COBB COUNTY SCHOOL DISTRICT
HUMAN RESOURCES

PERFECT PICK

How to Conduct Legal, Effective Interviews to Find the Right Person for the Job
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The Cobb County School District Human Resources Interview Guide is produced for your review, consideration and application. The goal is to provide helpful tips, techniques, and questions for interviews so the most qualified candidate is selected for a position at your school. The contents of this handbook are suggestions and not required elements for conducting an interview. Please retain any documentation of the interview (i.e., contact information, questions, notes, responses, etc.) at your school for future reference.
INTRODUCTION

Interviewing applicants for employment is a typical and frequent activity of school administrators. The goal of interviewing a candidate is to identify the right person for the job position. However, in an attempt to collect additional information, the interview process creates many opportunities for unintentional mistakes in the form of inappropriate questions not related to the job. The Perfect Pick was created from professional literature as well as input from school administrators to help you conduct legal and effective interviews.

Before beginning an interview, make sure you are able to demonstrate a job-related necessity for asking all of the questions. In the event of an Equal Employment Opportunity Commission discrimination allegation, the intent behind the question will be examined to decide if discrimination occurred. Therefore, prior to the interview, determine if the questions you ask will help determine the applicant’s qualifications, level of skills and overall competence for the position. The most common discriminatory errors made are asking questions related to the candidate’s race, religion, age, gender, national origin, or disability. One of the safest strategies to use is to ask all individuals the same questions and avoid different questions for different people (i.e. males/female, married/single, etc).

The Basics - Preparing for the Interview

Successful, legally compliant interviews allow you to achieve the following goals that are crucial in the hiring process:

- Allows you to verify information regarding the candidate’s experience that adds to or clarifies what you have learned from the candidate’s résumé and application.
- Allows you to assess the candidate's overall intelligence aptitude, enthusiasms, and attitudes as they relate to the job requirements.
- Allows you to gain insight into the candidate's personality traits.
- Allows you to get a sense of the candidate's ability to adapt to your worksite (environment).
- Allows you to evaluate the candidate’s communication skills.

A good interview is a conversation with a clear purpose. Prepare yourself by reviewing the job description and all documents the candidate has submitted, i.e., résumé, cover letter, and application. Note any information that you would like clarified or items that need further explanation, such as gaps in employment history, frequent transfers (job hopping), etc.
Structure Your Interview

1. Focus on key aspects of the candidate’s background that deserve the most attention based on the job description.
2. Write out questions you intend to ask before the interview and keep it in front of you during the interview.
3. Set a timetable so as the interview progresses you will have enough time to cover all areas you wish to address.
4. Conduct interviews in a private, comfortable setting. Create a calm environment. Clear your desk, close the door if it is appropriate and put your phone to voice mail or have your calls forwarded.

The Interview Begins - Setting the Tone

Make sure you will not be interrupted during the interview. Tell your secretary/assistant to handle incoming calls. Turn your cell phone off.

Your first priority when meeting the candidate for the first time is to put him/her at ease. As a basic courtesy, stand and meet the candidate halfway, make eye contact, shake hands and let him/her know you are pleased to meet them. Keep small talk to a minimum and avoid probing about hometown, family, etc.

Your next step is to let the candidate know what you are expecting to gain from the interview. Explain the purpose, then tell the candidate what is going to happen, and your expectations. Give the candidate an idea as to how long you expect the interview to last.

You are now ready to begin asking the candidate questions. Based on your pre-interview research of the candidate’s experience, you may have found several items you would like to know more about.

Make every question count. Every question should have a specific purpose. That purpose should be to gain insight into the candidate’s personality or elicit specific information. Ask open-ended questions so that the answers will help you determine if the applicant is suited for a particular job.
Listening attentively is difficult during the interview. A tendency in a job interview is to draw conclusions before the candidate has completed the answer. Another tendency is to begin rehearsing in your mind the next question you intend to ask while the candidate is still answering the earlier question. To avoid these tendencies, have all your questions written down before the interview begins so you can give your full attention to what the candidate is saying.

