

2005 TEACHER INTERVIEW TIPS – 2

**Results of Interactive Interviewing Workshop
For L.K.D.S.B. Occasional Teachers
Presented by Sylvia Barnard, Principal Zone P.S.
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CLASSROOM MANAGEMENT

How would you structure your first day or week in a new classroom?

**Make the classroom very inviting
Label coat hooks, etc., make each student feel welcome and have a part of the classroom that's theirs
Brainstorm classroom rules, responsibilities and routines and clearly post them
Discuss consequences if not followed
Teach Conflict Resolution
Outline teacher's expectations
Organization and distribution of supplies
Model and practice classroom routines (washroom, recess, going to gym, etc.)
Review O.S.R.'s to learn about students and I.E.P.'s
Talk to former teachers
Discuss assessment expectations
Send a newsletter home to introduce yourself and communicate special needs such as notebooks, supplies, etc.
Organize lessons and discussions, groupwork to get to know students, and they each other
Student interest sheets**

How would you deal with a student who is constantly disruptive?

**Remain calm
Build rapport and trust
Speak calmly and confidentially to student off to side so not to embarrass him/her and risk worsening the situation
See if you can find cause for the behaviour and work toward a solution
Be proactive, see the signs building up in the anxiety level, have a signal to have student go to quiet cool-down supervised room such as resource, behaviour, etc.
Send anxious, irritated child on an errand to cool down and diffuse the anxiety
Give child a special task to do to feel better about self**

Keep it POSITIVE...positive reinforcements, behaviour modification strategies such as stickers, points, etc., keep a behaviour log so you, student and parents can track behaviour day to day

Respect student and teach him to respects self and others

If problems still persist, confer with other teachers, principal, parents

Detentions, Principal may suspend for a day or more

Written contract with the student

Student written/drawn documentation of the behaviour

Consult Resource Teacher or Behaviour Counsellor

May need course in acceptable social behaviour and skills

Sometimes a little humour at the right time will lighten the situation but be careful not to intimidate or embarrass them in front of their peers

Raising your voice at them may heighten the frustration and anxiety level and turn to violence. Watch your body language, give them space

Take C.P.I. course

CURRICULUM

What forms of assessment and evaluation will you use in your classroom?

Rubrics

Formative/summative

Peer/self evaluation

Running record

Portfolio

Observation

D.R.A.

Anecdotal

Presentations – wrtten/oral

Checklist

Test/quiz

Groupwork

Centres

Projects/assignments

Homework (parent knowledge)

Daily work

Student conferences

A Parent comes in and questions their child's mark. How does the teacher justify the mark?

Show exemplars/comparisons

Show rubric and send home prior to due date

Keep examples of child's work
Compare with other students' work (cover name for confidentiality)
Remain calm, be confident and confidential
Include the student
Documentation, involve Principal
Portfolios
Anecdotal comments
Discuss your use of Ministry Expectations
Be proactive, especially if student suddenly "changes"
Good communication. Have tests, etc. signed

PLANNING

What resources would use when planning?

Ontario Curriculum
Long term, short term plans
Other teachers (resource, librarian, etc.)
Internet
Library
Mediacentre
Curriculum Planner
Community (police, fire, Mayor's office)
Museums
Rubrics
Day book
Physical set up
Classroom resources (texts, seatwork, etc.)
Centres and equipment
Manipulatives
Teachers' Toys Store, Dollar Store
Previous teachers
Principal
Board Documents
Professional associations
Board consultants
Exemplars
Relevance to students' present/future needs
Students on I.E.P.'s

What considerations are involved in planning a unit?

Ontario Curriculum Expectations
Multiple Intelligences

Time constraints
Resources (movies, guest speakers, class trip)
Student abilities
Class size
Previous knowledge
Size of unit – condense
Seasonal considerations
Pre planning – order kits from board ahead
Assessment and evaluation
Exemplars and rubrics
Integration – cross curricular themes
Team planning for sharing ideas and resources
Split Grades – team teaching
Culminating activity

GUIDED READING ***EQAO*** (*Education Quality and Accountability Office (EQAO)*)

What are the components of Guided Reading?

