

Section E

JOB SEARCH TOOLS

THE PROFESSIONAL PORTFOLIO

Throughout your student teaching, you may wish to compile a professional portfolio – electronic (online), hard-copy (paper), or both. The goal of this collection is to showcase your work as a teacher candidate; it can serve as a very helpful job search tool. The written and visual artifacts should be carefully selected, organized and displayed.

ORGANIZING THE PROFESSIONAL PORTFOLIO

Items you may wish to include in your portfolio:

- Introduction - Include opening statement, certification information, and placement information.
- Table of Contents (paper version)
- Resume
- Philosophy of Education
- Suggested Artifacts - For each category, provide at least one artifact with captions. The relevance of each artifact should be clearly indicated with a brief description. What insights about your teaching does the reader gain from these artifacts? An artifact should be displayed one time only. Consider showcasing both placements to highlight your areas of certification. Choose wisely. Categories include:
 1. Planning
 2. Assessment
 3. Classroom Management
 4. Impact of Student Learning
 5. Differentiated Instruction
 6. Technology
 7. Parent Communication
 8. Reflective Practice
- Additional Professional Documents- final evaluation reports, letters of recommendation, transcript, background clearance, Praxis scores, PPD verification, etc.

SHARING YOUR PORTFOLIO WITH EMPLOYERS

A professional portfolio is an excellent tool to help you stand out in the competition for jobs. What you will find, however, is that school district administrators rarely ask to see them (and some are not allowed to view online portfolios until after they have selected interviewees, with these decisions based on review of other documents). Employers report that less than 50% of all teacher candidates prepare a professional portfolio, but for those who do – and know how to use it effectively – they often rise to the top when it comes to hiring decisions.

Prior to interview

Electronic (online) portfolios may or may not be reviewed prior to an interview. Still, it is a good idea to provide instructions and/or online access information should an employer wish to take the opportunity to do this (include this information on your resume and/or in your cover letter).

At the interview

Job fair interviews are often too short to allow review of portfolio contents but you may want to bring sample items should you have the opportunity to share them in this setting. For on-site interviews at the district office/school, always bring your portfolio (if you've prepared only an electronic portfolio, bring your laptop should the interviewer(s) not have easy access to a computer). Do not expect the interviewer(s) to specifically ask to see or review your portfolio (this rarely happens). Rather, know the contents of your portfolio extremely well so that you will be able to share certain items or artifacts as they relate to interview questions you may be asked. The portfolio is able to add value as it allows you to visually support your responses and the conversation that may follow.

PROFESSIONAL PORTFOLIO ARTIFACTS

In each box, brainstorm a list of appropriate artifacts that would reflect the topic.

1. Planning

2. Assessment

3. Classroom Management

4. Impact on Student Learning

5. Differentiated Instruction

6. Technology

7. Parent Communication

8. Reflective Practice

SAMPLE RESUME FOR TEACHERS

As you pursue teaching jobs, you may be asked by school district personnel to provide multiple items for review. One very important document frequently requested is a resume. This document should be well written as it serves as your chief marketing tool. Especially in more competitive school systems, consider the hundreds (perhaps thousands) of resumes already on file. What is going to make your resume stand out? How can you sway school administrators to grant you an interview when there are often multiple candidates with comparable qualifications? This is your challenge.

When recruitment personnel begin to screen resumes for open positions, a reader may spend as little as 20-30 seconds skimming your resume (not reading) at first. Sometimes, first-reviews are done by a computer which will scan resumes electronically to search for specific words or terms. Either way, it is imperative that pertinent information stands out. Effective resumes adhere to simple guidelines such as: beginning with the most important material; starting phrases with action verbs or including important job specific jargon; being consistent in your job descriptions; and eliminating all spelling/grammatical errors. If you pass the "scan test" (manual or electronic), it is likely that someone will return to your resume for a more thorough review. Your resume must present your skills and qualifications in a way that best "sells" you to the employer. While every candidate is unique and may use varying resume elements, most resumes contain some basic categories:

Heading

Name, address, phone number, and email address belong at the top (be sure to use a professional - not embarrassing - email address).

Objective

Keep it concise. Identify the grades and/or certification areas you are willing to teach. Include any interest in coaching or supervising extracurricular activities if this is true.

