Spring 2017 Student Teacher Orientation

Welcome to your student teaching semester!
Here is some important information regarding upcoming student teaching tasks and materials:

**General Information Update Form** – Fill out and turn in during orientation session.

**Today's Agenda and Spring Calendar** – Note breakout session locations and important dates for spring.

**Career Center**
Be sure to make use of the resources at UK's Stuckert Career Center. You can contact them at 257-2746 and set up a Career Link Account through their website: [http://www.uky.edu/careercenter/students](http://www.uky.edu/careercenter/students). Rachel Hoover is our career center liaison. She is also a graduate student in the College of Education, so she is doubly invaluable!

**Certification Application Information**
In order to get your KY teaching certification, you must submit an application. Application materials and detailed instructions are online: [https://education.uky.edu/acadserv/pdac/teacher-certification/](https://education.uky.edu/acadserv/pdac/teacher-certification/).

**Day Tracking**
Student teachers MUST document days spent in the student teaching classroom online through the OTIS system [http://otisonline.org/](http://otisonline.org/). A passing grade cannot be assigned to a student who has fewer than 70 days recorded in OTIS. Please stay on top of this throughout the semester! An OTIS tutorial is in this packet, but if you have further questions about using the system, contact Dr. Gerry Swan: gerry.swan@uky.edu.

**Shaping Effective Teaching – Student Teaching Handbook**
If you haven't already, please read this handbook. It outlines expectations and guidelines for all members of the student teaching triad, and it also contains helpful resources (click the 3rd link in the “All” section): [https://education.uky.edu/ocp/resources/](https://education.uky.edu/ocp/resources/).

**Perception Evaluation** of University Supervisor, Cooperating Teacher, and TEP
Take a couple of minutes at the end of each placement to honestly and objectively evaluate the university supervisor who comes observes you in your classroom, your cooperating teacher, and the Teacher Education Program at UK. We compile the anonymous results annually and consider the information vital when making program decisions. You can access the evaluation form on our website: [https://www.coe.uky.edu/OFE/Online/ST/evaluations/stueval/](https://www.coe.uky.edu/OFE/Online/ST/evaluations/stueval/).

**Performance Evaluation** of Student Teacher
Your CT must evaluate your progress in the classroom using OTIS at the midpoint AND end of each placement. You may be called upon to assist your CT in navigating the site to enter data. If further assistance is needed, contact Dr. Gerry Swan: gerry.swan@uky.edu.

**Professional Organizations** – Please consider joining KAPE or KEA. Representatives of these organizations may have tables outside the auditorium this morning.

**Website – Other Resources**
This page on our website has been expanded to make more of our documents and resources available to you in a single location: [https://education.uky.edu/ocp/resources/](https://education.uky.edu/ocp/resources/).
OTIS Online Portfolio
Instructions for Student Teachers

Creating an Account in OTIS -- if you do not already have one
1. Go to the website: https://otis.coe.uky.edu/openportfolioCI/login/adduserform2.php
2. Fill out the form using registration code “whiskers”.

Submitting Weekly Attendance Report
1. Log in on the OTIS website
   a. Go to the website: https://otis.coe.uky.edu/openportfolioCI/password.php
   b. Enter userid and password
   c. Choose “Student” for user level.
   d. Click “Log me in”.
2. Create an attendance report
   a. Create the shell for a new report
      i. Under “Forms and Evaluations” column, click “Report Writer”
      ii. Click the “Create New Report” button at the top left of the page.
      iii. Fill out the info/demographic form choosing option “Weekly Student Teaching Report”.
      iv. Click the “Create Report” button. This will take you back to the report summary page where you should see that a new record has been created in the “In-Progress” section.
         1. In-progress reports are at the top.
         2. Submitted reports on the bottom.
   b. Open the shell to add details to the report
      i. Click the “Create Report” button.
      ii. On the left side of the screen, click “edit report” next to the entry you just created.
      iii. Use the drop-down box to enter the number of days spent at your placement that week.
      iv. Check any of the numbered co-teaching strategies that you utilized that week.
      v. Add narrative, as applicable, including reasons for missed days (illness, snow day, school holiday, etc.)
      vi. Click the “Save Changes to Report” button at the top of the page, which takes you back to the “Report Summary” screen.
   c. IMPORTANT: Submit the report:
      i. On the “Report Summary” screen, **click the “Submit” button to the left of the entry you just edited** and follow any additional prompts.
      ii. The report should now appear in the “Completed Reports” section.
3. Editing or Deleting Reports
   a. You have 48 hours after submitting a report to “unsubmit and edit” or “delete” it.
   b. After 48 hours, you will have to contact gerry.swan@uky.edu for assistance in editing or deleting.

