

IB TEACHER INTERVIEW QUESTIONS

I. Personal information from teacher

1. How long have you been teaching in the IB program?
2. What is your training for working with gifted learners or students of high ability?
 - Have you received gifted certification/endorsement?
 - Have you taken classes in working with gifted students?
 - How long have you worked with such students?
3. What is your training for teaching IB courses?
 - Have you received an endorsement?
 - Have you taken classes for teaching these courses?
 - How long have you taught IB courses?
4. Do you personally feel challenged teaching IB courses? Why or why not?
 - What makes you enjoy it?
 - What do you like most and least?
 - Would you prefer an IB class, an honors class, or a regular class? Why?

II. Procedures for enrollment in IB

5. What strategies, if any, are used in your school to attract students to the IB courses?
 - Have they been successful? In your opinion, why or why not?
6. Is there specific recruiting of minority, low socio-economic status, ESL, or female students by you? By counselors? By principals? By others?
 - What does that recruiting consist of? Has it been successful?
 - What seems to be the biggest draw for these students?
 - In your opinion, how could these students be recruited to IB classes?
7. How is enrollment handled?
 - Is permission of the teacher required?
 - What process must a student go through to enroll?
 - Are only certain students invited to join and told how the process works or are all students aware of the process?

III. Characteristics of IB students

8. In general, how would you describe students in your IB classes?
 - Are the students motivated? Interested? Challenged?
 - Why do you think they are in your class? What attracted them to your specific class?
9. In your opinion, are there any common student characteristics regarding high achievement? What?
 - Are there any common student characteristics regarding low achievement? What?
 - Are there any similarities amongst the groups in goals, home life, peer group?

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10. What factors contribute most to student success and/or achievement in IB courses?
 - What makes students successful in your class?
 - Can that be learned or is some of it due to outside factors?
 - What role do you see parents or peers playing in student success and/or achievement?

IV. Issues of content in IB courses

11. What is your content knowledge training?
 - Does that training make it helpful for you to teach your IB class?
 - Did you receive training from IB in this area?
12. How do you select the content?
 - Do students have a voice in what will be taught?
 - How big is the influence of the test and the school's administration on the selection of the content?
 - How does the content outlined in the IB course guide match the abilities of your students? (Is it too easy? Too tough?)
13. How do you organize the content for your IB class?
 - Do student interests drive the content or is it test-driven?
 - Is the content arranged as the book suggests, chronologically, or by concept?
 - Do you purposefully arrange the content differently for your IB class than for other classes you teach that aren't IB?
14. How do you determine the pacing of material for the class?
 - Do you feel pressure to cover everything for the test?
 - Do you have time to pursue students' questions?
15. How do you adapt course content or instruction to meet the needs of your students?
 - Does this require you to modify the IB course guide?
 - Give examples of the modifications you might make.
 - Are you making it harder? Easier?
 - Are you making it more to cover? Less to cover?
16. How do you ensure depth of content knowledge?
 - Do you encourage students to pursue class topics that interest them?
 - Do you utilize articles and guest speakers?
 - Do you ask students to become an expert in an area?
17. Do you relate the content to real life situations? If so, how?
 - Do you use examples from current events or students' lives?
 - Are students asked to make these connections?

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18. Do you integrate this subject with other subjects the students study? If so, how?
- Do you ask the students to make connections between this class and others?
 - Do you role model this for them?

V. Teachers' instructional strategies

19. What training have you had in assessing student learning styles?
- Are student interests and learning styles something you incorporate into your teaching style and lesson plans? How?
20. How do you give students opportunities for independent learning, if any?
- Are there opportunities for experiments and pursuit of individual interests?
 - Are there choices in assignments?
 - Do projects require out of class study
21. Do you encourage students to participate in problem solving? If so, how?
- Do you ask open ended and essay questions?
 - Do you use case studies?
22. What instructional strategies do you employ? Why?
- Are you influenced at all by current trends in instructional practice?
 - Do you use strategies recommended for gifted learners?

VI. Issues of assessment in IB courses

23. How do you determine preconceptions of students toward content?
24. How do you determine the prior level of student knowledge, skill, and understanding?
- Do you ever do any type of pre-assessment?
 - Do you ever feel students are inappropriately placed in your class? How so?