Follow-up with additional, clarifying questions to gain more specific information if a candidate gives an answer that does not address the specific information you are looking for. Ask the candidate to give an example of a situation he/she has experienced that will clarify his/her answer.

Give the candidate ample time to respond with a thoughtful answer to the question. If the question does not produce an immediate answer and silence persists for more than a few moments, ask the candidate if you can clarify the question.

Suspend judgment until after the interview when you can accurately evaluate and process all the information the candidate has given you.

Most importantly, take notes during the interview. Sometimes our memories will tend to ignore what actually happened during the interview and instead rely on general impressions of the candidate. Just be certain your note taking does not interfere with the candidate having to pause so you can keep pace.
**WHAT YOU MAY – AND MAY NOT - ASK**

Questions you ask during a job interview can result in legal problems for the District if you fail to follow certain guidelines. Remember, as a general rule - if the question is job-related, it is probably OK to ask. If the question is not job-related, the validity of the interview procedure and subsequent hiring decision may be challenged.

This table outlines some of the questions that may and may not be asked during a job interview.

<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th><strong>OK to Ask</strong></th>
<th><strong>DO NOT ASK</strong></th>
</tr>
</thead>
</table>
| Absences/Attendance     | How many days were you absent from work last year?  
How many days were you sick last year?  
What hours and days can you work?  
Are there specific times you cannot work?  
Do you have responsibilities other than work that will interfere with specific job requirements? | How many days were you sick last year?  
How many children do you have?  
Who is going to baby-sit?  
Do you have a car?  
Do you have pre-school age children at home? |
| Accommodation           | Can you perform any and all functions with or without reasonable accommodation? (Show job description)                                                                                                      | What is your disability?                                                                                                                                                                                   |
| Address/Residence       | What is your mailing address?                                                                                                                                                                                  | Where did you live previously?  
Do you own or rent your home?                                                                                                                                                                               |
| Age                     | If applicant is over age 18.  
State that hiring is subject to verification that applicant meets legal age requirements.  
If under 18, can you, after employment, submit a work permit?  
If hired, can you show proof of age? | Age  
Birth date  
Questions that tend to identify applicants over age 40  
Dates of attendance or completion of schooling                                                                                                                                                           |
| Birthplace, Citizenship | Can you submit verification of your legal right to work in the United States?                                                                                                                                  | Requirements that applicant produce naturalization papers or alien card prior to employment                                                                                                                                 |