Education

For the new educator/recent graduate, education follows the job objective on a resume. List college information with the most advanced degree first. Include the degree earned, institution, major/minor, graduation date, and GPA (recommended). If you have unique educational experiences such as study abroad, you may want to include this here. It is not necessary that you list institutions attended for short periods of time (i.e. did not earn a degree). This information will be asked for on most employment applications (and reflected on transcripts).

Experience

Hiring school district administrators want to know if you can teach. What have you done? This part of the resume is by far the most important to those screening resumes. It may make sense to break your experiences into separate subcategories (e.g. student teaching experience, methods experience, practicum experience, tutoring, etc.). Use whatever format works best for you. For related work, list the school/district, location, and dates. Include basic facts of the assignments (e.g. grade levels, number of students, subjects taught, etc.) and describe your experience in specific terms (e.g. What did you prepare and present? What lessons, units, learning centers, etc. did you design?). Describe the students/children you taught. Share any extra assignments or responsibilities you handled. Use action verbs that will capture your skills and accomplishments.

Other

You may want to include other non-classroom experience. Summer work, volunteer experiences, perhaps even nonrelated positions. Remember, school district personnel want to hire the best teachers they can. If you bring other experiences with you, convey these in a way that skills transfer to the classroom (e.g. restaurant work demands interpersonal, communication, and management skills). Other possible categories may include leadership experience, campus activities, community involvement, committee work, professional affiliations, professional development/pre-service training, etc.

Skills

If you have special skills that would be an asset in the classroom or as a member of their teaching staff, be sure to share these. Language fluency(ies), technology skills, first aid training, musical or athletic talents... brag!

(This is a sample one-page resume; teacher resumes are often two pages with more content/detail.)

JENNIFER L. MAYFIELD

2779 Pebble Beach Drive, Ellicott City, MD 21042 ▪ 302-588-3986 (cell); jlmayfield@udel.edu

OBJECTIVE

Seek elementary or middle school math teaching position.

EDUCATION

*Bachelor of Science in Education, University of Delaware, Newark, DE
May 2014*

Major: Elementary Teacher Education; Second licensure: Middle School Mathematics

Major GPA 3.6/4.0; Overall 3.34/4.0

Study Abroad: University of Granada

Summer 2012

Certification:

- Eligible for Delaware certification (Grades K-6 and Middle School Mathematics, 6-8), May 2014.
- Have successfully completed PRAXIS I and II (#5032: Score 193; #5033: Score 200; #5034: Score 182; #5035: Score 169; #5169: Score: 182).

TEACHING EXPERIENCE

Teacher candidate

Perryville Middle School, Cecil County Public Schools, Perryville, MD

Oct-Dec 2013

- Implemented discovery-based mathematics lessons using the Common Core Standards and Maryland Core Standards Curriculum for a culturally and socio-economically diverse, various ability level group of seventh grade students.
- Applied mathematics discourse strategies to promote discussion among cooperatively structured groups within these lessons; differentiated lessons and activities for all types of learners including English Language Learners and Special Needs students.
- Integrated technology (SMART Board, PowerPoint/Prezi, Excel, Webcams) into lessons to foster student engagement and learning; developed and created interactive bulletin boards and displays to challenge students' thinking.

Leeds Elementary School, Cecil County Public Schools, Elkton, MD

Sept-Oct 2013

- Developed and implemented engaging, effective lessons in all subject areas for a heterogeneous group of second grade special and regular education students; utilized technology and hands-on activities to foster student engagement and learning.
- Introduced a Writer's Workshop appropriate for second grade abilities. Organized and created learning centers and bulletin boards.
- Attended parent conferences, faculty and team meetings, IEP meetings, and professional development days.

Methods Experience

Cherry Hill Middle School, Cecil County Public Schools, Elkton, MD

Spring 2013

- Developed and implemented lessons of instruction across the middle school mathematics curriculum for grade 7.
- Observed various middle school classroom management systems and teaching strategies.

Kenmore Elementary School, Cecil County Public Schools, Elkton, MD

Fall 2012

- Created and taught lessons in reading, writing, social studies, science, and mathematics curriculum for grade 3 in individualized, small group, and whole group settings.

