Section II – Professional Relations of Teachers (PRT) Guidebook
Introduction

Overview

The ED/EE 431 course requires the completion of the Professional Relations of Teachers Guidebook (PRT), which is Section II of the Student Teacher Manual. This guidebook serves as a reference source and assessment tool. The tasks are designed for student teachers to utilize interpersonal skills and to interact with issues that impact the role of the tool. Many questions are open to various points of view. The guidebook is designed to focus the candidate toward intellectual and practical tasks that are transferable to real-life teaching situations.

Each teacher candidate is expected to complete the PRT Guidebook independently by midterm. Candidates are required to successfully complete eleven competencies and may choose to complete a twelfth competency by developing an interview portfolio. Note: Candidates who do not complete competencies 1-11 with correct and appropriate answers will be given a grade of “Incomplete” or “F” for ED/EE 431. Completion of the PRT Guidebook constitutes 33% of the grade for ED/EE 431 while successful completion of the Teacher Work Sample constitutes 67% of the grade.

Candidates are required to word process answers to the competencies in the PRT Guidebook. The guidebook is available online at http://indri.emporia.edu/Downloads/.

- Make sure that the questions or instructions precede the answers to facilitate grading by supervisors.

Education Supervisors are responsible for grading the guidebook and will expect to see what competencies have been completed during the first eight weeks when visiting. Note that competencies 1-4 need to be completed during the first week of student teaching. The entire guidebook should be completed on or before midterm. For teacher candidates with a second assignment during the last eight weeks, competencies 1-4 should be completed again during the ninth week. Ideally, candidates will complete the competencies during the first few weeks of student teaching before they are teaching full-time or intensely involved with the Teacher Work Sample. The Education Supervisor is expected to complete the record sheet, which is located immediately following the PRT Guidebook Policy, by indicating the competencies that are completed, the number of points earned, and by signing at the bottom of the form. The original of this record sheet must be submitted by the Education Supervisor with the official grade sheet to the Office of Professional Education Services.

The Professional Relations of Teachers Guidebook Policy

The purpose of the Professional Relations of Teachers (PRT) Guidebook is to assure that a teacher candidate has adequate knowledge and preparation to assume all responsibilities in a classroom and to maintain an ethical and professional demeanor while assuming these responsibilities and working with other professionals to meet both school and district goals. By completing a variety of competencies, the candidate becomes aware of safety procedures, discipline policies, and legal and accreditation issues. To ensure adequate understanding and fulfillment of duties related to assessment and instructional practice, teacher candidates are required to complete other competencies. Finally, candidates are required to complete competencies that will enable them to successfully apply for and obtain a teaching position.

Each teacher candidate is expected to complete each required competency to assure that learning and student understanding occurs. There must be evidence of critical thought, an effort to understand the professional being consulted or the national/state/district policies, procedures, or guidebook and relate these references to one’s own views, beliefs, and experiences. While it is appropriate for candidates to discuss the various issues addressed in the PRT Guidebook, it is not appropriate for candidates to formulate identical answers/responses to PRT competencies. Teacher candidates are expected to find the needed information via research and interaction with other professionals, process it by reflecting, and then present the information in their own words. Sharing answers may result in a grade being lowered or in failure to complete student teaching as a result of unprofessional and unethical behavior.
**Professional Relations of Teachers Guidebook Record Sheet**

Name _________________________________ ID# _____________ Semester Enrolled ______________

*Note: Education supervisors are responsible for submitting a copy of the completed PRT Guidebook Record Sheet with final grade sheets to OPES.*

**Competencies**

<table>
<thead>
<tr>
<th>Student Supervisor</th>
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**Part I  Policies and Procedures**

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<tbody>
<tr>
<td>1.</td>
<td>Safety Procedures (p. 86)</td>
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<td>2.</td>
<td>Discipline Policy (p. 87)</td>
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<td>3.</td>
<td>Legal Issues (p. 89)</td>
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<td>4.</td>
<td>Quality Performance Accreditation (QPA) (p. 91)</td>
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**Part II  Assessment and Instructional Strategies**

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<td>5.</td>
<td>Assessment/Grading Policy (p. 95)</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
<td>Developing Professional Relationships (p. 99)</td>
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<td>9.</td>
<td>Multicultural Diversity (p. 101)</td>
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*NOTE: Retain extra copy of Competency 9 to turn in at Final Meeting! Do not give this to your Education Supervisor!!!!!*

**Part III  Obtaining and Keeping a Teaching Position**

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<tbody>
<tr>
<td>10.</td>
<td>Licensure (p. 108)</td>
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<td>11.</td>
<td>Interviewing (p. 109)</td>
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<td>12.</td>
<td>Interview Portfolio (Optional) (p. 118)</td>
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--- 33 Total Points Required (3 points per competencies #1-11)

*Important note: Candidates who do not successfully complete competencies 1-11 will be given a grade of “Incomplete” or “F” for ED/EE 431.*

Was Interview Portfolio (#12) successfully completed?   _____ yes    _____ no

____________________________________________ (Supervisor’s Signature)

Date submitted to Education Supervisor by teacher candidate: __________________________
### Documents/Information Needed

To Complete the Professional Relations of Teachers (PRT) Guidebook*

**Possible sources of information:**

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Substitute Teacher Handbook</th>
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<tbody>
<tr>
<td>District Policy Handbook</td>
<td>School Improvement Handbook</td>
</tr>
<tr>
<td>Building Handbook</td>
<td>Textbooks</td>
</tr>
<tr>
<td>Parent/Student Handbook</td>
<td>Posted Information</td>
</tr>
<tr>
<td>Building Administrators</td>
<td>Internet</td>
</tr>
<tr>
<td>District Curriculum Guide</td>
<td>State Standards, if available</td>
</tr>
<tr>
<td>Librarian</td>
<td>School Computer Teacher</td>
</tr>
<tr>
<td>School Secretary</td>
<td>Other teachers in your building</td>
</tr>
<tr>
<td>Kansas State Department of Education (website)</td>
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</table>

*This list was prepared by Mrs. Linda (Vogts) Duncan, a graduate of The Teachers College in 2000.*
Outcomes for Professional Relations of Teachers

The candidate will:

1. List and explain a variety of policies and procedures that relate to teachers and students on a day-to-day basis
2. Describe the cooperating teacher’s discipline policy and procedures
3. Describe the teacher’s, district’s, and/or the school’s policy regarding academic dishonesty
4. Summarize the Kansas State and the district policy regarding corporal punishment
5. Evaluate grading procedures used by teachers
6. Explain the district or building guidelines/policies regarding grading and assessment
7. Describe a variety of assessment materials
8. Explain policies and procedures regarding copyrights and use of machines
9. Explain uses of technology
10. Explain classroom budgeting procedures and identify revenues
11. Summarize data about the school(s) and the student(s) served by the school
12. Identify and categorize major components of the QPA or school improvement process
13. Complete the Kansas Internet teacher application for a teaching position
14. Recognize and employ good interview techniques
15. Prepare a letter of application for a teaching position
16. List Kansas licensure and relicensure requirements
17. Recognize effective communication and collaboration strategies used by the teacher
18. Describe professional development activities attended
19. Describe collaboration with other educators and/or school personnel
20. Describe communication with parents or guardians
21. Describe district policy and procedures for reporting abuse
22. Compile an interview portfolio (optional)
Part I – Policies and Procedures

NOTE: Policies and Procedures (Competencies 1-4) should be completed during the first week of student teaching. For those with a second assignment, competencies 1-4 should be completed again during the ninth week. Copies of relevant policies and procedures from both school settings should be duplicated and attached for quick reference, if applicable.
Competency 1 – Safety Procedures

Tasks:
1. Describe the building policy and the procedures for fire and tornado drills, including signals and expected student/teacher behavior.

2. In case of an actual crisis situation/safety situation, explain policy and procedure for reporting.

3. In the event of a school intruder and “lock down,” explain building policy and procedure.

4. If a student is injured or ill while in your classroom or under your supervision, list recommended policy and procedures for the safety of all students.