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<table>
<thead>
<tr>
<th>Subject</th>
<th>OK to Ask</th>
<th>DO NOT ASK</th>
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<tbody>
<tr>
<td>Dependents/Family</td>
<td>No questions may be asked</td>
<td>Do you have any children? How old are your children? Do you have any dependents? What child care arrangements have you made? Are you married?</td>
</tr>
<tr>
<td>Disability</td>
<td>Can you perform the essential functions of the job for which you have applied?</td>
<td>Do you have any physical handicaps? Do you have any physical condition or disability, which may limit your ability to perform the job applied for? What is your general health? Are you currently, or planning in the near future to be, pregnant? Have you received worker’s compensation benefits?</td>
</tr>
<tr>
<td>Driver’s License</td>
<td>May be asked only if driving is necessary for the job. (not to/from work)</td>
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<tr>
<td>Drug Use</td>
<td>Are you currently using illegal or unauthorized drugs?</td>
<td>What medications are you currently taking?</td>
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<tr>
<td>Education</td>
<td>Inquiry into academic, vocational, or professional education of the applicant and the schools attended.</td>
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<tr>
<td>Experience</td>
<td>Inquires into work experience</td>
<td></td>
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<tr>
<td>Financial Status</td>
<td>No questions may be asked</td>
<td>Do you own or rent a home? Have your wages been previously garnished?</td>
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<tr>
<td>Gender</td>
<td>No questions may be asked</td>
<td>Do you wish to be addressed as Mr.?, Mrs.?, Miss? or Ms.?</td>
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<tr>
<td>Height or Weight</td>
<td>No questions may be asked</td>
<td>Any questions regarding applicant’s height or weight.</td>
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<tr>
<td>Military Record</td>
<td>Have you served in the military? What was your period of service? What was your rank at the time of discharge? What type of training, education, and work experience did you receive while in the military?</td>
<td>What type of discharge have you received from military service?</td>
</tr>
<tr>
<td>Subject</td>
<td>OK to Ask</td>
<td>DO NOT ASK</td>
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| National Origin      | Languages applicant reads, speaks or writes, but only if relevant to the job.  
Can you submit verification of your legal right to work in the United States? | Questions of nationality, lineage, ancestry, national origin, descent, or parentage of applicant, applicant's parents, or spouse.  
Ethnic association of surname  
Whether applicant is citizen of another country  
How applicant acquired the ability to read, write or speak a foreign language. |
| Organizations, Activities | Inquiry into membership in professional organizations or hobby groups relevant to the job. | Inquiry into membership in specific organizations which reveal personal information that could be used to discriminate against the applicant |
| Prior Employment     | Have you ever been fired?                                                | Have you ever been fired because you filed a Title VII claim?             |
| Race, Color          | No questions may be asked                                                | Questions regarding applicant's complexion, color of skin, eyes, hair, etc.  
Require applicant to affix photo to application after interview but before employment. |
| References           | Who referred you for a position here? Names of persons willing to provide professional and/or character references for applicant. | Questions of applicant's former employers or acquaintances, which elicit information specifying the applicant's race, color, religion, national origin, disability, age, or sex. |
| Religion             | Statement by employer of regular days, hours or shifts to be worked       | Questions regarding applicant's religion  
Religious holidays observed. |
<table>
<thead>
<tr>
<th>Subject</th>
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</tr>
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<tbody>
<tr>
<td>Safety</td>
<td>Have you violated any safety rules of prior employers?</td>
<td>Have you ever been fired for filing a workers' compensation claim?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have you ever filed a workers’ compensation claim?</td>
</tr>
<tr>
<td>Sexual Preference</td>
<td>No questions may be asked</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>Do you have reliable transportation to work?</td>
<td>Do you own a car?</td>
</tr>
<tr>
<td>Worker’s Compensation</td>
<td>No questions may be asked</td>
<td>Have you ever filed for worker’s compensation?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have you had any prior work injuries?</td>
</tr>
</tbody>
</table>
The Interview Ends

When you feel you have covered all areas on your list, end the interview by offering the candidate the opportunity to ask questions. You may ask if there is anything the candidate would like to add that he/she has not had a chance to say or if the interviewee would summarize why he/she is the best candidate for this position.

Consider informing the candidate of the school improvement goals, providing a summary of the vision for the school, and/or commenting on the challenges facing the school in general or specific positions. This will help the candidate make an informed decision.

Let the candidate know what will happen next, but avoid commenting on the qualifications or performance of the candidate or on the candidate’s prospects for employment or for receiving an offer. Explain how and when you will contact the interviewee. End on a formal note; if the candidate has no further questions, stand, and show the person out. Offer to escort him/her to the front door, or have your assistant/secretary do so.

Finally, be sure to immediately review your notes after the interview and BEFORE the next interview to put them in some kind of order.
Sample General Interview Questions
(These can be used when interviewing any candidate for any position.)

1. Tell me a little about yourself.

2. What do you know about our district/school/worksite? Why do you want to work for the Cobb County School District?

3. What interests you about this job and what skills and strengths can you bring to it?

4. Please share with me a brief summary of your previous and current work experiences.

5. I see that you have been unemployed for the past _____ months. Why did you leave your last job, and what have you been doing since then?

6. There is a gap in your résumé between positions. What were you doing during that period?

7. What would you describe as your greatest strengths as an employee? What are your greatest weaknesses?

8. Who was your "best boss" ever and why? Who was the worst, and looking back what could you have done to make that relationship better?

