Schedule an appointment in Career Education and Development to practice and improve your interview skills!
What are administrators expecting from you?

- Assessing student achievement and designing differentiated instruction based on multiple assessments.
- Effective use of technology in the classroom:
  - For teaching, communicating, and managing.
- Ability to adapt lessons for inclusion students and limited English speaking students (ELL, English Language Learners). Also may be referred to as ESL, English as a Second Language.
- Excellent communication skills with parents as well as students.
- Passion to teach all students.
- Knowledge of the subject area and a willingness to learn more.
- Willingness to be involved in the total school community.
- Professionalism:
  - Your conduct, language, dress, and knowledge;
  - Your preparation and teaching ability;
  - You serving as a positive role model for students.
General education interview questions:

Tell us how you assess your students to determine how well they are learning.

What techniques do you use to increase the probability that pupils will behave appropriately? (behavior management)

How would you apply technology to enhance daily instruction and increase student learning and achievement?

Please tell me about your most challenging experience while working with children and how you handled it. (behavior management)

What are some methods of communicating student progress to parents other than report cards?

What do you feel is important for you to know about the students with whom you work? How do you go about gathering this information? (data-driven decisions)

- You will also be asked questions specific to your academic discipline, the students you will be teaching, and your knowledge of professional educational issues.
Prepare insightful questions to ask administrators:

What are the immediate priorities that this school is addressing? What are anticipated future ones?

How do you bring out the best in your teaching staff?

What are the traits of your most outstanding teachers?

What are the accomplishments (of this school, of your class) that you are most proud of?

Why do you stay here as an administrator (or teacher)?

If I were to be hired, what advice do you have for me to make a successful transition during my first year of teaching?

If you have questions about the research you have done, ask in the interview! Example – Tell me about the new reading curriculum you started this past year. What have been the successes and the frustrations?

You may write your questions down before an interview and then refer to them when given the opportunity to ask questions.
Interview Knockout Factors provided by administrators
My comments in (parentheses).

• Unprofessional dress (dress like an administrator to an interview).
• No research on the school district. (In a job fair that may have hundreds of districts present, you are not expected to research every district.)
• Vague or “cookie cutter” answers. (In other words, worthless!)
• Failure to elaborate on responses or provide specific supports. (Provide specific examples but keep confidentiality).
• Lack of knowledge about instructional methodology or assessment strategies.
• Immature language choice; inarticulate responses; slang; verbal distractions (like, um – you know?).
• Negative comments about former students, teachers, administrators, districts, student teaching.
• Lack of genuine enthusiasm. (Show your passion with a genuine smile and energy in your voice!)
• Inability to create a positive dialog with the interviewer.
How one western PA school district evaluates candidates during a job fair screening interview of about 20 minutes: (my comments in red)

**Impact**
- Creates a favorable initial impression. Professional dress, firm handshake, good eye contact and voice projection.
- Maintains a professional image.
- Exhibits a composed appearance: does not appear overly nervous or anxious. Interviewers understand you being nervous and often will do what they can to help you feel more comfortable.
- Responds openly and warmly when appropriate. Smile!
- Speaks with a self-assured tone of voice.
- Commands attention and respect.
- Shows an appropriate air of confidence. But doesn’t drift into arrogance.
- Clearly conveys information and responds to questions in a clear, concise way. Here the interviewer is listening for answers that are specific and that show your knowledge of teaching. This is the most important part of the interview.
- Is attentive and listens carefully.
- Is courteous. Conclude your interview with another firm handshake.

Is willing to sub or serve as an aide. **The interviewer completes this bottom part.**
Interested in coaching sports – which ones; experience level.
Extracurricular activity interest areas.
Certifications / Minor / Special Ed Certification / Praxis Tests

Recommend for phone interview or do not proceed.
See the PERC website as well at www.percjobfair.org for tips and videos about preparing for a job fair and the educator’s job search!
Talk to your cooperating teachers, administrators, and university supervisors about:

- What makes a resume effective.
- What questions to expect in an interview; ask for a practice interview!
  - Use Interview Stream on the CED web page to conduct practice interviews via a web cam that you may watch and critique. The education questions on Interview Stream are excellent!
- The current issues in education.

But you will make the final decisions on how to conduct an effective job search from your resume to your portfolio to your interviewing.
Your interviewing portfolio

• Includes artifacts that support your ability to be an outstanding teacher (lesson plans, examples of student work, pictures on how you organize your room, examples of your bulletin boards).