ADDITIONAL EXPERIENCE

Substitute Teacher, Grades K-8, Cecil County Public Schools (MD); Christina School District (DE)

Spring 2014

Day Care Assistant/After School Aide, Holy Angels After-School Program, Newark, DE

2012-13

Summer Camp Counselor, YMCA, Columbia, MD

Summers 2012-13

Reading Volunteer, Latin American Community Center, Wilmington, Delaware

2011-12

PROFESSIONAL DEVELOPMENT

Seminars and pre-service workshops attended in 2013-14 include: Flexible Grouping in Math; Discipline and Classroom Management; Non-Violent Crisis Intervention; Cooperative Learning; ADD/ADHD; Writing an Individualized Education Plan; Bullying Prevention; School Safety

HONORS AND ACTIVITIES

Dean's List; Kappa Delta Pi Education Honor Society (Recording Secretary 2013-14); Red Cross Club; Habitat for Humanity

RESUME WORKSHEET

Name: _____

Address: _____ Phone: _____ Email: _____

EDUCATION

Bachelor of Science in Education

____ Elementary Education

____ Bilingual Education

____ Kindergarten

____ Special Education

____ Middle School Math/English/Science

University of Delaware, Newark, DE

January/June _____ Grade Point Average _____

Have successfully completed Praxis I _____ and/or Praxis II _____ and/or Other _____

TEACHING EXPERIENCE

Student Teaching

School _____

District _____ State _____

School _____

District _____ State _____

The following check list provides a brief description of training settings and activities which I initiated and/or participated in during preparation for teaching.

Description of school/community in which I trained

____ suburban

____ desegregated

____ middle class

____ affluent

____ urban

____ culturally diverse

____ disadvantaged

Description of students and/or class

____ homogeneously grouped

____ self contained

____ other _____

____ heterogeneously grouped

____ resource classroom

____ gifted

____ social/emotional handicap

____ multi age grouping

____ speech impaired

____ departmentalized

____ physically impaired

____ semi-departmentalized

____ learning disabled

____ cross grade grouping

Article I. Developed/Taught

_____ Lessons in all subject areas appropriate to the grade level

_____ Instructional unit(s) in the following subject area(s) _____

Article II.

Article III. Teaching Approaches

Check those which you used:

_____ direct instruction _____ cooperative team learning _____ experimentation

_____ process learning _____ demonstrations _____ audio-visual aids

_____ manipulatives _____ language experience approach _____ inquiry

_____ other _____

COVER LETTER/LETTER OF APPLICATION

Cover letters should be included anytime you send your resume and/or other application materials to an employer. This written correspondence has several important functions: it serves as your introduction and informs the reader why you are forwarding your resume; it identifies the position(s) for which you want to be considered; and perhaps most importantly, it allows you to sell yourself in more direct and creative ways than the resume alone. Many candidates put great effort into their resumes but neglect their cover letters – don't make this mistake. Most school administrators believe the cover letter is just as important as the resume (sometimes more) as it reflects a candidate's style and personality, and is a good example of their written communication skills.

What to include:

The cover letter, also called a letter of application or letter of introduction, usually contains three main sections: the introduction, the body, and the closing. It should not exceed one page. Important to include are:

- First paragraph/introduction-** An introduction to you (catch their attention). Inform the reader why you are submitting your resume and/or application materials. What type of position are you seeking? Also, share how you learned of the position and/or district, if appropriate.
- Middle paragraph(s)/body-** Contains your main selling points. Highlight your responsibilities drawing attention to your most important qualifications and experiences. Expand on the points that might be of particular interest. It is often wise to break the body of the letter into 2-3 shorter paragraphs, each with a particular focus (e.g. student teaching experience, extracurricular activities, leadership, etc.). In the body of your letter, strive to provide information or examples of how you will add value to their teaching staff.
- Final paragraph/closing-** State your interest in the position and/or district and your availability for an interview. Specific contact information may be shared here.