Helpful Hint
1. Click the “Duplicate” button next to a report in the “Completed Reports” section.
   a. This creates a copy of it in the “Reports-in-Progress” section
      i. Modify report by clicking “Edit Record”, then submit a new record following the directions above.
      ii. This way you can avoid filling out the program, semester, etc. info every time.
   b. If you do this accidentally, you can just delete it while it is still in progress.

If you have questions along the way, your university supervisor may be able to help you.
Alternatively, you may contact UK professor gerry.swan@uky.edu for assistance.
STUDENT TEACHER ORIENTATION SCHEDULE – SPRING 2017
Taylor Education Building Auditorium – January 4, 2017

2:00 – 2:15 p.m. Welcome and Overview of Orientation Materials – Dr. Sharon Brennan
2:15 – 3:00 p.m. Guest Speakers: UK Stuckert Career Center – Rachel Hoover
Teacher Certification – Christopher Reese & Dr. Gary Schroeder
3:00 – 3:15 p.m. General Issues – Dr. Sharon Brennan
3:15 p.m. – 5:00 p.m. *Breakout sessions with Program Coordinators:

<table>
<thead>
<tr>
<th>Program</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>135 DH</td>
</tr>
<tr>
<td>IECE</td>
<td>TEB auditorium</td>
</tr>
<tr>
<td>KHP</td>
<td>TBD; contact Dr. Beighle</td>
</tr>
<tr>
<td>LBD &amp; MSD</td>
<td>236B TEB, 11:30 – 2:00</td>
</tr>
<tr>
<td>MATWL</td>
<td>1045 POT, 3:30 – 5:00</td>
</tr>
<tr>
<td>+MIC English</td>
<td>109 DH, then 323 DH</td>
</tr>
<tr>
<td>+MIC Math &amp; Science</td>
<td>109 DH, then 201 TEB</td>
</tr>
<tr>
<td>+MIC Soc. Studies</td>
<td>109 DH, then 355 DH</td>
</tr>
<tr>
<td>MSD</td>
<td>231 TEB</td>
</tr>
<tr>
<td>Music</td>
<td>Music Ed. Resource Room</td>
</tr>
<tr>
<td>STEM-PLUS (Math &amp; Science)</td>
<td>204 TEB</td>
</tr>
</tbody>
</table>

*Times and locations of breakout sessions subject to change. Contact your prog. coordinator for info.
+ MIC student teachers will meet 3:15-3:45 in 109 DH, followed by breakout sessions in rooms listed above.

IMPORTANT DATES – SPRING 2017

November 30  Last day to apply for May 2017 undergraduate degree (online in MyUK)
January 3   First University-Based Supervisors’ Meeting – 122 TEB, 2:00 p.m.
January 4   Student Orientation meetings @ Taylor Education Building Auditorium (see above)
January 5   First day of student teaching (except Agriculture, Art, Middle School – 1/3/17)
January 16  Martin Luther King, Jr. Day – Academic Holiday
February 20  Last day to apply for a May 2017 graduate degree (online in MyUK)
February 28  Last day to apply for August 2017 undergraduate degree (online in MyUK)
March 6     Dual placement students begin 2nd half placements
April 3 - 7  Spring vacation in most districts -- Check your district’s instructional calendar!
April 4     KY Teachers Network (KTN) Career Fair, 3:30 – 6:00 p.m.
            Eastern KY University, Richmond, KY 40475
May 5       Last day of student teaching assignment--if no make-up days are needed
June 20     Last day to apply for August 2017 graduate degree (online in MyUK)
June 30     Last day to apply for December 2017 undergraduate degree (online in MyUK)

Visit the Praxis website at www.ets.org/praxis for test information and registration deadlines.
Ten Survival Tips from a Student Teacher

Don't frontload content and ignore relationships.

*Introduce yourself to build relationships.

Explicate expectations for management.

- Be prepared: get books, homework needs done before class.
- Participate: raise your hand; try.
- Follow countdown to quiet.
- Be proactive; ask if confused

*Invite feedback on items and post so they are easily seen.

Don't try to cover it all.

*Plan backwards and center instruction on key questions.

Make friends with the instructional coach.

*Seek advice from colleagues.

Teach protocols for student-led learning early.

*Have students own learning. Socrates was right!

Gallery walks, Fishbowl, Student led discussions …

Incorporate play.

*Make learning dynamic. Take stretch breaks.

Create rubrics for all assessments.

*Check the value of assessments. Give quizzes; get feedback.
Avoid *Uptalking.*

*Don’t make statements sound like questions ending in a high pitch.