• Highly visual with succinct explanations about the artifacts you are including – you are not writing a textbook.

• Portable and organized – easy to carry and easy to find specific information.

• Intended to support interview answers – it can be an effective visual aid.

• During an on-site or job fair interview, you may want to prepare a mini-portfolio, brochure, or CD/DVD/ web address that you leave with the interviewers.
You may create a brochure to provide more visual information for your interviewers. There are no specific rules for a brochure. Use your creativity and have fun designing it.

Three brochures created by SRU graduates follow:

1) The brochure created by Sarah Swiger, Elementary Education / Special Education graduate, May 2010.

2) The brochure created by Victoria Kepple, Early Childhood PK-4 graduate, May 2016.

What Professionals are Saying about Sarah Swiger:

“Sarah Swiger is one of the most impressive and well-rounded teacher candidates that I have had the pleasure to encounter. Not only is she knowledgeable and hardworking, but she is personable and easy to work with.”

Dr. James Preston
Math Methods Professor and Mentor, SRU

“Miss Swiger is a true professional. She employs a wide-range of instructional strategies, which she utilizes according to the needs of her learners...Her enthusiasm and knowledge make her indispensable in the classroom.”

Mrs. Aisha Elnahal
English LS Cooperative Teacher, Farrell High School

“I would describe her as extremely responsible, mature, reliable, practical, and very well organized...She is extremely compassionate and caring and it shows in her work with students.”

Mrs. Julie Varnish
Assistant Director-Center for Student Involvement and Leadership, SRU

“She has demonstrated an inquiring mind, a heart for helping, and a genuine team spirit. Sarah is an industrious, intelligent, and dedicated person who is committed to working to help children reach beyond their potentials...She is involved in lifelong learning, has a zeal ‘to challenge spirit’, and displays a cooperative attitude.”

Dr. Geraldine Ferney
Creativity Professor and Mentor, SRU

“Sarah’s design for coherent instruction is evident in the number of well organized, heterogeneous instructional groups she prepared...She fosters positive relationships among the students...Sarah exhibits initiative, originality, and creativity reflective of the community of learners...She ensures that all students receive an equitable opportunity to succeed.”

Mrs. Amy Eyman
3rd Grade Cooperating Teacher, Emily Brittain School

Contact Information:

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E-mail: ssss@gmail.com

Education is the most powerful weapon which you can use to change the world.

...Nelson Mandela
Top 10 Lesson Plans and Projects

2. Family Math Night Game: Speed Shapers - School-wide family math night game - 2.9.31 and 2.9.5.D
3. Grammar Review Activity: Helping Verbs and Quotations - Hands-on whole class review game - 1.5.3.F
4. Matter, Physical and Chemical Changes - Interactive PPT, guide sheet, and hands-on experiments - 3.1.4.E, 3.2.4.B, and 3.4.4.A
5. Multiplication and Division Unit - 10 lesson unit, formative and summative assessment, and interactive lessons - 2.1.2.1, 2.6, and NCTM Standards 1-10
6. Presidents' Day Presentation - Interactive PPT, guided notes, and whole class review game - 8.3.3.A
7. Reading Small Group Main Idea - Ability grouping 5 day skill review - R3.A.1.4
9. Water Unit 3D Hard Game - Interactive PPT, comprehensive study guide, and whole class review game - 3.5.4.D
10. Waterwheels Science Experiment - Hands-on Constructivist approach - 3.5.4.D and 3.8.4.B

Top 10 Educational Beliefs

1. Data-driven instruction and decision making
2. Creating a classroom community of learners
3. Educational philosophy centered around Constructivism
4. Incorporation of technology into lessons and activities
5. Differentiated instruction
6. Clear and frequent communication with parents
7. Alternative assessments
8. Classroom management focused on discipline and respect
9. Clear and frequent communication with school staff and faculty to maximize student success and teacher preparedness
10. Professional development to utilize current trends, research, and resources

Top 5 Favorite Classroom Management Techniques

1. Chances
   - Individual Behavior
2. Behavior Modification Charts
   - Individual Goal
3. Bell and Clapping
   - Listening Techniques
4. Classroom Treasure Chest
   - Individual and Whole Class Goal
5. Group Tally Marks
   - Promotes Teamwork

It's All in the Name...