Applicable Conceptual Proficiencies and Framework Indicators:

Proficiency 3: Engages in Practical Action
A. Candidates exhibit knowledge of
   1) On-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment

Candidates demonstrate practical ability to
   3) Assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.

Proficiency 4: Responds to Uncertainty and Change
B. Candidate demonstrates practical ability to
   1) Use and support effective communication techniques in order to develop a positive learning environment.
   3) Integrate effective behavior management into all interactions with students.

Proficiency 6: Belongs to Professional Community
A. Candidates exhibit knowledge of
   2) Teamwork and practices for creating healthy environments for learning and teaching.
   3) Effective communication techniques in order to develop a positive learning environment.

Applicable KSDE Professional Education Standards:
(Note: For this and all later references to KSDE Standards, the coding of indicators will note whether it is Knowledge (K) or Performance (P) and the number of the indicator (e.g. K.6 means Knowledge indicator number 6 and p.8 means Performance indicator number 8).

Standard #5 – The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
   K.6 The educator understands crisis intervention strategies.
   P.8 The educator can participate in the implementation of crisis intervention strategies.

Standard #13 – The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.
   K.6 The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.
   P.4 The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.

Source(s) Date


Competency 2 – Discipline Policy

Tasks:
1. Define your Cooperating Teacher’s discipline policy and detail its procedures.
2. Discuss the kinds of administrative support in place to help your Cooperating Teacher carry out the disciplinary policy/procedures.
3. Describe how discipline plans are communicated to students and parents.
4. Describe the district’s or school’s as well as your Cooperating Teacher’s policy concerning academic dishonesty (e.g. cheating and plagiarism).

Applicable Conceptual Proficiencies and Framework Indicators:

Proficiency 1: Provides Service to Society
A. Candidates exhibit knowledge of
   1) Characteristics of diverse learners.
   2) Legal issues and ethical standards that apply to sound educational practices.
   3) Educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.

B. Candidates demonstrate practical ability to
   1) Integrate and use concepts from their general, content, and professional studies in their educational environment.
   2) Demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
   3) Implement non-biased techniques for meeting needs of diverse learners.

C. Candidates exhibit dispositions that exemplify
   1) Professionalism and ethical standards.
   2) Respect for cultural and individual differences by providing equitable learning opportunities for all students.

Proficiency 3: Engages in Practical Action
A. Candidates exhibit knowledge of
   1) On-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
   2) Teaching and learning as a dynamic, constructive, and metacognitive process.

B. Candidates demonstrate practical ability to
   1) Utilize creative planning and curriculum integration to promote learning of all students.
   3) Assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.

Proficiency 4: Responds to Uncertainty and Change
A. Candidates exhibit knowledge of
   3) Various instructional strategies that can be used to meet the needs and learning styles of individual students.

B. Candidates demonstrate practical ability to
   1) Use and support effective communication techniques in order to develop a positive learning environment.
   3) Integrate effective behavior management into all interactions with students.

C. Candidates exhibit dispositions that exemplify
   1) A commitment to challenge all students to learn and to help every child succeed.
   2) An awareness of the larger social contexts within which learning occurs.
Applicable Conceptual Proficiencies and Framework Indicators:

**Standard #10** – The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.

- **K.2** The educator understands how factors in the students’ environment outside of school (e.g. family circumstances, community environments, health, and economic conditions) may influence students’ lives and learning.
- **P.2** The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.
- **P.5** The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

**Standard #13** – The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

- **K.4** The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.
- **K.5** The educator understands how educational policy is formulated and how it affects classroom practices.
- **P.3** The educator supports policies and practices that promote student welfare and development.

Source(s) ____________________________________________________________

Date __________________________
Competency 3 – Legal Issues

Tasks:
According to The American Academy of Pediatrics, 2002, corporal punishment is prohibited in 28 states, including D.C.

1. Summarize the Kansas statute regarding corporal punishment.

2. Summarize the district policy regarding corporal punishment.

A 1999 Kansas law requires schools to expel for not less than one academic year any student caught bringing a weapon to school and to report acts of violence to local police and the Kansas Board of Education and SRS.

3. In your assigned district, “weapons” are defined as:

4. Describe situations in this district in which a student is entitled to a due process hearing regarding this law.

5. If an alternative educational program is in place for students expelled for this offense, describe the program.

In 1974, Congress passed the Family Educational Rights and Privacy Act, known as the Buckley Amendment. Schools must adhere to this amendment to receive federal funds.

6. Discuss who has the legal right to look at a student’s academic file.

7. If there is a procedure in your assigned building regarding teachers viewing student academic files, explain the process.

8. Define the district policy for the procedures teachers must follow in reporting suspected instances of students being abused.

Applicable conceptual Proficiencies and Framework Indicators:

Proficiency 1: Provides Service to Society
A. Candidates exhibit knowledge of
   2) Legal issues and ethical standards that apply to sound educational practices.

Proficiency 6: Belongs to Professional Community
A. Candidates exhibit knowledge of
   1) Professional ethics and standards for practice.

Applicable KSDE Professional Education Standards:

Standard #10 – The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.

K.2 The educator understands how factors in the students’ environment outside of school (e.g. family circumstances, community environments, health, and economic conditions) may influence students’ lives and learning.

P.2 The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.

P.5 The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

Standard #13 – The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

K.4 The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.
K.5 The educator understands how educational policy is formulated and how it affects classroom practices.

K.6 The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.

P.3 The educator supports policies and practices that promote student welfare and development.

P.4 The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.

Source(s) ____________________________________________

Date ________________________________
Competency 4 – Quality Performance Accreditation (QPA)

Tasks:
1. Discuss with your Cooperating Teacher the indicators/outcomes for your grade level according to Kansas QPA or School Improvement Plan. Which state-tested indicators will you be responsible for teaching relevant to your grade level assignment?

2. See the principal in your building to find out the characteristics of the school to which you are assigned and the characteristics of the students attending the school if it is before mid-October. Spring semester teacher candidates may access this information at the Kansas State Department of Education (KSDE) website at http://www.ksde.org.

Applicable Conceptual Proficiencies and Framework Indicators:

Proficiency 2: Applies Interdisciplinary, Scholarly Knowledge
B. Candidates demonstrate practical ability to
   3) Determine and assess what students need to know and be able to do in order to succeed.
C. Candidates exhibit dispositions that exemplify
   1) A willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.

Proficiency 3: Engages in Practical Action
B. Candidates demonstrate practical ability to
   1) Utilize creative planning and curriculum integration to promote learning of all students.
   3) Assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.

Proficiency 4: Responds to Uncertainty and Change
A. Candidates exhibit knowledge of
   1) Ever changing educational needs of students living in a global society.
C. Candidates exhibit dispositions that exemplify
   1) A commitment to challenge all students to learn and to help every child succeed.

Proficiency 5: Participates in Self-Reflection
C. Candidates exhibit dispositions that exemplify
   2) A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.

Proficiency 6: Belongs to Professional Community
A. Candidates exhibit knowledge of
   1) Professional ethics and standards for practice.
B. Candidates demonstrate practical ability to
   3) Utilize student learning standards to promote student learning and achievement.
C. Candidates exhibit dispositions that exemplify
   1) A desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.

Applicable KSDE Professional Education Standards:
Standard #7 – The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.
   K.4 The educator understands the impact of using data from building, district, state, and national assessments to guide program development.
   P.5 The educator uses data from building, district, state, and national assessments to guide program development.
Standard #8 – The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

K.2 The educator knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

K.3 The educator knows the importance of aligning standards, goals, instruction, outcomes, and assessments.

P.1 The educator appropriately uses a variety of formal and informal assessments.

Standard #9 – The educator is a reflective practitioner who continually evaluates the efforts of his/her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

K.3 The educator understands the school improvement process (QPA) in Kansas schools.