An attractive layout is important. If preparing a traditional cover letter, use one-inch margins (if possible) and center the letter on the page. Any business letter format is acceptable but block style is the most commonly used and often the most preferred by employers. Don't forget to list the administrator's name and title in the address header and use a proper salutation. If the cover letter will be sent as an attachment, follow the same content and formatting tips and save/send as a pdf (so that the format is preserved). If the letter will be sent "in" the text box of an email message or copied/pasted into a text box found within an online employment application, you may have to re-format a bit to make the message appear as a professional business correspondence. In this case, your letter may become a bit shorter in length but still strive to highlight your most important skills and qualifications. Your objective is the same: convince them that you are a candidate they must meet!

The best cover letters are always tailored to a specific job, grade level, instructional area, and school or school district – they are not generic, identical letters that are sent to dozens of employers. Taking the time to write a personal, customized cover letter increases the odds of being selected for an interview. Doing this certainly demands more time and effort but the potential payoff is worth the investment. A customized cover letter demonstrates a candidate's sincere interest, dedication and extra effort, setting them apart from several others in the applicant pool who submitted run-of-the-mill, boring letters. Just like your resume, use your cover letter as an additional marketing tool...make them want to meet you!

SAMPLE COVER LETTER

58 Elkton Road, Apt. 211
Newark, DE 19711
March 11, 2014

Mr. Kirk Thompson
Director of Human Resources
Howard County Public Schools
10910 Route 108
Ellicott City, MD 21042

Dear Mr. Thompson:

In May, I will graduate from the University of Delaware with a Bachelor of Science degree in Elementary Teacher Education and a second licensure area of Middle School Mathematics. I have successfully completed Praxis I and II testing requirements (Elementary; Middle Level Math) and would appreciate consideration for Fall 2014 teaching positions in these areas, especially those in middle school math.

According to the Maryland Department of Education website, Howard County Public School System is ranked as the state's top district regarding student performance on the Maryland School Assessment. This tells me that HCPSS truly believes in its mission statement to "ensure excellence in teaching and learning." In talking with University of Delaware alumni friends who relocated to Howard County to begin their teaching careers, I am very impressed and excited by what they tell me. From extensive use and support of technology in the classroom, to controlled class size, to thorough new teacher orientation and ongoing mentor and support teams - it is clear that HCPSS really cares about its teachers. As a dedicated and enthusiastic new teacher, I would welcome the opportunity to join your staff.

I enjoy every aspect of teaching and working with students. During my two student teaching placements in the Cecil County Public School System, I gained experience working in both elementary and middle school math settings. In addition to developing and implementing lesson plans, I have also designed behavior modification plans and academic remediation plans for individual students. Recognizing the importance of ongoing communication with parents, I wrote and distributed weekly classroom newsletters, completed regular student progress reports, and communicated with parents by phone or e-mail. With the support of my clinical educators, I introduced a Writers Workshop, facilitated cooperative learning, and became knowledgeable of National Common Core Standards, the Maryland School Assessment (MSA) program, and Maryland Content Standards.

Prior to student teaching, I've had the opportunity to gain considerable experience working with children and youth. At the University of Delaware, I've learned from top-notch faculty and have worked directly with students from the minute I arrived on campus as a freshman. My tutoring and methods placements have been in a variety of settings, from inner city schools to very rural locations. Additionally, I've pursued summer employment and volunteer opportunities that have allowed me to work with diverse student groups. I believe that I come well prepared to begin my teaching career in your school system and am confident that I will not only meet, but exceed your expectations for a first-year teacher.

I have attached a resume, completed the online employment application, and uploaded all documents that were requested. Should you wish to review my professional portfolio before I have the opportunity to meet you, this is available at: <http://docs.google.com/View?docid=jm63m5s2>.

Thank you for your consideration. I look forward to the opportunity to meet with you to further discuss my qualifications and experiences, and how I can help meet the needs of Howard County Public School students.

Sincerely,
Jennifer Mayfield

WRITING A PHILOSOPHY OF EDUCATION

RECOMMENDATIONS:

1. Three-fourths to one page in length, typewritten
2. Neat and error-free
3. It should reflect:
 - a. The importance of education to you
 - b. The structure of your classroom
 - c. Your attitude toward parents, students, community and society
 - d. Your thoughts on how all of these are dependent on each other
4. Be honest, enthusiastic, clear, and positive

REMEMBER:

1. The philosophy is one way that prospective employers determine how well you express yourself, your use of grammar skills, etc.
2. There is a risk involved. Your philosophy could be such that it severely limits the number of positions available.
3. Your philosophy will be read closely to determine if you are a student-oriented teacher or a teacher-oriented teacher. The problem is that you don't know what type of teacher is being considered.
4. Never write your philosophy according to what you think a district is looking for.
5. Your philosophy will change with age, experience, education. Review it periodically and make changes as necessary.