9. How do you think that "best boss" would describe you? What about that "worst boss"? What would he or she say?

10. What do you think was your single greatest achievement on the job? What was your biggest disappointment?

11. Describe a typical day at work in your last job.

12. What sort of work environment do you prefer? What brings out your best performance?

13. Where do you see yourself and your career in three years?

14. Tell me about an important decision you made and how you arrived at it.

15. How do you handle conflict? Give me an example of how you handled a workplace conflict in the past.
16. How would you rate your software skills in MS Word, Excel, and Power Point? How have you used this software?

17. Within the past year, how many days were you absent from work?

18. Do you prefer a structured or unstructured work environment?

19. Have you ever been asked to support more than one supervisor? What did you do in that situation and how did you do it?

20. Share with me a time when you had several deadlines to meet by close of the business day. What was your comfort level and what actions did you take?
Sample Teacher Interview Questions
(These focus on matters pertinent to teaching and other credentialed positions.)

INSTRUCTION

1. How do you meet the range of skills and needs commonly present in a classroom?
2. How would you plan for and teach a typical lesson?
3. What are the components of a good and well-planned lesson?
4. How do you stimulate active participation in the classroom?
5. How do you individualize your teaching?
6. How would you work with students who perform below grade level, especially those from disadvantaged socio-economic backgrounds?
7. How would you integrate technology into the curriculum you would teach?
8. How would you group for instruction, based on your teaching field?
9. Tell me about effective teaching strategies you have used.
10. How do you adapt curriculum to meet the needs of all students?
11. Do you teach curriculum or do you teach children?
12. How will you focus on the School Improvement Plan and student data collection?

EVALUATION

1. How do you diagnose your students’ needs?
2. How do you make sure your lessons are taught at the correct level?
3. What are some ways you give students/parents feedback?
4. How do you monitor and facilitate group work?
**CLASSROOM MANAGEMENT**

1. How would you use teacher aides/parent volunteers in the classroom?
2. What are some characteristics of a well-managed classroom?
3. What are some examples of rules you would have in a classroom?
4. How would you be sure your rules are carried out?
5. What types of rewards and consequences would you use?
6. Describe your most difficult student discipline situation and how you handled it.
7. What would you do with, or how would you treat, a student who refused to do the work you assigned?
8. What do you feel is the most effective way to communicate with parents? Describe how you would use these techniques.

**PROFESSIONAL PREPARATION**

1. What experiences have you had related to teaching? Describe your student teaching experience. (Use for inexperienced teachers.)
2. Do you have experience with special education students? Describe how you would help these children learn.
3. Who was your favorite teacher growing up and explain why.

**PERSONAL TRAITS/CHARACTERISTICS**

1. Why did you select education as a career?
2. What characteristics make you an effective teacher?
3. What should a principal expect from a teacher?
4. What should a teacher expect from a principal?
5. What extra curricular activities can you supervise/be involved in at school?
6. What is the greatest attribute you can bring to a class of students?
7. What are the qualities of an excellent teacher? Which of these qualities do you possess?
8. What do you do to build positive relationships between you and your co-workers, parents, teachers, students?
9. What do you do to continue to be a learner?
10. What motivates you most in your job?
11. Describe how staff gossiping affects a school.
12. How important do you think teacher attendance is to student learning?

SCENARIO QUESTIONS

1. Johnny arrives at school with a black eye and when questioned claims his brother did it. How do you respond?

2. You are in the middle of a lesson and a parent of one of your students abruptly enters your classroom unannounced. He/she is visibly upset, demands your immediate attention, and is using inappropriate language. How do you react?

3. You are the grade level chair/team leader responsible for facilitating monthly meetings. In the last couple of meetings, two teammates continue to monopolize the meetings with negative comments about administrators, gossip about colleagues, vulgar anecdotes, and derogatory remarks about minority students. How do you handle this situation?

