

AP Teacher Interview Questions

I. Personal information from teacher

1. How long have you been teaching this AP courses?
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 AP courses?
 - Have you received an endorsement?
 - Have you taken classes for teaching these courses?
 - How long have you taught AP courses?
4. Do you personally feel challenged teaching AP courses? Why or why not?
 - What makes you enjoy it?
 - What do you like most and least?
 - Would you prefer an AP class, an honors class, or a regular class? Why?

II. Procedures for enrollment in AP

5. What strategies, if any, are used in your school to attract students to the AP 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 AP classes?
 - Once enrolled, what degree of success do these students generally achieve in the program?
 - Which factors most influence the degree of success they achieve?
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?

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III. Characteristics of AP students

8. In general, how would you describe students in your AP 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?
10. What factors contribute most to student success and/or achievement in AP 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 AP courses

11. What is your content knowledge training?
 - Does that training make it helpful for you to teach your AP class?
 - Did you receive training from AP 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 AP course guide match the abilities of your students? (Is it too easy? Too tough?)
13. How do you organize the content for your AP 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 AP class than for other classes you teach that aren't AP?
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?

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15. How do you adapt course content or instruction to meet the needs of your students?
 - Does this require you to modify the AP 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?
 - Do you increase the amount of content you cover?
 - Do you decrease the amount of content you cover?
 - If yes, how does the AP curriculum promote depth of knowledge and understanding?
 16. How does AP curriculum promote depth of content and genuine understanding of 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?
 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 such as generating and investigating a topic of study without direct teacher intervention, 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?

Hertberg-Davis, H., Callahan, C. M., & Kyburg, R. M. (2006). *Advanced Placement and International Baccalaureate Programs: A "fit" for gifted learners* (RM06222). University of Connecticut, The National Research Center on the Gifted and Talented.
<https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm06222.pdf>

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22. What percentage of your class time is lecture?
- What instructional strategies do you employ or what other kinds of classroom activities do you use? Why?
 - Are you influenced at all by current trends in instructional practice?
 - Are you able to integrate strategies recommended for gifted learners? Which ones? How?

V. Issues of assessment in AP 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?
25. What strategies do you use to assess students?
- Do you mostly rely on tests or other more nontraditional methods?
 - Do you leave room for personal choice in how students would like to be assessed: write a paper, make a poster, make a video?
 - If you design your own test, do you try to make it like the one in the AP course guide?