Find curriculum planning sites; avoid the *black hole.*

*Don’t graze the internet –* Ten Trusted Sites for New Teachers

Take care of your rhomboids.

*Do rhomboid-strengthening exercises or yoga.


http://www.besthealthmag.ca/best-you/stretching/8-stretches-you-can-do-at-your-desk/

There are epic highs and exhausting lows. May these tips ease an unavoidable learning curve!

Reference:

Kentucky Teachers Network

Career Fair

April 4, 2017 3:30pm—6:00pm
Eastern Kentucky University Perkins Building Richmond, KY

Network with 50 + school districts.
- Dress professionally; bring at least 20 copies of your resume.
- Registered employers to be announced at http://career-coop.eku.edu/

All education majors, recent graduates, and current teachers from Kentucky and surrounding states are invited to attend this FREE event.

A collaborative event in partnership with Eastern Kentucky University, the University of Kentucky, Kentucky State University, Morehead State University and Georgetown College.
Blueprint for Success: Developing an Effective Résumé
Ruben Briti, Jr.
Assistant Director of Career and Academic Planning Center—Rowan University, Glassboro, New Jersey

During your college experience, you were asked to write a number of papers for class or complete lesson plans, but your résumé is the most important paper that you ever submit. Your résumé reflects your best qualities, experiences, educational training, and achievements and is your marketing tool to obtain interviews. Research shows that most résumés are quickly viewed as opposed to being read thoroughly by employers, and therefore, you need to include information about your qualifications at the top part of your résumé that will engage the reader to continue reading. Focus on marketing your abilities, accomplishments, and special attributes. The résumé is a reflection of you—it is important that it be clean, concise, and error free.

Section 1 - Heading
Your name should be listed in bold type in slightly larger font (14–20 pt) than the remaining portion of the résumé (10–12 pt) and followed by your address, both home and cell telephone numbers, and professional e-mail address. Reference example below:

Ann B. Teacher
19 Education Way
History, Texas 01887
777.555.1212
777.444.1213 (Cell)
stauche@hot.com

Note that your e-mail address must be professional and the voice messages for provided telephone numbers should also be professional.

Section 2 - Job Objective
The objective is optional. It may be used when applying for a specific job. In this instance, it should be clear and to the point. For example:

Seeking a 3rd grade teaching position at Bacon Elementary School. Interested in opportunities to sponsor extracurricular activities.

If you decide not to include a job objective on your résumé, be sure to clearly articulate in your cover letter the position for which you are applying.

Section 3 - Summary of Qualifications
This section should only be included by those with significant career-related experience. The summary of qualifications allows you to highlight your talents and accomplishments. Target these bullets to the job you seek and include your specific achievements, certifications, licenses, computer skills, or other job-related skills. See example statements below:

- Seven years of successful teaching experience
- Fluent in Spanish with two years of teaching experience in a bilingual classroom
- Over six years of experience with students and families from diverse cultures
- Excellent technical skills that include regular use of smart boards and Microsoft Office

Section 4 - Education
The education section of your résumé should include the name of your college/university, the city and state, the degree granted, and the month and year it was or will be received. Include your GPA if it is a 3.0 or higher. If you have attended more than one college, list them in reverse chronological order starting with your most recent college and include dates attended and/or the degree/certificate received.

EDUCATION
Rowan University
Bachelor of Arts in Elementary Education Certification in Special Education
Dover’s Line GPA 3.45/4.0
Johns Hopkins Community College
Associate of Science in Liberal Arts
Fredericton, NJ May 2009

Sections 5-6 - Professional Experience/Additional Experience
This section includes your teaching experience. For those preparing to graduate, this section will include student teaching, internships, cooperative education, and any related employment. Examples of titles for this section include: Professional Experience, Career-Related Experience, or Work Experience. Any experience not directly related to the job you seek can be listed in a section entitled Additional Experience.

List your experience in reverse chronological order starting with your present or your most recent experience. Give your title in bold, dates that you worked, month/year or semester/year for student experiences), the name of the organization, city and state, and a brief bulleted description of your accomplishments and responsibilities. Be direct and concise and quantify wherever possible. Do not use personal pronouns (I, my, me, we). Current positions should be written in the present tense, and past positions should be written in the past tense. Use Action verbs, such as:

- Assist conduct device implement
- Develop process manage coordinate
- Analyze manage organize facilitate
- Process calculate assess construct
- Verify advice approve perform
- Modify deploy restructure troubleshoot

Here are experience section examples:

PROFESSIONAL EXPERIENCE
Student Teacher, 5th Grade
Spring 2011
Patrol School
- Taught students using manipulative and multi-sensory approaches in mathematics
- Utilized cooperative learning, assertive discipline, and whole language approaches
- Integrated curriculum to meet the needs of two inclusion students