4. Several times during a parent – teacher conference, the parent refers to you as “honey”, “sweetie”, “babe”. Toward the end of the conference, the parent suggests the two of you continue the conversation over dinner. How do you proceed?

5. You have volunteered for many additional responsibilities this year such as grade level chair/team leader, extended day tutor, Hospitality committee member, and fundraising coordinator. In addition, you are pursuing a Master’s Degree and taking technology classes to satisfy the state requirement. Your principal approaches you about mentoring a first year teacher. How do you reply?

6. It is time for your principal to observe a lesson. The appointment is confirmed, the lesson is planned, materials gathered, and you are prepared. Just before the lesson should begin, you receive some bad news of a personal nature. What do you do about the observation?

7. You are having a difficult time establishing a positive rapport with a student in your class. Despite your best efforts to connect with Suzy, the relationship continues to fail. She does not complete homework assignments or participate in class, isolates herself from other students, and will not speak to you privately. What is your next step?
Sample Special Education Interview Questions
(These focus on matters pertinent to teaching special education and related positions.)

1. What does Special Education mean to you?
2. How do you meet the needs of a child with Attention-Deficit/Hyperactivity Disorder (ADHD)?
3. What are the different programs offered in Special Education?
4. What is the process for referring, evaluating, and placing a child into Special Education?
5. What is a learning disabled (LD) child?
6. How do you develop a Special Education student’s self-confidence?
7. What is an Individual Education Plan (IEP)?
8. What are your views on inclusion of students with special needs?
9. What assistance (e.g. materials, personnel or professional support, financial support, etc.) do you believe is most needed for students with exceptionalities to succeed in school?
10. How do you determine an LD student’s instructional level?
11. How would you help an LD student develop writing skills?
12. What behavior strategies would you use to work with a BD student?
13. How would you ensure that IEP modifications are addressed in regular education?
14. Have you had any experience using the Goldview software program? If yes, explain your level of proficiency.
Sample Media Specialist
Interview Questions
(These focus on matters pertinent to the Media Center and related positions.)

1. In Cobb County, we expect our media specialists to serve as instructional leaders. How have you demonstrated instructional leadership in the past?

2. Have you had any experience using a computer-based library automation software program? If yes, which one? How long did you use the program?

   Possible response: It is most desirable that an applicant has experience using a library software program. Cobb County uses a software program called Athena in the media centers.

3. Our school annually receives over $10,000 in state funds to purchase resources for the media center. How would you decide how to spend these funds during your first year of service?

   Possible response: Plan a budget with input from the media committee and administration. Establish a process for getting purchase requests from teachers.

4. How will you ensure that all students in our school will acquire life-long learning skills?

   Possible response: An effective way is to help all of the teachers gain these skills. Teach staff development workshops on online searching techniques and information literacy.

5. What behavior management techniques do you employ when students visit the Media Center?

6. How might you prioritize ordering materials, periodicals, and expanding book inventory?
7. The school media specialist is responsible for supervising the media paraprofessional. What duties would you assign this person to perform?

*Possible response:*
- Operating the circulation system and staffing the circulation desk.
- Organizing, training, and supervising volunteers.
- Help in processing books, AV materials, and equipment.
- Performing clerical duties associated with correspondence, purchasing, reporting, etc.

8. Our school does not have a full-time technical specialist to help staff with computer problems. How might you assist us with this problem?

*Possible response: A good way to help teachers is to provide training on the proper care and maintenance of their computers. A process would need to be established for reporting and handling computer repair requests.*

9. I know that it will take some time for you to learn what materials we have in the media center, our school goals, and our staff. What would be your first three priorities for this school year?

*Possible response:*
- Learning the Media Center Automation System
- Learning the process for managing the media center budget
- Learning the basic operation of the video distribution system
- Organizing and convening the media committee
- Getting to know the collection by helping teachers select resources
- Establishing a process for handling repair requests
- Establishing a process for collaborative planning with teachers

10. How would you plan to involve teachers in selecting resources, planning for classes to use the media center, and contribute to the media center program and priorities?