Article IV. INTERVIEW PREPARATION

After submitting a multitude of items and waiting for what may seem like eternity, you are finally contacted by a school district representative asking you to come in for an employment interview. Excellent! You've passed what is commonly referred to as the "paper screen" - - meaning the school district administrators believe you possess the basic qualifications and experience for the job. Feel good that the hard work you've put into your job search so far has paid off... but don't think that your work is over and that an interview guarantees you an offer. You have yet to sell yourself and convince the interviewer(s) that you are the best candidate for the job.

Section 4.01 Preparation

No matter how excellent a teacher you may be, you must still take time to prepare for interviews. Marginal interviewing skills will not make the best impression on those making the hiring decisions. Approach interview preparation seriously and never think you'll do just fine by "winging it" or "coasting" through these sessions.

1) Learn about the types of interviews school districts use and practice!

Review commonly asked teaching interview questions, prepare answers, and verbally practice responses. Mock interview practice helps to hone interviewing skills as well as increase comfort level with the process.

2) Research the district/school!

Show them you've "done your homework." Review as much as you can find (e.g. check web sites, review printed information, district CDs/DVDs, talk to employees/parents/students of the district) and convey this information appropriately during the interview process. Let them know that you are serious about wanting to join their staff and that this is not simply a casual application for you.

3) Follow-up!

After the interview(s), proper follow-up includes taking care of whatever may have been asked of you during the process (e.g. submit additional documents they may have requested) as well as writing and sending thank you correspondence. While not required, a thank you note or letter is a professional courtesy that may give you the edge over other candidates considered equal. Don't delay; send thank you correspondence within two days of the interview.

Section 4.02 Types of Interviews

1) Screening interviews

Initial interviews are commonly called "screening" interviews. These may be conducted at the school district, in job fair settings, or by telephone/video-teleconferencing. Some districts may use graded or standardized interviews (similar to an oral examination where all candidates are asked the same questions and their responses are recorded and scored; finalists are selected based on highest scores) or they may use standardized selection instruments (e.g. Gallop, Teacher Perceiver). In any case, first interviews are usually

designed to eliminate candidates who do not match the qualifications or profile sought by the school district and to identify candidates worthy of continued consideration.

2) Selection interviews

Any invitation to return to the district for continued interview activity is considered part of the “selection” interview process (which may include a second, third or fourth return visit). Selection interviews tend to be longer sessions where candidates meet with a variety of personnel including building principals, teachers, team leaders, curriculum supervisors, school board members, parent groups, and perhaps even the superintendent. The candidate may meet this variety of people individually or as part of a group interview (i.e. panel interview) process. Selection interview sessions may require the candidate to teach a class, demonstrate an activity, or participate in role-playing. Behavioral based questions tend to comprise much of the selection interview process.

For either type of interview, approach preparation seriously. When contacted and invited for an interview:

- 1 – Note the interview time (plan to arrive a few minutes early)
- 2 – Get directions, if needed (getting lost and arriving late does not make a good first impression)
- 3 – Inquire about the format and duration of the interview
 - e.g. Who will be conducting the interview? (get names and titles of interviewers, if known)
 - What is the format of the interview? (separate interviews? team interview? panel interview?)
 - What additional items should you bring with you that day? (extra resumes? a portfolio?)

Once at the interview, do your best. Greet all individuals with a smile and a firm handshake; maintain good eye contact. Be enthusiastic, self confident, and polite. First impressions are extremely important, so pay attention to clothes, accessories, hairstyle, gestures, and body language. Dress professionally (educators are conservative by nature). You not only want to demonstrate your competencies as a professional educator but also “look” like a candidate they’d like to hire.