English Tutor, 3rd Grade
Fall 2010
Patrol School
- Tutored students in English
- Designed an "English is Fun" workbook

ADDITIONAL EXPERIENCE
Student Worker
Full 2008 – Fall 2010
East Cupake, VA
- Served as receptionist at information/help desk
- Provided exceptional customer service
- Promoted to supervisory position for team of five student workers after first semester

Section 7 – Activities
The activities section of the résumé affords you the opportunity to convey the reader how broad your educational background is beyond the classroom. More importantly, it can provide a personal account of your interests and character through your involvement in both community and campus activities. Also, it provides an opportunity to demonstrate specific transferrable skills that may be applicable to the job, such as volunteer work, coaching, and leadership positions in clubs and organizations. Always be cautious of what you are divulging to an employer because they may disagree with your beliefs and interests and therefore may reject you as a candidate.

Résumé Checklist
Professional Appearance
- Font neatly on one page (It is important to note that your résumé must exceed one page if you have worked in several career-related jobs. If you must have more than one page, be sure to include your name at the top of the second page.)
- Margins approximately 1 inch on all four sides, but no smaller than half inch on all sides
- High quality print in black ink
- White, beige, cream, eggshell, or light gray neutral colored paper, error free
- No staples or folds
- Plain font with straight lines, such as Arial, Calibri, or Times Roman. Font size 10-12 points
- Bold and capital letters used where appropriate for emphasis, but not overdone
- No italics, script, underlining, shading or graphics
- Avoid use of unnecessary punctuation or vertical lines

Format
- Name, address, telephone number(s), and e-mail address centered or left-justified at top, with name in bold and larger font
- Reverse chronological format listing education and experience from most recent to least recent is the most commonly used format, but choose a format that best meets your needs
- Objective clearly stating position wanted, usually beginning with "To obtain a position as..." or "Seeking an entry level position in..."
- Education category including any college/university from which a degree was earned. Include GPA, expressed in hundredths, if a 3.0 or above has been achieved

Content
- Job descriptions/accomplishments written in one to five bulleted statements, reading in the first person, with pronouns "I" and "my" omitted. Use a variety of action verbs and key adjectives specific to the profession. These may often be found in job postings for similar positions
- Descriptive statements highlighting skills and abilities as well as experience and accomplishments. Show evidence of teamwork, computer proficiency, attention to detail, customer satisfaction, willingness to learn new skills, ability to produce results, and your enthusiasm/ work ethic.
- Supply enough description to create reader interest but not to overwhelm
- Do not include personal information such as height, weight, age, and sex
- Finished product should be a unique statement about you. It must look professional and be error free with consistent font type and end punctuation. DO NOT rely on computer spell check, grammar check, or résumé writing software for your final résumé.

Finding employment in today's job market can be challenging and therefore it is imperative that your résumé communicates to an employer within a few moments to the reader. Your marketing tool that should depict your skills, capabilities, and education along with other relevant information. Failure to produce a picture-perfect résumé that conveys to an employer why you are the ideal person for the position will diminish your chances of an interview. The best way to ensure your résumé is excellent and will result in an interview is to have a professional critique it before you send it out, preferably someone in your college career center.
Marketing Yourself by Writing a Masterful Cover Letter and Résumé
Debra Reeder
Director Employment Services—Fairfax County Public Schools, Falls Church, Virginia

Writing a cover letter and résumé is a reflective undertaking that can place one squarely in front of an interview panel and, subsequently, into a job.

Cover Letter
The cover letter is often the first opportunity an employer has to read your writing, and it allows you to tell why YOU are the best candidate for a position—your strengths, your interests in teaching, your skills and experiences.

When writing a cover letter, keep the following guidelines in mind:
> Consider your audience.
> Your goal is to market yourself as the best candidate.
> Use business letter format. Microsoft Word has many templates.
> Write no more than three paragraphs.
  - The first paragraph in your introduction tells why you are applying and why you are a good candidate.
  - Your second paragraph should address how your experiences, talents, and skills confirm that you are an excellent candidate for a position at your chosen school.
  - Your final paragraph is simply a thank you for consideration of your résumé.
> Proofread the final letter carefully! There should be NO typographical, spelling, or grammatical errors.

Résumé
For your résumé, determine the format, maintain consistency, and tell your professional story using powerful words that conjure mental images.

Use bullets to describe your accomplishments and achievements. Begin each bullet with a power verb, such as “collaborated,” “developed,” and “implemented.” Focus your bullet points on results. State what you did (that’s the power verb part), how you did it, why you did it, and, if you can, the result. See the table below for ways to make your bullets more robust and descriptive with a little tweaking.