Picture walk
Teacher coaches
Vocabulary talk
Levelled books (instructional level)
Zone of approximal development
Relate to prior knowledge
D.R.A. assessments to level students
Homogenous groups (by ability)
Mini lesson
Independent reading
Learning centres with meaningful literacy activities
Cueing reading strategies
Asking questions prior to reading
Predicting
Using running records during guided reading lesson
Relating to personal experience and prior knowledge
Retell
Integration of other curriculum areas
Include non-fiction text
Flash cards
Sentence strips
Rhyming words
Phonics
K-W-L
First – middle – end

How would you help to prepare students for EQAO?

Take a workshop

Post and teach icons early (e.g. stop sign)

Students' understanding of a levelled assessment – exemplars – what do levels 1,2,3,4 look like?

Notify parents in advance of assessment date

“Set up” classroom

Tell them to “state the obvious”

Teach the students the different assessment strategies (Venn diagram, multiple choice, etc.)

Practice doing work independently

Teach test taking strategies (if you do not understand or know it, go on to the next one, make your best guess)

Highlight keys words

No blank spots

Positive attitude of the teacher

Refer to it as an assessment, not a test

Positive classroom atmosphere during the week of it

Make sure all the stands/expectations from the curriculum are covered

Sample tests

Teach how to use resources they are allowed to use (e.g. dictionary, thesaurus, calculator, etc.)

SPECIAL EDUCATION

What accommodations and modifications would you incorporate in your lesson planning to provide for the needs of special needs students?

Accommodations:

Preferred seating

Chunking

Small steps

More time

Provide template

Scripting

Buddy

Incorporate learning styles (visual vs. auditory, etc.)

Modelling (examples)

Regular contact with parents – communication book

Extra help with teacher – recess, lunch

Books on tape

Disability awareness

Quiet learning environment (even headphones)

Visual cues
Incorporate all senses

Modifications:

Work appropriate to ability/level
Reduced workload, simpler text appropriate to reading level
Modifications of physical aids, writing aids, computers and special software, fm systems, hearing aids, tennis balls on bottom of chairs to reduce noise levels that would be amplified by hearing aids, communication boards, modified learning toys, modified P.E. equipment and games
Work with E.A.'s and L.R.C. teachers effectively
Offer choices
Contact consultants for suggestions (literacy, math, etc.)

How would you implement an I.E.P. in the classroom?

READ the I.E.P.
Clarify with resource teacher
Discuss with previous classroom teacher and principal about what worked
Talk to parents
Talk to student
Inclusion (i.e. I.E.P. not obvious to other students)
Positive reinforcements
DOCUMENT changes throughout the year – what worked, what did not
Regular meetings with E.A. and other support staff
Attend I.P.R.C. review

TECHNOLOGY

How would you use technology effectively in the classroom?

Teach how to use internet properly modelling proper hand placement, CD Roms, etc.
Teacher - use Power Point as part of lesson
Digital camera useage taught – team work to present projects – arts, drama, science, and social studies incorporated into video projects
Teacher lets student build and maintain class website so parents can find out info regarding homework assignments, new events, current topics
Interactive websites, i.e. health, Earth Day, etc.
Graphing calculators
Spreadsheets
Data Bases
Videotaping speeches/presentations, projects, plays, etc.
Overhead projector
DVD, VCR, 35 mm

Xeroxing

Electronic reports

Teach/guide students how to take effective notes from DVD/internet research/overhead

Teach appropriate use of calculators

Teach search procedures for internet and how to tell a good website from a poor one

Describe ways to accommodate special needs students by using technology.

Use age/level of capability software to assist and reinforce classroom curriculum

High interest educational games such as Reader Rabbit, Math Quest

Incredible Machines, REAding Academy, auditory and visual combination games,

Dragon Speak, Kurzweil

Typing journal and other work rather than writing

Stories on tape, videos

Create their own web page, power point, slideshow, to present to feel special and unique in class

Tape oral/visual presentation ahead of time and play for school

Materials given to suit their needs i.e. scissors, pencil holders

Learn to use FM system effectively – normal modelling

Teach them how to use interest research, online encyclopedia, search engines, etc.

Change mouse settings

Make work (computer environment) comfortable

Use highschool students who need volunteer hours to tape stories, etc., or write notes for students from tape

Remember to mention “THE CURRICULUM” frequently.

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Mary Lenover, B.A., B.Ed.

Lambton Kent District School Board

Chatham Kent Occasional Teacher

Telephone: 674 5808

lenovema@lkdsb.net

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