P.3 The educator demonstrates the skills necessary to contribute to the school improvement process (QPA) in Kansas.

Source(s) ____________________________________________________________

Date ________________________________
Part II – Assessment and Instructional Strategies
Competency 5 – Assessment/Grading Policy

Tasks:
1. Explain the district or building guidelines regarding grading and assessment policies.
2. Describe the Cooperating Teacher’s system of grading and record keeping. After consulting with the Cooperating Teacher, identify the strengths and weaknesses of the system.
3. List the norm-referenced assessments that are given at the level in which you are teaching and describe how your Cooperating Teacher prepares his/her students for them.

Applicable Conceptual Proficiencies and Framework Indicators:

Proficiency 1: Provides Service to Society
A. Candidates exhibit knowledge of
   2) Legal issues and ethical standards that apply to sound educational practices.

Proficiency 2: Applies Interdisciplinary, Scholarly Knowledge
B. Candidates demonstrate practical ability to
   3) Determine and assess what students need to know and be able to do in order to succeed.
C. Candidates exhibit disposition that exemplify
   1) A willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.

Proficiency 3: Engages in Practical Action
A. Candidates exhibit knowledge of
   1) On-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.

Proficiency 5: Participates in Self-Reflection
A. Candidates exhibit knowledge of
   3) A variety of assessment strategies to diagnose and respond to individual learning needs.
B. Candidates demonstrate practical ability to
   2) Employ appropriate assessment techniques in order to measure student performance and growth.

Proficiency 6: Belongs to Professional Community
B. Candidates demonstrate practical ability to
   3) Utilize student learning standards to promote student learning and achievement.
C. Candidates exhibit dispositions that exemplify
   1) A desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.

Applicable KSDE Professional Education Standards:
Standard #8 – The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.
   K.1 The educator understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, selected response and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
   K.2 The educator knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

P.6 The educator maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.

Source(s) ____________________________
Date ____________________________
Competency 6 – Supplies and Resources

Tasks:
1. If your Cooperating Teacher is receiving a yearly classroom budget for supplies and materials, designate the amount and identify any additional money sources for classroom expenses.
2. Explain any policy and procedure regarding copyrights and the use of machines.
3. Describe district procedure and policy for attaining grant money to finance educational opportunities to the schools and community.

Applicable Conceptual Proficiencies and Framework Indicators:

Proficiency 1: Provides Service to Society
C. Candidates exhibit dispositions that exemplify
   1) Professionalism and ethical standards.

Proficiency 2: Applies Interdisciplinary, Scholarly Knowledge
B. Candidates demonstrate practical ability to
   2) Use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.

Proficiency 3: Engages in Practical Action
A. Candidates exhibit knowledge of
   3) A repertoire of teaching and learning strategies, designed to help students increase their power as learners.
C. Candidates exhibit dispositions that exemplify
   1) A desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.

Proficiency 4: Responds to Uncertainty and Change
A. Candidates exhibit knowledge of
   2) Appropriate technology and how it may be used to enhance teaching and learning.
   3) Various instructional strategies that can be used to meet the needs and learning styles of individual students.
B. Candidates demonstrate practical ability to
   2) Make use of appropriate technology to support student learning.

Proficiency 5: Participates in Self-Reflection
B. Candidates demonstrate practical ability to
   1) Apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
   3) Develop a storehouse of learning strategies that help students understand and integrate knowledge.
C. Candidates exhibit dispositions that exemplify
   2) A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.

Applicable KSDE Professional Education Standards:
Standard #10 – The educator fosters collegial relationships with school personnel, parents and agencies in the larger community to support all students’ learning and well-being.
K.1 The educator understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system within which he/she works.
P.1 The educator participates in collegial activities designed to make the entire school a productive learning environment.
P.3 The educator identifies and uses community resources to foster learning for all students.

Source(s) _______________________
Date _________________________
Competency 7 – Use of Technology

Tasks:
1. Explain how you use technology in instruction and assessment, including how your students use technology.

2. Explain how you use technology to enhance your professional productivity and to engage in ongoing professional development.

3. Explain how you use technology to communicate with and collaborate with peers, parents, and the community in order to improve student learning.

4. Explain how you teach and demonstrate legal and ethical practice related to technology use.

5. Explain how you use technology to improve the learning of students with diverse backgrounds, abilities, and characteristics.

Applicable Conceptual Proficiencies and Framework Indicators:

Proficiency 2: Applies Interdisciplinary, Scholarly Knowledge
B. Candidates demonstrate practical ability to
2) Use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.

C. Candidates exhibits dispositions that exemplify
1) A willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.

Proficiency 3: Engages in Practical Action
A. Candidates exhibit knowledge of
1) On-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
3) A repertoire of teaching and learning strategies, designed to help students increase their power as learners.

C. Candidates exhibit dispositions that exemplify
1) A desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.

Proficiency 4: Responds to Uncertainty and Change
A. Candidates exhibit knowledge of
2) Appropriate technology and how it may be used to enhance teaching and learning.
3) Various instructional strategies that can be used to meet the needs and learning styles of individual students.

B. Candidates demonstrate practical ability to
1) Use and support effective communication techniques in order to develop a positive learning environment.
2) Make use of appropriate technology to support student learning.

C. Candidates exhibit dispositions that exemplify
1) A commitment to challenge all students to learn and to help every child to succeed.

Proficiency 6: Belongs to Professional Community
A. Candidates exhibit knowledge of
3) Effective communication techniques in order to develop a positive learning environment.

C. Candidates exhibit dispositions that exemplify
1) A desire to collaborate with colleagues, parents, and community members, and other educators to improve student learning.
Applicable KSDE Professional Education Standards:
Standard #12 – The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

K.3 The educator understands how technology and other instructional tools can be used to enhance instructional practices, enhance professional development, and facilitate professional development.

K.4 The educator understands the sociological, ethical, and economic issues related to technology use.

K.5 The educator understands the role of technology in gathering, analyzing, and presenting information and managing educational change.

P.1 The educator utilizes a variety of appropriate instructional technology and tools to prepare and deliver instruction.

P.2 The educator plans and teaches lessons in which all students apply technology and other instructional tools and resources appropriately and effectively.

P.3 The educator uses appropriate technology to gather, analyze, present information, enhance professional development and learning, and facilitate professional productivity.

Source(s)__________________________________________________________
Date__________________________________________
Competency 8 – Developing Professional Relationships

Tasks:
1. Describe the professional development activities you have attended that are designed to improve the learning environment.

2. Explain how you have communicated with parents or guardians of students, including those from diverse backgrounds, to support learning.

3. Explain how you have collaborated with other school personnel to support learning.

4. Explain how you have collaborated with other educators to develop, conduct, and assess interdisciplinary teaching.

Applicable Conceptual Proficiencies and Framework Indicators:

Proficiency 1: Provides Service to Society
B. Candidates demonstrate practical ability to
   1) Integrate and use concepts from their general, content, and professional studies in their educational environment.

C. Candidates exhibit dispositions that exemplify
   1) Professionalism and ethical standards.

Proficiency 2: Applies Interdisciplinary, Scholarly Knowledge
C. Candidates exhibit dispositions that exemplify
   2) The belief that educating children and adults requires the integration of multiple kinds of knowledge.

Proficiency 3: Engages in Practical Action
A. Candidates exhibit knowledge of
   1) On-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.

C. Candidates exhibit dispositions that exemplify
   1) A desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.

Proficiency 4: Responds to Uncertainty and Change
A. Candidates exhibit knowledge of
   3) Various instructional strategies that can be used to meet the needs and learning styles of individual students.

C. Candidates exhibit dispositions that exemplify
   1) A commitment to challenge all students to learn and to help every child to succeed.

Proficiency 5: Participates in Self-Reflection
A. Candidates exhibit knowledge of
   2) Appropriate techniques for teaching and using self-reflection strategies.
   3) A variety of assessment strategies to diagnose and respond to individual learning needs.