<table>
<thead>
<tr>
<th>BULLETED ACCOMPLISHMENT</th>
<th>MORE POWERFUL, HIGHLIGHTED ACCOMPLISHMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assisted with an after-school program</td>
<td>Partnered with staff to develop and implement an after-school intervention program that resulted in a 50% decrease in post-school discipline referrals</td>
</tr>
<tr>
<td>Participated in a tutoring program</td>
<td>Initiated an after-school tutoring program for 30 struggling readers, resulting in an increase in reading test scores among 95% of participants</td>
</tr>
<tr>
<td>Coached a Girls on the Run team</td>
<td>Organized and coached a Girls on the Run team for 6th grade girls, resulting in 98% participation in and completion of the annual 5K run</td>
</tr>
<tr>
<td>Led collaborative team meetings</td>
<td>Orchestrated the development of grade level collaborative learning teams, which resulted in the creation and use of common assessments at all grade levels</td>
</tr>
<tr>
<td>Worked with team members to collect student achievement data</td>
<td>Compiled and analyzed student achievement data to determine appropriate interventions and enrichments for students by name and need</td>
</tr>
<tr>
<td>Attended PTA meetings</td>
<td>Collaborated with the PTA to design and implement a parent volunteer program that increased minority parent involvement by 50%</td>
</tr>
</tbody>
</table>

How do you know whether your curriculum is appropriately matched to your students’ needs?

Classroom Management
What type of classroom management plan would you implement?
How would you set up a student management system?
How do you handle children who are difficult to manage?
Describe the toughest discipline situation you encountered and how you handled it.
If you were having classroom management difficulties, what and who would you ask for help?

Self-Analysis
During your student teaching experience what did you find most challenging?
Describe a time that you were in a difficult situation and explain how you resolved it.
If you were doing something for students that you knew was right and your principal told you to stop, what would you do?
Tell me a story from your experience that left you up at night.
Describe in detail your best and worst days in a classroom.
Describe the best lesson you ever taught and explain why it was great.
Describe a challenge you encountered during student teaching. What did you learn from it?

School district administrators have a tough job. They typically place a great deal of emphasis on how candidates respond to interview questions. If you are like most candidates completing teacher education programs, you may be unsure what you will be asked and how best to respond. To help you prepare for interviews, we present here the most frequent responses from 200 elementary, middle school, and high school principals who were asked to identify the one question they would be sure to ask.

Getting to Know You
Why did you choose this profession as a career?
What makes you the best candidate for this position?
What research have you done about our school?
Describe a personal experience which had an impact on your teaching.
What are your interests outside teaching?
What would your last critic say about you?
What would you like us to know about you?

Interpersonal Skill
If I spoke with your students (cooperating teacher, university supervisor, principal, colleagues, or friends), what three words would they use to describe you?
How would you facilitate collaboration between home and school?
If confronted by an angry parent (colleague) on an issue, how would you react?
How would your students know you genuinely care about them?

Instruction
Describe a typical class period.
What instructional strategies have you found most effective?
What are the components of an effective lesson plan?
Describe a lesson which was particularly successful by walking me through each stage from planning through delivery.
What is the most difficult subject for students and why?
How do you handle children who are difficult to manage?

Other
What are your long term goals?
What new ideas would you bring to our school?
Give an example of a time you went above and beyond to accomplish a task.
What does loyalty mean to you?
Is there anything that I didn’t ask you that you were hoping I would?

Questions to Ask
Candidates are often asked at the end of the interview if they have any questions. This is an opportunity not only to learn more about the school, but also to demonstrate professionalism. You should avoid any negatively toned or salary/benefit questions.

You will have the opportunity to ask financial questions when the position is offered. Here are several questions you may want to consider:

What are your school’s goals for the future?
How do teachers integrate technology into the classroom?
What are your priorities?
What would you say are the strengths of your school?
What are your school’s goals for the future?
How do you teach integrated lesson plans?
What priorities would you have for us as a new faculty member?
Do you offer a mentoring program?
How does the school district support professional development?
What extracurricular activity opportunities might be available?
Interviewing: Before, During, and After the Big Event

Richard W. Mason, Ph.D.
University of Wisconsin, Whitewater, Wisconsin

Interviewing is the most important part of obtaining a job. If you were not a suit to school again, you still need to wear one to an interview. One principal from the survey remarked, "Students come to an interview dressed like they are going to the bar or the beach." First impressions are extremely important and this isn't the impression you want to leave behind. For further information on how to dress see the article "Dress to Impress" found on pages 18-19 of this handbook.