SAMPLE INTERVIEW QUESTIONS FOR TEACHERS

Section 4.03 Professional Experiences

1. What is your philosophy of education?
2. Describe your student teaching experience(s). What are some of the most significant things you learned from your cooperating teacher(s)?
3. What is your knowledge of and experience with standards-based education?
4. What experience have you had with students from culturally diverse or economically diverse backgrounds?
5. When did you first become interested in teaching?
6. What opportunities have you had to bring multicultural education into your classroom?
7. Describe your experience(s) working in an urban setting.
8. How well has your college/university prepared you for the teaching profession?

Section 4.04 Instructional Skills

1. Describe the teaching techniques or strategies that are most effective for you.
2. How would you include cooperative learning in your classroom?
3. How would you identify the special needs of your students?
4. What do you include when you write learning objectives?
5. What techniques do you use to keep students actively involved during a lesson?
6. What methods would you use to assess student learning?

7. Describe different student learning styles and how you adjust lessons to benefit those differing styles.
8. Do you feel that the teacher should be responsible for developing objectives or should they be provided in the curriculum?
9. How do you deal with the unmotivated student?
10. Is drill and practice important? How and when would you use it?
11. What would you do if 50% of your class did poorly on a test?
12. What do you see as the relative strengths and weaknesses of norm-referenced tests?
13. How would you use authentic assessment?

Section 4.05 Technology/Computer Skills

1. How would you incorporate technology in your classroom?
2. What software have you used for instructional or classroom management purposes?
3. Assuming you have adequate equipment, how would students be allowed to use technology in your classroom?

Section 4.06 Classroom Discipline

1. Describe your philosophy regarding student discipline.
2. What techniques would you use to handle discipline problems that may arise in your classroom?
3. What was the most challenging discipline problem you've encountered and how did you handle it? Were you prepared to handle this situation? In hindsight, would you have handled the situation any differently?
4. What kind of rules do you have in your classroom? (Share an example.) How are your rules established?
5. How would you create and promote a safe atmosphere in your classroom?

Section 4.07 Classroom Management

1. What is your classroom management plan/style? What are your goals?
2. Describe what you consider to be the model classroom. What would a typical day look like in this classroom?
3. Share three interesting classroom management techniques used in your classroom.
4. When students say they want their teacher to be fair, what do you think they mean?

Section 4.08

Section 4.09 Knowledge of Content/Materials

1. What kinds of materials have you used to assess student strengths and/or weaknesses?
2. What kinds of tests do you like to give?
3. Are there any materials you have used that you find are especially effective for slow learners or bright students?
4. What kind of materials and supplies would you need to do your best job?
5. How do you stay current in your field?

Section 4.10 Planning Skills

1. What do you include in your daily lesson plans? How closely do you follow your plans?
2. Describe a good lesson you've planned and implemented. Explain why it was good.
3. Describe a time when a lesson was not going well. What did you do about it?
4. How would you integrate language arts across the curriculum?
5. How would you go about setting up your reading program?
6. How would you handle varied reading abilities in the content areas?
7. How much homework will you assign? How do you know how long it will take your students?
8. How do you feel when you do not meet a deadline? What do you do when students do not meet their deadlines?

Section 4.11 Relationships with Administration, Staff, Parents, and Students

1. Describe an outstanding teacher. What makes this educator outstanding?
2. What does “teamwork” mean to you? Give an example.
3. What should a principal expect from teachers? What should teachers expect from their principal?
4. What kind of principal would you like to work for?
5. How would your students describe you as a teacher?
6. How do you approach parent/teacher conferences?
7. What do you feel is important to know about your students? How do you gather this information?
8. Describe your approach with a parent who is upset with you - - and you know you are right.
9. How can you get students to be excited about learning?
10. Describe your use of paraprofessional aides and/or parent volunteers in your classroom.
11. How do you develop self-esteem in your students?
12. How do you keep parents informed about the daily/weekly progress of their son/daughter? What vehicles do you use to communicate with parents?
13. What kind of people do you find it difficult to work with and why?
14. Do you want students to like you? Why or why not?
15. What do you value most in a child?