B. Candidates demonstrate practical ability to
   1) Apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
   2) Employ appropriate assessment techniques in order to measure student performance and growth.
   3) Develop a storehouse of learning strategies that help students understand and integrate knowledge.
Proficiency 6: Belongs to Professional Community

B. Candidates demonstrate practical ability to
2) Recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.

C. Candidates exhibit dispositions that exemplify
1) A desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
2) A willingness to learn from other professionals in the field.

Applicable KSDE Professional Education Standards:
Standard #10 – The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.

P.1 The educator participates in collegial activities designed to make the entire school a productive learning environment.

P.2 The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.

P.4 The educator establishes respectful and productive relationships with parents or guardians from diverse home and community situations and seeks to develop cooperative partnerships in support of learning and well-being for all students.

Standard #11 – The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas.

P.3 The educator, as an individual and a member of a team, selects and creates integrated learning experiences that are appropriate for curriculum goals, relevant to all learners, and based upon principles of effective instruction.

Source(s)_______________________________________________________________
Date____________________________
Competency 9 – Multicultural Diversity Lesson Planning

Tasks:
This competency is concerned with your ability to identify a lesson plan that delivers a multicultural/diversity objective while employing an inclusive teaching strategy or strategies for all students. Retain a copy, including the lesson plan and answered questions to turn in at the Final Meeting.

1. Create a lesson plan using any lesson plan format. It may be a lesson plan that you have conducted or will conduct, or it may be a lesson plan for a fictitious classroom created for this assignment (please indicate which type at the beginning of your lesson plan).

2. Respond to the following and attach answers to your lesson plan:
   a. Briefly describe the class (e.g. age/grade level, lesson content and student make-up [e.g. “A ___grade lesson on ___________ to a class made up of…])
   b. State the multicultural/diversity objective(s).
   c. What makes this a multicultural/diversity objective?
   d. What makes this an example of an inclusive teaching strategy for a diverse classroom?
   e. Given your lesson plan and content, what services did or would you provide for non-English speaking students in this classroom?

3. Xerox or make a separate copy of this entire competency to submit at the Final Student Teacher Meeting or before submitting it to your Education Supervisor for grading.

4. This lesson plan and your accompanying responses to the above questions need to be xeroxed and turning in at the last meeting of teacher candidates at the end of the semester. Keep the original in your PRT Guidebook so it may be graded by your Education Supervisor.

5. Keep a backup copy of the entire PRT Guidebook on your computer and/or on a separate disk until your student teaching grade has been posted.

Applicable Conceptual Proficiencies and Framework Indicators:
Proficiency 1: Provides Service to Society
A. Candidates exhibit knowledge of
   1) Characteristics of diverse learners.
B. Candidates demonstrate practical ability to
   2) Demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
   3) Implement non-biased techniques for meeting needs of diverse learners.
C. Candidates exhibit dispositions that exemplify
   2) Respect for a cultural and individual differences by providing equitable learning opportunities for all students.

Proficiency 2: Applies Interdisciplinary, Scholarly Knowledge
B. Candidates demonstrate practical ability to
   2) Use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
C. Candidates exhibit dispositions that exemplify
   2) The belief that educating children and adults requires the integration of multiple kinds of knowledge.
**Proficiency 3: Engages in Practical Action**

A. **Candidates exhibit knowledge of**
   3) A repertoire of teaching and learning strategies, designed to help students increase their power as learners.

B. **Candidates demonstrate practical ability to**
   1) Utilize creative planning and curriculum integration to promote learning of all students.
   2) Create learning experiences commensurate with a student’s level of readiness.

**Proficiency 4: Responds to Uncertainty and Change**

A. **Candidates exhibit knowledge of**
   1) Ever changing educational needs of students living in a global society.
   3) Various instructional strategies that can be used to meet the needs and learning styles of individual students.

**Proficiency 5: Participates in Self-Reflection**

A. **Candidates exhibit knowledge of**
   3) A variety of assessment strategies to diagnose and respond to individual learning needs.

B. **Candidates demonstrate practical ability to**
   1) Apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
   2) Employ appropriate assessment techniques in order to measure student performance and growth.
   3) Develop a storehouse of learning strategies that help students understand and integrate knowledge.

C. **Candidates exhibit dispositions that exemplify**
   1) A commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.

**Proficiency 6: Belongs to Professional Community**

A. **Candidates exhibit knowledge of**
   2) Teamwork and practices for creating healthy environments for learning and teaching.
   3) Effective communication techniques in order to develop a positive learning environment.

B. **Candidates demonstrate practical ability to**
   1) Respond respectfully to ideas and views of others.

C. **Candidates exhibit dispositions that exemplify**
   1) A desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.

Applicable KSDE Professional Education Standards:

**Standard #1** – The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he/she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

K.1 The educator understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline being taught and can create opportunities that make these aspects of subject matter meaningful for all students.

P.1 The educator represents and uses differing viewpoints, theories, “ways of knowing,” and methods of inquiry in teaching of subject matter concepts.

P.4 The educator develops or adapts and uses a curriculum that encourages all students to see, question, and interpret ideas from diverse perspectives.

**Standard #2** – The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally, and provides learning opportunities that support this development.
K.1 The educator understands how learning occurs – how students construct knowledge, acquire skills, and develop critical thinking – and knows how to use instructional strategies that promote learning for all students.

K.2 The educator understands that the students’ physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.

K.3 The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

P.1 The educator assesses individual and group performance in order to design instruction that meets learners’ current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.

Standard #3 – The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

K.1 The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students’ strengths as the basis for growth.

K.2 The educator understands that diversity, exceptionality, and limited English proficiency affect learning.

K.3 The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

K.4 The educator understands how student’s learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

K.5 The educator has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students’ experiences, cultures, and community resources in instruction.

K.6 The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.

P.1 The educator identifies and designs instruction appropriate to students’ stages of development, strengths, and needs.

P.2 The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.

P.3 The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.

P.4 The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.

P.5 The educator seeks to understand students’ families, cultures, and communities, and uses this information as a basis for connecting instruction to students’ experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students’ experiences and cultures).

P.6 The educator brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family, and community experiences and cultural norms.

P.7 The educator creates a learning community in which individual differences are respected.

P.8 The educator is able to recognize learning problems and collaborate with appropriate special services personnel.
Standard #4 – The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students’ learning, including critical thinking, problem solving, and reading.

K.1 The educator understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and solving, invention, memorization, and recall) and how these processes can be stimulated.

K.2 The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).

K.3 The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print sources.

P.1 The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.

P.2 The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.

P.3 The educator constantly monitors and adjusts strategies in response to learner feedback.

P.4 The educator varies his/her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.

P.6 The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students’ understanding and presenting diverse reading abilities and that support further growth and development.

P.7 The educator uses a variety of reading strategies that are appropriate for students’ diverse reading abilities and that support further growth and development.

Standard #5 – The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

K.1 The educator uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

K.2 The educator understands how social groups function and influence people and how people influence groups.

K.3 The educator knows how to help students work productively and cooperatively in complex social settings.

K.4 The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

K.5 The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help all students become self-motivated.

P.3 The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.

P.5 The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

P.6 The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
Standard #6 – The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

K.1 The educator understands communication theory, language development, and the role of language in learning.

K.2 The educator understands how differences in culture, gender, and exceptionality can affect communication in the classroom.

P.4 The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality, and gender (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication).

Standard #7 – The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

P.1 The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

P.2 The educator creates short/long-term plans that are linked to all students’ needs and performance and adapts the plans to ensure and capitalize on the progress and motivation of all students.

P.3 The educator responds to unanticipated sources of input, evaluates plans in relation to short/long-term goals, and systematically adjusts plans to meet all students’ needs and enhance learning.

Standard #8 – The educator understands and uses formal and informal assessment strategies to evaluate and ensure intellectual, social, and other aspects of personal development of all learners.