Before the Interview

If you take some time to prepare for an interview it will give you an advantage on the competition. There are many ways in which you may prepare for an interview. Here are some suggestions.

1. Familiarize yourself with the school district. With all the electronic media available at your fingertips there is no excuse to not learn about the school at which you are about to interview. You need to familiarize yourself with the school and district. You need to research their philosophy, curriculum, and test scores to understand what the district is looking for in a candidate. All this information can be found on district websites. Doing your homework before an interview will better prepare you for that interview.

2. Prepare professional attire.

People, in general, have become so casual in dress that they do not know how to dress correctly for various occasions. A formal interview requires that you dress professionally.

Even though you plan on becoming a teacher and may never wear a suit to school again, you still need to wear one to an interview. One principal from the survey remarked, "Students come to an interview dressed like they are going to the bar or the beach." First impressions are extremely important and this isn't the impression you want to leave behind. For further information on how to dress see the article "Dress to Impress" found on pages 18-19 of this handbook.

During the Interview

1. When you walk into the school, be aware that your interview begins the moment you cross the threshold of the school. You will be standing up by all who see you. The first time you are seen you have just begun. Second impressions are also important. Let us strive to leave a positive impression on teachers, staff and students.

2. During the interview process there may be times that you will be asked an interview question. These questions are designed to evaluate your ability to handle stress, deal with conflict, and learn from experience.

3. Measuring the interview process. You will likely be asked at least one interview question. The interview process may consist of two or three members. The principal is usually present at all interviews. Other staff that might be present includes: principal, assistant principal, central office personnel (such as, Curriculum Directors), or in small districts even the superintendent. As you are introduced to the team, write down each member's name, and make eye contact with each person who speaks, and listen carefully.

After the Interview

1. Your questions. All of the end of the interview the team will typically turn to you and ask if you have any questions. This is your final chance to make a lasting impression. Show the interview team that you have carefully documented your application by asking thoughtful questions about the district or school. Show them that you are willing to get involved in life outside of the classroom by volunteering for extracurricular activities. Ask questions about the mentor program, curriculum related questions or what support exists for students. Also note, even though the interview might offer suggestions on the final candidate, the principal makes the final decision.

2. What not to do. This is not the time to ask questions about how much money you will make or what benefits are offered. All this information will be given to you at a later time by someone who specializes in this area.

3. Measuring the interview process. You will likely be asked at least one interview question. The interview process may consist of two or three members. The principal is usually present at all interviews. Other staff that might be present includes: principal, assistant principal, central office personnel (such as, Curriculum Directors), or in small districts even the superintendent. As you are introduced to the team, write down each member's name, and make eye contact with each person who speaks, and listen carefully.

4. Do your homework. Again, it cannot be emphasized enough that you need to prepare properly for an interview. Researching the school by finding out anything you can about the school or district before the interview will pay dividends during the interview.

5. Provide written references. Principals prefer to talk to the people who have seen you teach, and often a verbal reference can portray such an experience better than a written reference.

6. Don't be a pessimist. The more people who see you teach, the more this has potential for your advantage.

Final Thoughts

Interviewing for a job can be a daunting and intimidating experience. In order to prepare for it you need to review the tips and suggestions offered above and take part in some of the job interview exercises. Hopefully, these exercises will better prepare you for the interview.

This could include, besides your cooperating teacher, the principal, the assistant principal, or other teachers at your grade level or in your department. Since verbal references to principals are the most important ones people who have seen you teach, the more this has potential for your advantage.

What Research Says About Principal Hiring

Of the 60 principals interviewed, six key questions were identified for students as they prepare for the interview and hiring process.

1. Take time to correctly prepare paper work. When you apply to a school or district, take time to correctly fill out all the required paperwork. I recall one application who wrote down the letter of introduction to a neighboring school district rather than to me. Needless to say, that candidate was not interviewed.

2. Spell correctly, be neat and be accurate. I cannot emphasize enough that you need to spell all words correctly, use correct grammar and punctuation correctly. If you fail to do so your application will not even be considered. Do not rely on spell check. Words may be spelled correctly but used incorrectly. Have someone check over your work before sending it in.

3. Dress professionally. We have touched this topic in the above narrative. To reiterate, dress in a professional manner for your interview and do not worry about being over dressed. Remember, you don't get a second chance to make a first impression.

4. Do your homework. Again, it cannot be emphasized enough that you need to prepare properly for an interview. Researching the school by finding out anything you can about the school or district before the interview will pay dividends during the interview.

5. Provide written references. Principals prefer to talk to the people who have seen you teach, and often a verbal reference can portray such an experience better than a written reference.

