

### Assessment and Rubrics

- Problem, Action, Result (PAR)
- Situation, Task, Action, Result (STAR)
- Acceptable Answers
- Unacceptable Answers

*Catholic identity*  
*- bring in classroom*

### Interviewing Tips

- Control interruptions
- Avoid interviewer bias
- Note taking
- Difficult interviewees

### Do's and Don'ts

- **Don't** ask questions that can be answered "yes" or "no"
- **Don't** put words in the applicant's mouth or telegraph the desired answer
- **Don't** interrogate the applicant as if the person is a criminal, and don't be patronizing, sarcastic, or inattentive.
- **Don't** monopolize the interview by rambling

### Do's and Don'ts

- Do ask open-ended questions
- Do listen to the candidate to encourage him or her to express thoughts fully
- Do draw out the applicant's opinions and feelings by repeating the person's last comment as a question
- Do ask for examples

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### To ask and not to ask . . .

- Personal information
- Address
- Country of origin
- Age
- Relatives *} minors*
- Marital Status
- Sexual Orientation
- Political beliefs
- Social and Professional Organizations *what ed. only*
- Health problems

*Can ask if have appropriate papers to work in U.S.*

*Can you tell me something about yourself*

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### To ask and not to ask . . .

- Disability
- Pre-employment medical exams
- Credit Record
- Military Record
- Criminal offenses - *if on app, ok -> if not, then no*
- Fluency in English or another language *depends on job*
- Education background
- Gender and/or age of supervisor or other workers
- References
- Stigma

*yes -*

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## Reference Checks

- Employment and character references
- Reference from current employer
- Compare your impressions with that of former employers
- Ask probing questions
- Do not discount a candidate because of some difficulties
- Conflicting references

Employment refs are mandatory. - need  
ref. from current employer  
# "You're one of the top 2 candidates" and I  
need to talk to your current employer  
not negotiable

## Reference Checks

- How long did he/she work with you? What was her/his attendance record?
- What are his/her strengths? Areas of growth?
- What were his/her responsibilities?
- Could you discuss his/her relationship with the students? Parents? With other teachers?
- Would you hire this person for a similar position?
- Is there anything else that would be helpful for me to know?

Vague on phone tells a lot

critical - but don't probe the reference's reasons why

Salary shouldn't come up in a interview  
↳ we can talk about that if you become a final candidate. But when we first talk, etc. give salary range

## Making a Decision

- Selecting the best candidate
- Job offer and acceptance
- Notification of other candidates

get in writing of acceptance before

### Placement of Teachers

- "Get the people on the bus in the right seats."
- Request for re-assignment
- Other school possibilities

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### Spiritual Formation of Educators

*Patricia Helene Earl, I.H.M*

- School Leadership
- Teacher Formation
- Literacy
- Caring
- Moral Education
- Character Education
- Spirituality
- Church Documents

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### What do new teachers need?

- Collegial school culture
- Reasonable assignments
- Clear expectations
- Curriculum guidance and support
- Opportunity for observations
- Feedback on classroom observations
- Joint planning time
- Ongoing professional development

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### **New Teachers/Staff**

The new employee should:

- feel welcome
- understand the school in a broad sense
- be clear about what the school expects in terms of work and behavior
- begin the process of socialization

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### **Considerations for First Year Teachers**

- Limited teaching responsibility
- Assistance in instructional materials
- Advice of experienced teachers
- Placement of students
- Orientation to the community

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### **Sample Orientation Procedures**

- Benefits, Policies, Procedures, Safety Info, etc.
- Mission Statement
- Strategic Plan
- Curriculum guidelines (diocesan and state)
- Classroom management
- Instructional support systems
- School and classroom routines
- Relationship with students and parents

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### Mentoring of Teachers

- Experienced teacher
- Support groups
- Role of mentor
- Definition of mentoring: Mentoring is a formative program of support for first year teachers intended to improve the skill of new teachers as they make the transition from academic preparation to professional training.

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### A Mentor Model

- Selection and criteria of mentors
- Compensation options
- Mentor training
- Program components
  - Catholic identity
  - Professional ethics
    - Time
    - Role of mentor
    - Role of principal
    - Role of diocesan office
- Program evaluation

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### Induction Program

*Multi-faceted approach*

- Clearly defined objectives : welcome and secure; member of the community; inspire to achieve goals; adjust to work environment; info about school, community, (arch)diocese; acquaint the individual with colleagues; facilitate the opening of the school year

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### **Faith Topics for Induction**

- Personal faith formation
- Infusion of Catholic values into academic areas
- Teaching religion
- Preparing children for sacraments
- Leading classroom prayer
- Organizing and leading prayer services

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### **Elements of an Induction Program**

- Before-school year workshop, Welcome, Tour, etc.
- Common planning time
- Networks, study groups/Intensive professional development
- Mentors, facilitators, coaches
- Portfolio, video
- Demonstration classrooms
- Administrative support
- Learning circles
- Standards based assessment and evaluation

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### **Induction Program**

- After-school learning community
- Regular meetings of new teachers - area schools, diocesan wide program
- Regular meetings with principal

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