P.1 The educator appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, educator-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance his/her knowledge of all learners, evaluate all students’ progress and performances, and modify teaching and learning strategies.

P.2 The educator solicits and uses information about students’ experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

P.4 The educator evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interaction, questioning, and analysis of student work.

Standard #13 – The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

K.1 The educator understands how and why the American system of education developed.

K.2 The educator has critical awareness of the norms and values inherent in the American system of education.

K.3 The educator understands how social forces have shaped and continues to shape American education.

K.4 The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.

K.6 The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.

P.1 The educator uses knowledge of historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons.

P.2 The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and decision making.

P.3 The educator supports policies and practices that promote student welfare and development.

P.4 The educator follows all legal requirements for working with students, other teachers, administrators, and parents.

Source(s)__________________________________________

Date______________________________
Part III – Obtaining and Keeping a Teaching Position
Competency 10 – Licensure

The State of Kansas issues licenses to teacher candidates, who successfully complete an accredited teacher education program. The following definitions are applicable for new license applicants:

- “Licensure” means the granting of access to practice teaching, administration, or school services in public schools.
- “Endorsement” means the legend printed on each license that identifies the subject in which an individual has specialization. It will identify the level (age/grade) of your license.
- “Initial license” means the first license that an individual holds to begin practice while preparing for the professional license.
- “Professional license” means a license issued to an individual based on successful completion of a performance assessment and maintained by professional development.
- An “Accomplished teaching license” means a license issued to an individual who has successfully completed an advanced performance assessment designated by the state board for the purpose of identifying accomplished teaching, or when a teacher has achieved national board certification.

Tasks:
Your first license is a 2-year initial teaching license.
1. Your goal will be to obtain a 5-year professional license. List the requirements to advance to a 5-year professional license.

2. If you do not qualify for a 5-year professional license, can you renew an initial license? Refer to 91-1-205(a)(1) and (a)(2) in Regulations and Standards for Kansas Educators at www.ksde.org. See teacher licensure, Regulations and Publications, Regulations and Standards.

3. If requirements are not successfully completed within four years of accredited experience on an initial teaching license, what must you do to qualify for a 5-year professional license? Refer to 91-1205(a)(3), including both (A) and (B) in Regulations and Standards for Kansas Educators on KSDE website referenced above (#2).

Applicable Conceptual Proficiencies and Framework Indicators:
Proficiency 1: Provides Service to Society
A. Candidates exhibit knowledge of
   2) Legal issues and ethical standards that apply to sound educational practices.
C. Candidates exhibit dispositions that exemplify
   1) Professionalism and ethical standards.

Proficiency 3: Engages in Practical Action
C. Candidates exhibit dispositions that exemplify
   2) A commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.

Proficiency 6: Belongs to Professional Community
A. Candidates exhibit knowledge of
   1) Professional ethics and standards for practice.
B. Candidates demonstrate practical ability to
   2) Recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.

Applicable KSDE Professional Education Standards:
Standard #13 – The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.
   K.6 The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.
   P.4 The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.
Competency 11 – Interviewing

The Student Support Services Team and the Kansas Department of Education have recently redesigned the Kansas Education Employment Board (KEEB). The new KEEB provides job seekers with a variety of tools to customize their employment effort including creating and/or modifying a resume and searching and applying for a position. KEEB provides up-to-date information about job openings in the form of job and employer search tools. An applicant, who has created an Applicant Account by signing up on this website, is notified when a new job is posted in the system.

Beyond locating jobs and applying for positions, KEEB provides data analysis for applicants to improve their job search effort. For example, applicants can view data such as how often their application is viewed based on an employer search, whether an employer viewed an application submitted for a specific job, and how often they use a particular application to apply for a position.

Tasks:
1. Go to http://www.kansasteachingjobs.com and click on “Help” on the upper right hand corner. Refer to the “Directions for Job Seekers.” Return to the first page to the Main Menu on the top left to sign up under job seekers and create an applicant account. (Note that there is no charge for creating or using an account.)
2. Complete a resume, answer the questions presented.
3. Create a letter of application. Before completing these tasks, read the following article in the PRT Guidebook, “Preparing Your Resume and Cover Letter” and use the information to develop an actual letter of application to explain to a future employer what type of position you are looking for and the qualifications you bring to the position. Avoid overuse of the word “I.”
4. Print out a hard copy of the resume and letter to submit with your PRT to get credit for Competency 11. While these tasks will take time initially, it is a time-efficient process as an applicant can modify any resume, letter and/or application for use in the future or create several different resumes or letters to be used when applying for different types or levels of positions.
5. Read the following, “Common Questions Asked by Educational Employers in the Interview.” Select three questions that you believe are most difficult to answer verbally. Prepare a brief written response for each of these questions.
   #
   #
   #
6. Read the following, “Make the Most of Your Interview.” For each of the following stages, list several tips you considered helpful from the article:
   a. Pre-Interview
   b. During the Interview
   c. Post Interview
7. If an administrator at your school is willing, do a mock (or real) interview for a teaching position. Comment on what you might have done to create a more favorable impression on the interviewer and on what you think made a favorable impression.

Applicable Conceptual Proficiencies and Framework Indicators:
Proiciency 1: Provides Service to Society
A. Candidates exhibit knowledge of
C. **Candidates exhibit dispositions that exemplify**
   1) Professionalism and ethical standards.

**Proficiency 3: Engages in Practical Action**

C. **Candidates exhibit dispositions that exemplify**
   1) A desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
   2) A commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.

**Proficiency 4: Responds to Uncertainty and Change**

A. **Candidates exhibit knowledge of**
   1) Ever-changing educational needs of students living in a global society.

C. **Candidates exhibit dispositions that exemplify**
   1) A commitment to challenge all students to learn and to help every child to succeed.
   2) An awareness of the larger social contexts within which learning occurs.

**Proficiency 5: Participates in Self-Reflection**

C. **Candidates exhibit dispositions that exemplify**
   1) A commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.

**Proficiency 6: Belongs to Professional Community**

A. **Candidates exhibit knowledge of**
   1) Professional ethics and standards for practice.

B. **Candidates demonstrate practical ability to**
   1) Respond respectfully to ideas and views of others.

C. **Candidates exhibit dispositions that exemplify**
   1) A desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
   2) A willingness to learn from other professionals in the field.

Applicable KSDE Professional Education Standards:

Standard #13 – The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations to guide educational practices.

K.4 The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.

K.5 The educator understands how educational policy is formulated and how it affects classroom practices.

P.2 The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and decision making.

Source(s)_________________________________________________________

Date_________________________________________________________
Preparing Your Resume and Cover Letter

A resume is a means of introducing yourself to a potential employer and acquiring an interview. The purpose of a resume is not to get a job, but to open the door for an interview so you have a chance to sell yourself. The resume is designed to show how your qualifications and achievements can meet the employer’s needs. There is no one accepted format for a resume. It should be individualized for each type of position sought, and positive – with the emphasis on your assets. It is a tool to help show the employer that you are a hard worker, a doer, a people relater, as well as energetic, ambitious, and a self-starter. In addition to utilizing this resume guide and the instructions incorporated in your web registration materials, Career Services recommends that you prepare your resume in rough draft printout form and have it evaluated by a Career Services staff member before finalizing it.

Appearance Makes First Impression

A neat-appearing resume will go a long way in creating a good, first impression. If the appearance is messy, then you may be perceived the same even though your qualifications may seem desirable in every other way. The resume should be kept simple and limited to one page. Most interviewers will review a resume in 30-60 seconds. In most cases, a resume should be no more than one page in length.

Your resume should be printed on good quality bond paper. The appearance must be neat since careless errors or misspelled words may cost you a chance for a job.

Use of “white space” is important in creating an impression of neatness and orderliness. Double spacing, underlining, or boldfacing can be used to highlight important points to which you want to draw the employer’s attention. Sufficient spacing between all elements helps to create a clean, pleasing impression. Crowding in too many details results in an untidy appearance that repels the reader.