6. Don't be a pessimist. The more people who see you teach, the more this has potential for your advantage.
First Impressions

We have been leaving impressions all our lives and a collection of such impressions is commonly referred to as a personal brand. You only get one chance to make a first impression and you can brand yourself almost without limits.

The good news is first impressions are not entirely out of your control. You can prepare by thinking about who you are and what you want the hiring manager or school district to know about you. Think about what you want interviewers to see in your appearance. For example, if you want to present yourself as a serious teaching candidate and professional, what clothing best suits that mentality? Search online using the keyword "professional attire for teachers" to find articles and images that will help you determine an appropriate interviewing style. Well thought-out clothing can distinguish you as professional, polished, prepared, and serious about the job. Your appearance counts just as much as how you introduce yourself. Take the time to cultivate an appearance that leaves the first impression you want.

First, put yourself in the hiring manager's shoes and ask: what is that person looking for in a candidate? Consider the job posting, identifying key characteristics that might clarify a desired professional style. Look for words that describe personality such as "professional," "approachable," "practical," and "creative." These words can help you determine a style that fits the environment.

Second, observe other teachers, principals, and administrators. Notice what they are wearing and what their style says about them in the workplace. For your interview, dress better than what you've observed at your school. As the old adage goes, "dress for the job you want, not the one you have." Finally, understand your body type. Take your research offline and go to a retailer to get fitted for a professional business suit. Work with the salesperson's knowledge and experience of fashion to develop a style that is flattering for you.

Clothes Matter!

When meeting someone for the first time you are wearing, what do you wear? Make sure it is safe, professional, and appropriate for the interview. Your appearance counts just as much as how you introduce yourself. Take the time to cultivate an appearance that leaves the first impression you want.

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Creating a Strategic Teaching Portfolio—Effective Preparation for Interviewing

Soni M. O’Regan, Career Center Senior Associate Director—St. John’s University, Queens, New York

As spring hits my office is abuzz with aspiring teachers nearing graduation seeking assistance with their resumes. During individual appointments and small group sessions with student teachers, I discuss how their résumé is their marketing tool, an advertisement, their product. They must think about it as such and work to incorporate those skills and experiences that will make them stand out from the other candidates. I also impress upon them that both their résumés and their interactions with employers are only part and parcel of the beginning of an effective job search.

Your résumé, if well constructed, may land you an interview. It will not get you the position.

The interview process is your ticket to the job itself. The way you brand yourself during the search, the way you articulate the skills and the experience you bring to the table during the interview, will land you in your own classroom one day.

A well-crafted résumé is an important start, but one must also pay close attention to preparing for the interview. In my seven years advising students within our school of education, I have found that effectively streamlining the contents of teaching portfolios prepares you very well for the interview process.

Teaching portfolios contain a variety of artifacts, from a résumé and certification documentation to samples of teaching materials and testimonials from students, parents, and colleagues. They can be built in the traditional way (i.e., the paper-based version) or online. In fact, in students at my university create an online version as part of their undergraduate curriculum. In partnership with the Career Center, students are exposed to the concept of portfolios from their first day on campus. However, from the perspective of a career counselor, I would suggest that for the interview process you focus on building a paper-based version. The chance that you will have access to the technology required to utilize your online version during the interview is very small.

The traditional version provides the potential for meaningful discussion. Later, I will share my perspective on how best to strategically utilize your online version, which will add a strategic dimension to your job search.

The following sample teaching portfolio was adopted from the 2004 American Association for Employment in Education (AAEE) Job Search Handbook for Educators. The outline offers approaches for selecting artifacts that will provide solid preparation for your interviews.

Let’s get started...

1. Credentials
   a. Résumé
   b. Teaching certification

Ultimately, this section should include an updated résumé and your teaching certification. However, in most states the certification is not received until a few months after graduation. Until then, include copies of all materials that lead to certification to assure employers that you are eligible for employment.

2. Considered an optimal section, the following area is one that can add value to the discussion of your work ethic. sample
   a. Certificates/letters (e.g., Dean’s List)
   b. Awards/scholarship awards

Recipient of honors and awards, such as Dean’s List, can use such articles to articulate their character during the interview. This is especially helpful when addressing the “What are your strengths?” question.

The next section will provide the employer a look inside your classroom.