Section 4.12 Personal Qualities

1. Why have you selected teaching as a profession?
2. What are your career goals, short term and long term?
3. What makes you an effective teacher?
4. Describe yourself with three adjectives and explain why they were chosen.
5. What distinguishes you from other candidates?
6. Describe your fears as you begin your first year teaching.
7. If I were to contact your references what do you think they would say about you?
8. Would you describe yourself as a team player or an individual achiever?
9. What is your most successful accomplishment?
10. Tell me whom you would like to emulate. Why?

Section 4.13 Miscellaneous

1. What activities would you like to become involved in within our school, district, or community?
2. Why do you want to work in our school system? What would you bring to us?
3. Tell me about yourself.
4. How would your best friend describe you?
5. Describe your thoughts about student and teacher accountability.
6. What professional development topics interest you?
7. What are your plans for professional growth?
8. What community projects or organizations have you been involved with?
9. What gives you the greatest pleasure teaching?
10. What do you think is wrong with public education today?
11. At which grade level do you think you would do the best job?
12. Would you be willing to teach at a different grade level (elementary) or teach a different subject (secondary)?
13. What are your greatest weaknesses?
14. Why should we hire you over the two other finalists who have comparable qualifications?

INTERVIEW QUESTIONS YOU MAY WANT TO ASK

Teaching interviews are not only an opportunity for school district administrators to learn more about particular candidates, but for candidates to gain additional information about organizations and the position itself. Listed below are sample questions you may want to ask:

General Topics: district?

- How would teachers and/or parents describe your school district?
- What is the general pupil enrollment trend in your district?
- What is the financial status of your school district?

Philosophy of Education: district?

- What is the mission (or are the major goals) of your school district?
- What major challenges and opportunities are facing your school district?

Students:

- How does your district meet individual student needs?
- What are the multicultural needs of your students?
- What is the teacher/pupil ratio in your school(s)?

Instructional Programs: instruction?

- What is your district doing to improve classroom instruction?
- How does your district involve parents in the education process?

Anticipated Responsibilities: position?

- What are you seeking in the candidate you hire for this position?
- What do you expect from the teachers employed in your district?
- Do you encourage site-based management?

Assistance for New Teachers: successful?

- What support systems are available to a new teacher?
- What does your district do to insure that new teachers are successful?
- Does your district have a mentor program? If so, please describe.

Work Environment:

- What technology is used in your classrooms?
- How would you describe the classroom management/disciplining techniques used by teachers in your school district?
 - Does your district encourage decision-making at the school/classroom level?
 - What forms of communication exist within the school district?
 - How much are teachers allowed to plan or work on projects together?
 - How would you describe school morale?

Teachers/Professionals:

- What is the average tenure of teachers on your present staff?
- How much support can I expect from the principal and parents?
- Do you utilize team planning and teaching in the district?
- What skills do you think are important for your teachers to possess?
- If I do my job well, where should I be after 5 years with the district?

- Extracurricular Activities:**
- How may I become involved in extracurricular activities?
 - What participation do you expect from a teacher in the community and in after-school activities?
- Measures of Performance:**
- the job?
- How do you evaluate new teachers?
 - On what competencies should I focus during my first six months on the job?
 - If hired, I plan to be with your district for many years. What would you suggest I do to remain successful on the job?
- Affirmative Action:**
- students?
- What is the ethnic composition of teachers on your staff? Of students?
- Professional Development:**
- provide?
- study?
- What in-service staff development opportunities does your district provide?
 - Does your district pay tuition assistance for continued graduate study?
- Closure:**
- district?
- What additional preparation might I need to teach in your school district?
 - When do you expect to make a hiring decision?
 - How will you notify candidates if they have or have not been selected for the position?

RESOURCES FOR TEACHER EDUCATION STUDENTS

Career Services Liaison:

Cindy Holland, Assistant Director
 401 Academy Street, Newark, DE 19716-6510
 302-831-8570
 clh@udel.edu

- Schedule an individual appointment online via your *Blue Hen Careers* account or by requesting an appointment by email (be sure to include best days/times in your request)

Recruitment Events:

- DVEC (Delaware Valley Education Consortium) Teacher Job Fair (March 18, 2015)
www.dvec.net
- Project Search: April 15, 2015
 Bob Carpenter Sports/Convocation Center; www.udel.edu/CSC/projsearch.html

Helpful online resources:

- Found at www.udel.edu/CSC/students/teachers.html