Organization

It is important to show an orderly, reasonable process of organizing the separate elements of your resume. Sentences can be incomplete but should be easy to follow. Unless you have proof that you have a better idea, it is wise to stick to a rather conventional, conservative layout with straight lines and nonerratic paragraphing. The major elements of a resume include Identification, Career Objective, Education, Experience, Activities/Honors/Awards, Interests, and References.

Identification

It is necessary for you to list your current address and telephone number so a potential employer reading your resume knows how to get in contact with you. Your permanent address should also be included so if you move and an employer tries to reach you at a later date, there is a more permanent address to contact.

Career Objective

If possible, this statement should be broad enough to cover a general area employment including short and long range goals. If you have several job interests that are not compatible, then separate resumes should be prepared for each interest. The remaining information on the resume is designed to support your career objective and your qualifications for the stated type of position.
Education

Since your major courses in school and your achievement in these courses indicate your interests and ability, this section should show the degree(s) achieved and any highlights involved. The highest degree level should be listed first showing graduation date and major (and minor) subject. You may also want to list “Additional Area(s) of Study,” including fields in which you have 8-10 credits. You should list only those colleges from which you have received degrees. If is not necessary to include your high school attendance.

Many employers would like an indication of your grades. If you have a grade point average above 3.00 overall for your junior/senior years, it would be well to include it.

You may also include in this section a one-sentence statement indicating the percent of your college expenses earned from employment and/or scholarships.

Experience

Virtually all graduates have experience relevant to the positions they seek. Sample resumes can be obtained from Career Services.

If the candidate has held positions similar to those being sought, he/she may show that “Professional Experience” in reverse chronological order with the most recent experience first. Each experience should include a job title, employer, city, state, and dates. Those experiences should include 2-4 brief statements, introduced by action verbs, describing the highlights of the experiences (e.g. supervised six employees; developed unit on Olympics). Additional employment may be listed under the category of “Other Experience” and include only job title, employer, city, state, and dates.

If the candidate has not held a position similar to the type being sought, he/she may create a list of 6-8 employment, volunteer, and classroom highlights, each introduced by action verbs, to show preparation relevant to the career goal. It is a good idea to link the career objective (e.g. management) with the experience section (e.g. management experience). Since employers want to know where candidates have worked, the highlights section should be followed by a “Work History” section listing job title, employer, city, state, and date of each experience.

Activities/Honors/Awards

This section is more important for the recent college graduate than for the person who has a number of years of work experience after graduation. Employers often look to this section for indications of leadership skills. Offices held or projects carried out for campus or community organizations should be listed.

Interests

To be certain that you represent yourself as a well-rounded individual, it is helpful to list some of your physical and mental interests.

References

It is proper to state “references furnished by request,” or you may indicate that credentials are on file and available from ESU Career Services upon request. If a job announcement calls for you to provide the names and addresses of references, you should submit your placement file or attach your resume on a
separate sheet of paper listing the names, business addresses, and telephone numbers of the requested number of references. A sample reference page can be obtained from Career Services. A form is available by contacting Career Services (620-341-5407). Your references should be from people who are familiar with your academic and work capabilities. Professors who know you well and former employers carry considerable influence. People with a high professional standing as well as individuals employed in the career field which you are seeking are excellent references. Courtesy dictates that you ask your references’ permission before using their names and that you provide each reference with a copy of your resume.

Cover Letter

A resume or application form should never be sent without a cover letter. A cover letter should be prepared after you have completed your resume and should address three items: 1) the position for which you are applying and identification of the source(s) which you found out about the job; 2) highlights of your education and/or experience which make you particularly well-qualified for the position; and 3) a request for an interview or a statement indicating that you will be calling to set up an interview.

It is advisable to prepare each letter individually on paper that matches the paper used for your resume. It is often worth a telephone call to find out the correct name and title of the employer in order to avoid beginning letters with “Dear Sir/Madam.” You may want to ask another person to read your cover letter, checking spelling and grammar. Although it is not always possible, you should avoid beginning sentences with “I.” Remember to sign your letters above your typed name.

Final Thoughts

The written materials you submit in an application for a position are extremely important. While such materials will not produce a job offer, inadequate materials will probably remove you from further consideration. To be certain that your cover letter and resume are of a high quality, you are encouraged to utilize the assistance of Career Services.

Career Services – Emporia State University

Common Questions Asked by Educational Employers in the Interview

You will be more poised and less tense during the interview if you have formulated in advance some answers to anticipated questions. Listed below are some of the questions which are frequently asked by the hiring official.

1. Why do you want to teach?
2. Why do you want to teach in this district?
3. Why do you think you will be a successful teacher?
4. What are your strengths? What are your weaknesses?
5. What are your attitudes toward extra-duty activities?
6. What do you believe your role and obligations to be toward other faculty members?
7. What are your attitudes toward supervision?
8. What techniques do you use in developing rapport with students?

9. How would you individualize instruction in your classroom?

10. What do you consider to be the ideal learning environment?

11. What teaching techniques are effective for you?

12. How would you organize and what would you include in a unit lesson plan?

13. How do you expect to motivate students?

14. What subjects are you qualified for and certified to teach?

15. Why did you choose your particular major field?

16. What was the greatest highlight of your college career?

17. What out-of-school experiences have you had working with children?

18. Tell me about your student teaching experience.

19. How would you handle discipline problems?

20. What type of classroom atmosphere would you establish to prevent discipline problems?

21. Do you anticipate any difficulty in classroom control?

   **How to Improve Your Chances for Employment through the Interview**

1. Do not display a demanding attitude to secretaries or personnel workers.

2. Show enthusiasm, particularly for the learner.

3. Show a genuine interest in teaching. Know pertinent information about the district to which you are applying.

4. Be positive in your attitude and self-confident.

5. Show maturity and flexibility.

6. Be willing to accept additional non-teaching assignments.

7. Know what you are qualified to teach. Be qualified to teach in more than one subject field.

   **Pet Peeves of Administrators**

1. Poorly written letters of application (e.g. grammatical errors, misspelled words).

2. Duplicated letters of application. (Most go straight to the wastebasket.)
3. Collect telephone calls by candidates without permission.
4. Use of political pressure and name dropping.
5. Failure to inform potential employers or placement officials of address and telephone number changes.
6. Poor resumes.
7. Unsolicited contacts and support of a candidate from persons whom the interviewer does not know.
8. Insisting on an interview when no vacancies are listed or anticipated.
9. Bringing friends or relatives to an interview. (Jobs are lost this way.)
10. Lack of communication skills.
11. Stressing the satisfaction of personal needs.
12. Negative remarks about student teaching.
13. Accepting a position and then rejecting it.
   - Much of the information listed above was taken from *A Nationwide Study of Teacher Employment Practices* conducted by Merle R. Lesher and Stanley Wade, of the Department of Secondary Education at Northwest Missouri State University.

### Make the Most of Your Interview

The interview process is one of the most important experiences in your life. The time you spend with an interviewer, usually 20-30 minutes, could well determine what you do for the rest of your life. Therefore, it is important to make the most of this opportunity to present your qualifications. To accomplish this, it is important to understand that there is more to a successful interview than those 30 minutes. A successful interview is definitely a process. The next few pages show you the stages in the interview process and how to make the best of those 20-30 minutes which can affect the rest of your life.

#### Pre-Interview

**Be prepared**

A successful interview is the result of hours of preparation on your part. Before you can do a good job of letting the interviewer get to know you, you need to know yourself – thoroughly. What are your aspirations and goals? What type of position are you looking for? Why would you be good at certain jobs? What are your strengths and weaknesses? What are your basic values? Career Services has several exercises you can complete to get a self-evaluation.

**Research the school to which you are applying**

Valuable interview time is saved if you already know the basic information about the institution, its location, number of students, sites of attendance centers, and something about the community. But don’t
Once you have researched the school and know yourself thoroughly, write out a number of questions you would like to ask the interviewer.