*Possible response:*
- Formally ask teachers for their suggestions and recommendations using a prepared form
- Leading the media committee
- Advance planning for class visits – have the media specialist and teacher spend time planning the resources and the structure of the visit

11. Comment on two of the most successful programs you have used in the Media Center.

12. All middle schools in Cobb have the Accelerated Reader Program. As a media specialist, describe what you see as your responsibilities to support this program.
13. What is your philosophy about using technology to improve instruction? What do you think the role of the media specialist should be in this process?

*Possible response:* Recognize that technology, used with an effective plan, will enhance learning. Media specialists can model and demonstrate ways to use technology effectively.

14. Tell me how you will promote our media center program and resources.

*Possible response:*
- Faculty & PTA Newsletter
- Frequent presentations at faculty meetings
- Presentation to the PTA Board and School Council
- Use my lunch break to talk to teachers
- Advertise new materials

15. Describe your experiences using video:

*Possible response:*
- Videotape a live presentation
- Record a program off cable
- Connect two TVs to one VCR
- Connect a computer to a TV using a scan converter
- Show a video program to the entire school using a video distribution system
- Show a program that is telecast from a satellite

16. Are you proficient in using the following software systems in your work?

*Possible Response:*
- Microsoft Word – to draft staff newsletter
- Microsoft Excel – to manage the media center budget
- Microsoft PowerPoint – to support teachers who are creating presentations
- Either Netscape or Internet Explorer to search for and access information on the Web
- Email – to send and receive information
- GALILEO – to teach students and teachers how to use online resources
- Athena – to locate books by title, author, or subject

17. Current research indicates that student achievement is greater in schools where media specialists plan collaboratively with the principal and the teaching staff. Describe instances when you planned with teachers and worked with principals in the past. What was the outcome?
18. The district has purchased four new Internet delivered resources for our students and staff. At our school, neither students nor teachers have been trained yet. What would be your strategy for providing training for students as soon as possible?

19. How do you proceed when a book is challenged?

20. How might you ensure that all students are involved in the Media Center?

21. How would you engage parents and members of the community in the Media Center?
Sample Guidance Counselor Interview Questions
(These focus on matters pertinent to the Guidance and Counseling Program and related positions.)

1. How do you see the word "leader" fitting in to your role as a counselor?
2. What is the counseling theory that you most closely follow?
3. What is the most creative and innovative counseling technique you have used?
4. How would you divide your time between meeting the immediate needs of the students and keeping up with the paperwork?
5. How will you evaluate your programs to meet (a) current state standards; (b) standards of best practice for a comprehensive guidance and counseling program; and (c) the national standards?
6. How would you handle an irate parent?
7. How would you handle a passive (perhaps irresponsible) parent?
8. How would you handle a large group of students having attendance problems?
9. How do you see yourself fitting in with colleagues who are considered veteran educators?
10. What do you think is the most important characteristic of an effective counselor?
11. What do you see as the role of a counselor in a school this size?
12. What is it that you like about (level) school students?
13. What is something new you could bring to our program?
14. How do you handle criticism?
15. What technology applications do you see being useful in your work?
16. What might your professional development plan look like?
17. What do you think the role of the counselor is in preventing school violence?
18. What experiences have you had in working with special education students?
19. What can you contribute that is different from a social worker, school psychologist, or mental health counselor?
20. When considering ethical standards and school policies, how would you handle a conflict between the two?

21. What do the most recent state standardized test results indicate about this school district and this school; and what is your role regarding standardized testing?

22. How does a school counselor assist with implementing ESL (English as Second Language) in-building programming?

23. Describe how you would implement small group guidance lessons.

24. Teachers are generally protective over their instructional time and might be concerned with guidance lessons taking up too much class time. How will you address this issue as a school counselor?