3. Philosophies
   a. Philosophy of education
   b. Discipline/curriculum management plan

Your philosophy section should include an introduction to your classroom philosophy. Many students draft their philosophy as part of a course requirement. Others fold in their foundation in their application for student teaching. It is important to frame your philosophy with three basic questions: (1) What inspired you to become an educator/teacher? (2) What continues to motivate you in the classroom, and (3) What impact do you wish to have in your own classroom? Using these questions, develop your philosophy using concrete examples from your classroom experiences and coursework, including mention of theories and methods that have inspired you. From the perspective of the interview, this artifact provides the structure necessary for you to answer questions related to your teaching experience in five years, how you personally feel student learning, and the role of the teacher (principal, student, curriculum) in the learning process.

Candidates should reflect on the classrooms they’ve visited during observations and student teaching as well. One student recently shared with me a technique that captures students’ attention in order to refocus the group on the lesson at hand. This technique included the teacher standing at the front of the room and in an almost whispering saying, “Stop if you can hear me.” As the students, like dominos, begin to hear the teacher they count together to begin their next activity. A bulleted list of such ideas along with a visual (perhaps using PowerPoint) of the classroom will provide an employer the opportunity to imagine your classroom with you in the teacher.

The next section provides the foundation for the majority of your interview discussion points.

4. Samples of Teaching Tools and Student Work
   a. Sample unit plan
   b. Sample lesson plan
   c. Samples of homework, assessments, worksheets
   d. Photos of projects, manipulatives, bulletin boards
   e. Complete test, worksheets, projects

Your teaching artifacts are certainly some of the most important items to consider using as an interview strategy. Your intent when selecting items to ensure that materials clearly exhibit your awareness of current methods of instruction, curriculum standards, and demonstrated experience.

Some tips for developing your portfolio content:

• Limit yourself to just one sample unit plan. Include the overall plan, not individual lessons. This artifact will help you address questions concerning your ability to plan ahead and your awareness of the interdisciplinary and building block nature of the curriculum, including mention of how you organize and prepare your material.
• Select just three to five lesson plans. Review your career services office’s list of sample interview questions and put a check mark for each question the proposed lesson can address. Some questions you should consider are:
   - What type of learning environment do you try to create?
   - How do you structure your class to achieve maximum benefits from teacher/student contact?
   - How do you handle the different ability levels of students? Different cultures? The gifted? Educationally or economically underprivileged? Limited English speaking?
   - Define cooperative learning and give an example of how you have used it.
   - How do you teach reading/math/science in your classroom? Describe a typical lesson?
   - What innovative ideas would you use to incorporate technology in your classroom?

At the end of the interview, chances are the most check marks should prevail. Challenge yourself to think outside the box. A common response when I ask students which lessons they should include is one that went well. Certainly you want to include a successful lesson since it will increase your level of confidence, enthusiasm, and engagement with the interviewers. However, what if I challenged you by saying this? You should also consider including one that did not go so well? Consider the notice that principals understand that each day isn’t going to be perfect. A lesson plan that didn’t go well (with revisions) provides you opportunity to showcase your ability to reflect. This will provide meaningful content for your portfolio.

5. Letters of Appreciation from Parents and Students

6. Letters of Recommendation from Faculty, Advisors, Employers, or Supervisors

Within the past few months I have had nearly 100 students if they feel they can walk into an interview and speak about only their positive attributes. To my surprise, the great majority have replied that they cannot. After a gentle dialogue about the use of the word “can” in how I ask the question, I am assured that although they do not feel confident for their ability to do so, they “can.” it is done. The next part of the conversation then focuses on how to increase their confidence in answering the strengths question.

As noted above, a teaching portfolio would include supervisor evaluations from teaching student, letters of appreciation from parents and students, and letters of recommendation. Some of these items are ones that will require preparation long in advance (i.e., recommendation letter). However, if you are an elementary education major you should definitely receive construction paper reviews of your work. This will provide meaningful content for your collaborating classroom.

While I cannot say for certain that a secondary education major will receive as many, the likelihood of receiving at least one acknowledgment from a student in high school. These testimonials provide incredible support for your answer to the strengths question. They provide you with validation of your accomplishments. Validation that is needed.

8. Continuing Professional Development
   a. Professional memberships
   b. Presentations and/or publications
   c. Conferences attended

9. Involvements
   a. Community service
   b. Other extracurricular activities

The two sections listed above are generally overlooked. However, they can provide significant points for discussion during the interview. School building leaders seek candidates who are enthusiastic about becoming involved in their schools. Demonstrated participation in extracurricular activities, professional development, and community service provide a strong foundation for articulating your interest in doing just that.

As mentioned earlier, the focus on this article was to share a strategy for thoughtfully using the development of the contents of your teaching portfolio to assist you in preparing for interviewing. Remember that in addition to a paper-based version, many of you might also be asked to create an online version. Many
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Certification area_________________________________________ Student ID #: ______________

UK e-mail address __________________________________________

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Phone (______________________________)

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