An interview is a two-way street. You want to obtain as much information about the employer as he/she wants to find out about you. Learn what your responsibilities will be, the budget allocated to your area, how discipline problems are handled and the extra-duties which will be expected. This accomplishes two things—you find out what you want to know, and the interviewer perceives you as a serious candidate. Therefore, think about the questions you will ask. Make sure they reflect your interest and that you are not asking just to be asking.

Choose what you wear carefully

Your appearance is vital to the success of your interview. Most experts agree that the initial impression you create in the first five to ten minutes will determine whether or not you are offered a position. It is possible to reverse a negative impression, but why work from a deficit. A positive first impression does not mean new and expensive clothes. It does mean a clean and neat appearance—top to bottom. Don’t be outlandish. Avoid extremes. Just as long hair creates an expression, so does a shaved head. Bright, trendy clothes create an impression about you, as do clothes that were in fashion ten years ago. A good rule of thumb is to be sensible and comfortable. New clothes that are uncomfortable won’t serve you as well as the clothes you already have and know are comfortable. Neutral or dark colored suits (black, navy, brown, tan, and gray) give a professional impression.

Practice the interview

Use the mirror and a tape recorder. Do you know how you sound? Once you know yourself, practice your responses to the list of commonly asked questions on page 33. Don’t practice so you’ll know your answers word for word, but so you will be comfortable with your ability to answer questions. Be ready for unexpected questions: “Tell me a story” or “What can I do for you?” or “Tell me about yourself.” By knowing yourself and practicing, you’ll be ready to handle most questions the interviewer may ask. Practice sitting. Don’t laugh. Have you ever had to sit for 30 minutes while the focus of the conversation is on you? You need to be comfortable, yet alert. Don’t slouch, but don’t sit on the edge of the chair so that it is in danger of tipping. Practice all this in front of a mirror and with someone you trust so you can see what type of impression you create. This will allow you to make changes if necessary.

Be familiar with your portfolio

Use the portfolio to answer interview questions. Consider taking an extra copy for the interviewer(s) to see.

Promptness

Be early. Don’t plan to arrive on time. Plan to be at your interview site 5-10 minutes before the interview is scheduled to begin. Check ahead of time so you know in which room the interview is being conducted.

Nervousness

It’s time for the interview. Relax. You know yourself and what you want. You know the interviewer’s
name. (If you are not sure of the pronunciation, check with someone who is.) Nervousness is natural. The interviewer expects it. So expect it yourself. Be ready for it. Don’t let it beat you. You are prepared for this interview, so that even though you are nervous, you can give the appearance of calmness. You’re OK.

**During the Interview**

**Be yourself**

You’ve prepared. You know who you are so let yourself come through. Respond to the interviewer’s questions thoroughly, with more than yes or no answers, yet not too lengthy. While it is essential that you give the interviewer the information he/she is seeking, it is also important that you not talk yourself out of the job. This is where your practice with someone you trust will help. You have received the feedback when you’ve been too wordy. This is your chance to let the interviewer know what you can do for the school and students. Therefore, complete responses to several questions will serve you better than a long digression on one or two questions. Your answers should highlight your strengths and minimize any weaknesses you may have. Be positive – about yourself and your experiences. If, for some reason, you have had a bad work experience, don’t dwell on it and the negative impressions you have of the employer. Talk about what you’ve learned as well as the experience and knowledge you can bring to this new position.

**Be honest**

It is important the interviewer gets to know the real you. If you misrepresent yourself, you may experience some difficulties once you get on the job. The interviewer is just as anxious to find a quality employee as you are to find a suitable position. Let the interviewer get to know you, and you find out for yourself if the position for which you are interviewing is what you want.

**Listen**

Answer a question only after the interviewer is completely finished. Listening to your interviewer is as essential as speaking out honestly and forthrightly about your abilities. The ability to listen shows your attentiveness and reflects your interest in the job. It also helps you to understand both what is said and what is meant. If a question or comment is confusing, ask for a clarification.

**Post Interview**

**Review**

Now that the interview itself has concluded, the interview process has one final stage – review and follow-up. Evaluate yourself. How did you do? Were you adequately prepared? Were your responses concise, yet comprehensive? Did you find out everything you wanted to know? How do you feel now? If you know you have some areas to improve, start now. Most folks don’t obtain a job after a single interview. Prepare for the next interview you have.

If you deem it appropriate based on the content of your interview, it is courteous to follow-up the interview with a letter thanking the interviewer again and seeking to see if a decision has been made. This should be done no sooner than a week after the interview. Give the interviewer at least a week to return to the office to discuss the candidates, make the decisions, and then notify the person chosen for the position.
If you are not chosen for the position, you’re still OK. Don’t worry. Think about it. While you should be disappointed at not receiving the position, you need to understand the variety of reasons you may not have been chosen – none of which may have anything to do with your capabilities. It is important for you to maintain confidence in yourself. Make sure you’ve worked on any areas that you feel need strengthening and get ready to go again. Look at the first interview as a good experience. Did you learn from it? Sure you did! Now, prepare for the next time, and go through each stage of the interview process. If you would like some assistance, don’t hesitate to contact Career Services (433 S. Morse, 620-341-5407).
Competency 12 – Interview Portfolio (Optional)

Overview
The interview portfolio is to be prepared so that it can be used appropriately in an employment interview. At least one of the pieces in your interview portfolio should address diversity and demonstrate your respect for the dignity and worth of each individual. (See “Interview Portfolio Diversity Piece” below.)

Your interview portfolio is to be of top quality, so that it will assist you in obtaining the job you want. You should have your portfolio edited and proofed by at least two other persons from the district where you are student teaching. The portfolio will also be reviewed by your Education Supervisor. Information on how to prepare an interview portfolio and how to use the portfolio in an interview situation are found in “Interview Portfolio Guidelines” on page 42.

Description of Interview Portfolio

Recommended Format

Your interview portfolio may consist of 8-10 pages divided into three sections:
1. Materials from self
2. Materials from others
3. Products

Interview Portfolio Diversity Piece

It is recommended that at least one of the pieces in your interview portfolio should demonstrate your respect for the dignity and worth of each individual; your appreciation of the diversity represented in each group of learners; and/or, your use of a variety of teaching/learning strategies that meet the needs of all learners in a diverse setting. The piece should demonstrate that you have had experience in, and/or an understanding of, diverse settings (“diversity” could include: gender, socioeconomic status, culture of any kind, ethnicity, age, groups of students with different points of view, inequities of any kind, elitism, stereotyping, and prejudice.). The piece should demonstrate that you would know what to do in such a setting and provide some evidence that you would be comfortable in such a setting. The piece should tie in your own experience with any one of the following areas:

- Evidence of your understanding of the cultural influences that shape a student’s point of view.
- Evidence of your respect for varied points of view, including those reflecting cultural privilege or oppression.
- Evidence that you assist learners to investigate and articulate their own cultural background.
- Your need to know about the diversity in each group of learners, including experiences of oppression and subordination.
- Evidence of an appreciation of your position as a member of a dominant or subordinate group.
- Your creation and use of integrated curriculum materials that make use of information, stories, artifacts, or activities from diverse populations.
- Evidence you use a variety of teaching styles to meet the needs of all learners.
- Evidence you search out non-biased teaching materials and methods, valuing teamwork and the participation and recognition of all learners.
- Your plan for future professional growth as related to competence in cultural diversity.
Possible Materials to Include
(Blanks to be completed by the teacher candidate as appropriate)

1. Materials from Self
   a. Your philosophy of education (or teaching/learning)
   b. A narrative piece which reflects on the topic, “Myself as a Critical Thinker, Creative Planner, and Effective Practitioner.”
   c. Your one-page resume
   d. _______________________
   e. _______________________

2. Materials from Others
   a. Final evaluation from Cooperating Teacher
   b. Final evaluation from Education Supervisor
   c. _______________________

3. Products
   a. _______________________
   b. _______________________
   c. _______________________

Portfolio Review/Critique Requirement

Ask two professionals in your school district to carefully look over your interview portfolio and make suggestions for improvement. Urge them to edit and proof as appropriate.

