

# Recruiting Superior Teachers: The Interview Process

Goldstein, William

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# Recruiting Superior Teachers The Interview Process

**Kenneth T. Henson**



## **Recruiting Superior Teachers The Interview Process:**

*Recruiting Superior Teachers* William Goldstein, 1986 Interviewing techniques for recruiting teachers from the perspective of both the interviewer and the job seeking candidate are offered Advice for the individual being interviewed for a teaching position includes a brief discussion on the importance of credentials transcripts application forms and references Pitfalls are also outlined for the interviewer e g illegal questions and suggestions are made on posing questions that will elicit the most complete and revealing responses JD Aspen's Practical Guide to Interviewing Teachers Whaley, 1996 This practical guide provides all the tools needed for principals to review and screen candidates conduct effective interviews to help them uncover the strengths and weaknesses of potential teachers make decisions about the best way to assess teaching skills and probe references to get the most accurate picture of a candidate Human Resources Administration Richard Smith, 2013-09-27 Enhanced and updated this Fourth Edition of Richard E Smith s highly successful text examines the growing role of the principal in planning hiring staff development supervision and other human resource functions The Fourth Edition includes new sections on ethics induction and the role of the mentor teacher This edition also introduces From the Desk of a Principal a feature which connects the book s content and applications to the experiences of real school principals *The Principal as School Manager, 2nd ed* William L. Sharp, James K. Walter, 2003-07-14 Designed to teach the principal to become efficient and effective in accomplishing noninstructional roles this book offers advice on expectations and survival techniques to ensure the principal s longevity in the district Like the previous edition it provides a practical guide to practice and procedure in these vital areas This second edition has updated the chapter on law dealing with pertinent issues such as Internet usage drug testing off campus searches Other chapters include topics on the role of the assistant principal the importance of maintaining safe schools in a climate of violence the relationship between the principal and the superintendent Will be appropriate for graduate courses in the principalship educational administration educational leadership and personnel administration **The Principal as School Manager** William L. Sharp, James K. Walter, 2012-11-03 Designed to teach the principal to efficiently and effectively accomplish noninstructional roles the third edition of *The Principal as School Manager* offers advice on expectations and survival techniques to ensure the principal s longevity in the district Like the previous editions this book is an essential guide to practice and procedure Its chapter on school legal issues will be especially useful for principals dealing with improper Internet usage drug testing and off campus searches Other chapters will explain the role of the assistant principal the importance of maintaining safe schools in a climate of violence and the relationship between the principal and the superintendent This third edition contains new chapters and sections on managing the school curriculum special education classroom walk throughs creating a healthy school environment and cyberbullying Appropriate also for graduate courses on the principalship educational administration educational leadership and personnel administration *The Principal as School Leader* is the go to guide for both novice and

veteran school principals *Resources in Education*, 1994-08 Improving Instruction in Middle Schools Robert Gilstrap, Cathy Bierman, Thomas R. McKnight, 1992 **Asking the Right Question** Selma Wassermann, 1992 Understanding the potential power of questions to promote thoughtful examination is at the heart of classroom teaching If classroom discussions are to bear fruit with students examining issues intelligently teachers must develop an awareness of and be sensitive to how questions are framed Good questions follow an interactive rhythm that produces reflection rather than interrogation building trust in the interactive relationship This booklet is organized into four parts and addresses the following topics 1 several categories of unproductive questions that do little or nothing to promote meaningful examination of ideas 2 questions that may call for students to examine ideas but the framing of which defeats more productive examination 3 effective questioning which helps students to think more intelligently about important issues under study and 4 guidelines for a well orchestrated discussion In conclusion it is suggested that the art of questioning is learned more through experience than in any preparatory program An analysis of individual questioning styles and a tally sheet for self examination of questioning are appended LL **School Leadership** Stuart Carl Smith, Philip K. Piele, 1989 Recognizing the importance of good leadership to the achievement of educational excellence the second edition of this handbook synthesizes a large body of school leadership literature and explores the subject from three perspectives the person the structure and the skills Part I examines characteristics of today's educational leaders effective leadership styles and qualities administrator training hiring and induction methods and the scarcity of female and black school leaders Part II looks at the organizational supports underlying school leadership This section examines the balance of authority between the central office and the school site the team approach to management the decision making context and the components of school climate Part III highlights leadership abilities needed by today's school administrators Besides knowing how to manage the school's instructional program and staff administrators must be able to communicate in today's more open sharing organization build coalitions of community groups make meetings more productive and manage time stress and conflict more effectively Concerned about integrating theory with practice the book offers many practical suggestions for using the information presented Accompanying each chapter are extensive bibliographical references that appear at the end of the volume MLH

