable = 1** | **Acceptable = 3** | **Outstanding = 5** |
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Question 2: ?

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| **Behavioural Anchor Description** | | |
| **Not Acceptable = 1** | **Acceptable = 3** | **Outstanding = 5** |
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# SUGGESTED CLOSING STATEMENT

* That was the last question for our interview today. I want to thank you for your interest in the assignment and for taking the time to come in today. I realize that this was a challenging interview.
* We will be reviewing the interview results, so you should hear from us by the (day) of (month). (Specify means by which candidate will hear results – e.g., telephone, email, letter).
* Before we finish, do you have any questions you would like to ask?
* Thanks again for coming in.

# SESSIONAL APPLICANT INTERVIEW SUMMARY SCORESHEET

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| **CANDIDATE NAME:** | **DATE:** |

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| **Question** | | | **Raw Score** |
| INTERPERSONAL SKILLS | | | /5 |
| DELIVERY OF COURSE CONTENT | | | /5 |
| PLANNING AND PREPARATION | | | /5 |
| LEARNING CULTURE | | | /5 |
| SUBJECT QUESTION 1 | | | / |
| SUBJECT QUESTION 2 | | | / |
|  | TOTAL SCORE | | **/** |
| Interviewer (*Signature*): | |  | |