1. Name/Signature of person who proofed and edited ________________________________
   Title:_________________________ Date:_________________________

2. Name/Signature of person who proofed and edited ________________________________
   Title:_________________________ Date:_________________________

Applicable Conceptual Proficiencies and Framework Indicators:

Proficiency 2: Applies Interdisciplinary, Scholarly Knowledge
A. Candidates exhibit knowledge of
   1) General education within an intellectual framework.
   2) Subject matter content and content-specific pedagogy that forms the basis for entitlement to practice.
   3) Philosophical, historical, social, and theoretical foundations of education.
C. Candidates exhibit dispositions that exemplify
   1) A willingness to think critically about content, curriculum planning, teaching, and learning pedagogy, innovative technology, and assessment.
   2) The belief that educating children and adults requires the integration of multiple kinds of knowledge.

Proficiency 3: Engages in Practical Action
A. Candidates exhibit knowledge of
   1) On-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
2) Teaching and learning as a dynamic, constructive, and metacognitive process.
3) A repertoire of teaching and learning strategies, designed to help students increase their power as learners.

B. **Candidates demonstrate practical ability to**
   1) Utilize creative planning and curriculum integration to promote learning of all students.
   2) Create learning experiences commensurate with a student’s level of readiness.
   3) Assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.

C. **Candidates exhibit dispositions that exemplify**
   1) A desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
   2) A commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.

**Proficiency 4: Responds to Uncertainty and Change**

A. **Candidates exhibit knowledge of**
   1) Ever-changing educational needs of students living in a global society.
   3) Various instructional strategies that can be used to meet the needs and learning styles of individual students.

B. **Candidates demonstrate practical ability to**
   1) Use and support effective communication techniques in order to develop a positive learning environment.

C. **Candidates exhibit dispositions that exemplify**
   1) A commitment to challenge all students to learn and to help every child succeed.
   2) An awareness of the larger social contexts within which learning occurs.

**Proficiency 5: Participates in Self-Reflection**

A. **Candidates exhibit knowledge of**
   1) Theories of human physical, cognitive, social, and emotional development.
   2) Appropriate techniques for teaching and using self-reflection strategies.
   3) A variety of assessment strategies to diagnose and respond to individual learning needs.

C. **Candidates exhibit dispositions that exemplify**
   1) A commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.

**Proficiency 6: Belongs to Professional Community**

A. **Candidates exhibit knowledge of**
   1) Professional ethics and standards for practice.
   3) Effective communication techniques in order to develop a positive learning environment.

C. **Candidate exhibit dispositions that exemplify**
   1) A willingness to collaborate with colleagues, parents and community members, and other educators to improve student learning.
   2) A willingness to learn from other professionals in the field.

**Applicable KSDE Professional Education Standards:**

**Standard #13 – The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.**

K.4 The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.

K.5 The educator understands how educational policy is formulated and how it affects classroom practices.

P.2 The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and decision making.

Source(s) ____________________________

Date ___________________________
Interview Portfolio Guidelines

What is an Interview Portfolio?

- A narrative document that concisely organizes details of your teaching efforts and accomplishments.
- Most effective portfolios run eight to ten double-spaced pages in length. Balances 1) materials from oneself, 2) materials from others, and 3) products.

Purpose of an Interview Portfolio

- To show off your strong points (e.g. energy, creativity, planning, etc.).
- To “showcase” your best work, highlight your distinctive efforts, show what you are capable of doing.
- To demonstrate your professional development.
- To maintain the validity of empirical evidence.
- To provide evidence that you can relay a message verbally or visually, or both, to a third party.

Possible Contents of an Interview Portfolio

General Information

- Table of contents
- Resume (should also be included in your application packet)
- Appendix as needed for detailed samples of materials, evidential items, etc.

Materials from Self

- Reflective statement of educational philosophy (or philosophy of learning/teaching).
- Short/long term goals in teaching.
- Documentation of your growth as a teacher, perhaps as a reflective piece.
- A narrative piece that reflects on the topic, “Myself as a Critical Thinker, Creative Planner, and Effective Practitioner.”
- A narrative piece that describes one of your strengths and demonstrates how that strength is displayed as you work with students.
- Highlight a couple of professional experiences that have had a significant impact on your teaching.
- A narrative of how you have developed in a certain area and how your involvement has contributed beyond the school building – to the district, state, or national level.
- A narrative of how you have worked with families or other caregivers and have made a meaningful impact.
- A narrative describing your formal or informal collaboration or partnerships with other teachers.
- A narrative describing how you regularly reflect on and analyze your own work, including the results of that reflection.
- Any other items of your choice.

Materials from Others

- Description and analysis of student, peer, parental, or administrative evaluation of your teaching.
- A letter from a colleague or administrator attesting to your involvement in a program, your subsequent development, and your achievements in the program.
- A newspaper article describing your work with students.
- Notes from parents or others.

Products

- Classroom materials you have developed.
- Examples of student work or achievement under your guidance.
• Materials developed in curriculum or instruction.
• Publications.
• Any other products, such as a win/loss record if you coached an activity, or a program of a theatrical or musical performance. Be sure to attach a descriptive narrative explaining why this is of significance and how it leads to your value as a teacher.

Many of the above items would be strengthened in their impact by an attached narrative explaining the importance of the item to your value as a teacher.

The “Interview Portfolio Diversity Requirement” may be fulfilled in any of these areas:
Self, Others, and Products

Interviewing Teams Might be Looking for Content Items That:
• Show parent/community links.
• Demonstrate understanding of children’s developmental stages.
• Reflect ongoing personal and professional development.
• Show a consistent philosophy.
• Reflect professional excellence.
• Reflect breadth and depth of knowledge, skill, and experience.
• Reflect an awareness of cultural diversity.
• Show strengths that would benefit the school.
• Reflect an understanding of current educational issues.
• Demonstrate a personal commitment to caring about children.

How the Interview Portfolio is Put Together:
• Present all the information in a single folder or notebook: an ample three-ring binder or accordion folder – best if it appears to be professional and of high quality.
• Use loose-leaf page protectors.
• Arrange materials in separate sections labeled with identification tabs or titled divider pages.
• Keep in a separate folder or notebook: supplemental descriptions, copies of articles, audio, or videotapes. These can be briefly discussed in the narrative and can be selected and rearranged according to each prospective employer’s needs.
• Position all work in the same direction. You should not have to turn the portfolio as you view the pieces in it.

Hints:
• Collaborate with a mentor, perhaps your Cooperating Teacher or Education Supervisor, to flush out objective information that is evident or readily discovered in your work.
• Focus your portfolio in order to highlight your strengths/specialty.
• Tailor your portfolio to each employer every time you prepare to interview. Resist the urge to include anything that doesn’t apply.
• Be very critical when selecting samples. Don’t include mediocre items.
• Check and re-check your items for accuracy and neatness – a typo or mechanical error can create a bad impression about your capabilities and your judgment. No errors! Your portfolio should create an impression that you are a competent, skilled professional ready to put your talents to work.
Using the Interview Portfolio in an Interview

- Use only during the interview. Do not send it with the application.
- Keep it unobtrusively at your side until you use it.
- Use it in response to an interview question that a portfolio piece could help you answer, saying something like: “I’ve put a lot of thought into that topic. In fact, I have even written something about it.” “I really believe that…and this (product) shows how I carry out my belief.” Or, use it at the end of the interview when asked, “Is there anything else you would like to tell us about yourself?”

Remember: A portfolio developed to indicate overall teaching quality is more valuable than one created solely for the interview. Your interview portfolio should reflect depth and sincerity. It should clearly demonstrate your professional development and indicate your commitment to continued positive growth.