Motivating
Insightful
Sensitive
Sincere

Supportive
Interactive
Reliable
Active
Honest

Spontaneous
Warm
Engaging
Responsible

Sarah Swiger
Phone: 216-222-2222
E-mail: SSSS@gmail.com
Aliquam

Ms. Victoria Kepple

Five Adjectives that Describe Me

• Resilient
• Determined
• Organized
• Firm
• Nurturing

Polluting Freddy’s World: Lesson on water pollution

Teaching 2-year-olds the Fundamentals of Reading

Find the Pot of Gold Using Our Classroom Map

Walking around classroom, assessing kindergarteners through observation

Earth Day Carnival with all Kindergarten students

Slippery Rock University

“You’re off to great places. Today is your day. Your mountain is waiting so get on your way.”
- Dr. Seuss
My Goals/Philosophy of Teaching

- **Integrate** lessons throughout the day to increase repetition and enhance learning
- **Differentiate** whenever possible
- Build strong **relationships** with families
- Create a sense of **family** and **community** in the classroom
- Incorporate all **Multiple Intelligences** as much as possible
- Encourage **parent volunteers**
- Demonstrate **proactive** directions
- **Even teachers** make mistakes
- Use **reinforcing language** often
- Promote **social skills** among students

My Favorite Lessons

**Science:**
- Earth Day Carnival
- Planet Match

**Math:**
- Shape Attribute Game
- Find the Pot of Gold Using Classroom Map
- Differentiated Addition and Subtraction Game

**Reading/Comprehension:**
- There Was an Old Lady Who Swallowed a Fly
- The Cat in The Hat

**Writing:**
- Main Idea and Detail Match
- Where The Wild Things Are

**Social Studies:**
- Interactive Abraham Lincoln
**Fast Facts:**

- Graduated in 2013 from West Allegheny High School
  - Imperial, PA
  - Distinguished Honors
- Graduated in 2017 from Slippery Rock University
  - Slippery Rock, PA
  - Summa Cum Laude
  - GPA: 3.875
  - Honors College Graduate
  - Minor: Elementary Mathematics

**Kristi Kubatka**

**Early Childhood (PreK-4)/ Special Education (PreK-8)**

**Slippery Rock University**

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Please feel free to contact me. I look forward to hearing from you!
(724)-888-0000
kkubatka@sru.com
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“Kristi exhibits a strong desire to be an educator. She has a tremendous attitude, work ethic, and possesses academic initiative. I am convinced that she is a first-class role model for young children.”

~ Dr. Robert Snyder
Professor at Slippery Rock University

Volunteering at Lawrence County Family Night.

Wacky Science Day at SRAE

Making Oobleck during social skills in AS Room on Dr. Seuss’ Birthday

My note – Kristi is teaching at Trinity Area School District
My Philosophy:

I believe all children are different and unique in their own way, and that includes their way of learning. As an educator, I need to be aware of the best way to teach students that is most effective and beneficial for them. I need to design lessons based on each student’s needs, enhancing their learning abilities. If several methods need to be used in order for all students to learn, that is what I should do.

I believe in instructing the material in a fun, engaging manner using several examples, manipulatives, and technologies enabling the students in my classroom to be as successful as possible. Educators need to provide students with all opportunities for them to learn and enjoy school. I want my classroom to have a large community of diverse learners with an excitement to learn in a place of comfort and safety.

“You’re off to great places. Today is your day. Your mountain is waiting so get on your way.” - Dr. Seuss

Teaching Experience:
- Slippery Rock Area Elementary School - Autistic Learning Support and 3rd Grade
- Chicora Elementary School - 2nd Grade
- Connoquenessing Elementary School - 1st Grade

Classroom Management Techniques:

Daily Number Goals
- (Implemented in Autistic Learning Support classroom K-5)
  - Individualized positive reinforcement
  - Encourages appropriate behavior
    - Communication skills
    - Self-monitoring
    - Copying strategies
    - Manners and respect to teachers and classmates

What You’ll See in my Classroom:
- Sense of family and community
- Combination of fun and learning
- Implementation of technology
- Promotion of independence and social skills
- Variety of learning/teaching techniques
- Diverse environment of learners and abilities

Trip to Italy to visit 2 international schools.

Describing our emotions activity during social skills in the SRAE Autistic Support Classroom

KDP Read Across the World event at Ellwood City Schools.

Implementation of the use of technology of Liberty Kids videos in 3rd grade Social Studies.