25. What is your experience with parenting programs? Describe past interactions with parents.

26. How do you handle conflict with a colleague, parent, administrator?

27. How do you feel about writing letters of recommendation (HS)?
Sample ESOL Interview Questions

(These focus on matters pertinent to ESOL teachers and related positions.)

1. What experience have you had teaching limited English proficient students? In what grades, where, and for how long?

2. What training have you had in a foreign language?

3. Depending on your level of training, are you sufficiently fluent to interpret at parent-teacher conferences? Can you translate school correspondence from English into another language?

4. How would you plan instruction for an ESOL class composed of students of different ages and different proficiency levels?

5. Is it easier for second language students to become conversationally proficient or to become proficient in reading and writing? Why?

6. We are beginning to see an increase in the number of second language students who enter the district with little or no formal schooling. What experience have you had teaching students with serious academic deficits?

7. How and when would you teach grammar to second language students?

8. Explain the difference between language acquisition and language learning.

9. How would you assist an ILT in determining if a second language student’s poor performance stems from a language difference as opposed to a learning disability?

10. How current are you regarding trends in second language acquisition?

11. What professional journals do you read regularly?
# Teacher Selection

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<tr>
<th>DOMAINS</th>
<th>QUALITIES</th>
<th>APPLICATION PACKET Look for:</th>
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</thead>
<tbody>
<tr>
<td>Prerequisites of effective teachers</td>
<td>- Verbal abilities&lt;br&gt;- Knowledge of teaching and learning&lt;br&gt;- Clear, renewable certification&lt;br&gt;- Content knowledge&lt;br&gt;- Teaching experience</td>
<td>- Certificate status&lt;br&gt;- Major or a minor in subject area&lt;br&gt;- Praxis verbal scores&lt;br&gt;- Education coursework&lt;br&gt;- Work experience</td>
</tr>
<tr>
<td>The teacher as a person</td>
<td>- Caring&lt;br&gt;- Fairness and respect&lt;br&gt;- Interaction with students&lt;br&gt;- Enthusiasm&lt;br&gt;- Mediation&lt;br&gt;- Dedication to teaching&lt;br&gt;- Reflective practice</td>
<td>- Letter of interest in the position&lt;br&gt;- Comments in letters of recommendation alluding to evidence of the qualities</td>
</tr>
<tr>
<td>Classroom management and organization</td>
<td>- Classroom management&lt;br&gt;- Organization&lt;br&gt;- Disciplining students</td>
<td>- Letters of recommendation addressing the qualities with specific examples&lt;br&gt;- Appearance of the application packet materials (complete, legible, well organized)</td>
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<tr>
<td>Organizing for instruction</td>
<td>- Importance of instruction&lt;br&gt;- Time allocation&lt;br&gt;- Teacher expectations&lt;br&gt;- Instructional planning</td>
<td>- Writing sample about the applicant’s education philosophy or beliefs&lt;br&gt;- Positive comments from references about time management</td>
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<tr>
<td>Effective instruction</td>
<td>- Instructional strategies&lt;br&gt;- Content and expectations&lt;br&gt;- Complexity&lt;br&gt;- Questioning&lt;br&gt;- Student engagement</td>
<td>- Specific examples noted in the letters of recommendation&lt;br&gt;- High rating from references on effective instruction</td>
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<tr>
<td>Monitoring student progress and potential</td>
<td>- Role of homework&lt;br&gt;- Monitoring learning&lt;br&gt;- Differentiation</td>
<td>- Courses and/or professional development on assessment strategies&lt;br&gt;- Positive comments about professional qualifications in letters of recommendation</td>
</tr>
<tr>
<td>Instructional leadership</td>
<td>- Self-starter&lt;br&gt;- Life long learner&lt;br&gt;- Team work&lt;br&gt;- Informal leadership</td>
<td>- School improvement plan committee participation&lt;br&gt;- Professional development&lt;br&gt;- Continuing education&lt;br&gt;- School leadership roles&lt;br&gt;- Awards/recognition</td>
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