**Mainstreaming Language Minority Students in Reading and Writing** Kenneth Melville Johns, Connie Espinoza, 1992 This guide designed for regular classroom teachers in whose mainstream classes language minority children are enrolled offers background information and suggestions for helping these students become proficient in English reading and writing and for involving them as resources for global and cultural awareness in majority language classmates The first chapter discusses specific barriers to language acquisition among language minority students 1 reductionist concepts of language and learning implicit in the mainstream curriculum 2 cultural differences and 3 inadequate communication among adults in the children's lives The second chapter examines the reading and writing needs of this population including instructional

materials classroom environment topics and nonverbal communication The third chapter describes useful classroom techniques all within the whole language approach to teaching including using literary works providing substantial oral language experiences providing time for silent sustained reading encouraging use of student journals incorporating technology and promoting cooperative learning It is concluded that meeting the needs of language minority students in a mainstream classroom is possible if teachers recognize the barriers to educational opportunity facing the children understand that they are better prepared than they realize to work with this population use cooperative learning strategies and see the children as cultural resources MSE

**The Portfolio Approach to Assessment** Emily Grady, 1992 The shortcomings of standardized testing as the predominant form of student assessment in the United States are reviewed and the use and potential benefits of portfolio assessment are explored Children's educational experiences and their future job prospects and standards of living are being decided by test scores Moreover these test scores may be unfair or biased against some students Instead of more tests we need a new attitude toward assessment one that encourages a variety of assessments Portfolio assessment through collections of student works can be an encompassing format for this new philosophy Before considering what a portfolio should contain it is important to establish the purpose of the assessment The experiences of Vermont illustrate the development of a portfolio assessment with consistent standards Examples of guidelines for mathematics and language arts portfolios make it clear that it is possible to establish consistent practices It is also necessary to reflect on the portfolio occasionally using self evaluations and direct questions or profiles Educators also find portfolios useful tools for preservice teachers Portfolio assessment can be the framework for a new curricular structure that integrates assessment into the learning loop SLD

**Japanese and U.S. Education Compared** Edward R. Beauchamp, 1992 This document presents a comparative analysis of education in Japan and the United States The report explores differences between U S and Japanese culture While the United States may be characterized by its diversity Japanese culture is distinctive in the extent of its uniformity Japan moreover has a highly centralized educational system U S education is extremely decentralized Education is compulsory in both countries until age 16 in most U S states and until 15 in Japan While many students in the United States work or participate in other activities Japan tends to view schooling as a student's job Japanese students face a longer school year and a more rigorous government controlled curriculum than do their U S counterparts In Japan teaching is a more highly respected and rewarded field than it is in the United States There are major attitudinal differences concerning schooling in the two countries The United States tends to emphasize students abilities while the Japanese place greater emphasis on persistence and personal responsibility From the Japanese system the United States can learn 1 the true value of taking education seriously 2 the need to raise academic standards and 3 the ability to spend wisely on education Contains 15 references LBG

**Learning Strategies for Problem Learners** Thomas P. Lombardi, 1992 This pamphlet offers guidelines for educators who want to improve their use of strategy instruction with

students who have inefficient and or ineffective learning strategies Specific examples of strategic teaching are provided for improving general and academic performance and suggestions are given on how to create a strategic environment consistent with strategic teaching The pamphlet begins with an outline of the steps in acquiring a learning strategy It then discusses strategies for improving general performance including strategies in the areas of organization time management memory test taking social skills speech and handwriting Strategies for improving academic performance in the areas of reading and writing spelling mathematics and other content areas are then described Suggestions for creating a supportive environment for strategy learning in the home and school are provided Guidelines for teaching strategically are noted such as use of advanced organizers brainstorming motivating and activating students modeling providing feedback and use of post organizers Contains 55 references JDD

**Hypermedia** Dan H. Wishnietsky,1992 Hypermedia is not a single technology it is an integrated electronic environment that combines text audio and video into one large file Users can explore information about a subject using several technologies at the same time Although the technical foundation for hypermedia was established in the early 1970s it was not until the late 1980s and early 1990s that the hardware for supporting hypermedia became readily available In a hypermedia system each component of stored information is a node and the nodes are connected by paths The paths that a user travels are determined by interest experience and need Hypermedia systems have many classroom applications and can revolutionize a student s view of learning with the hardware and software currently available As hypermedia technology develops the educational environment will advance beyond lectures notetaking and other common forms of learning Edutainment the combining of education and entertainment and virtual reality are extensions of hypermedia that promise to improve the learning environment A 13 item resource list cites the names and addresses of organizations and journals that provide information about hypermedia SLD

**Human Resources Administration in Education** Ronald W. Rebore,2004 Leisure studies encompasses the broadest range of leisure and sports pursuits and marries management administration and sports as well as customer service Key Concepts in Leisure presents an indispensable guide to the key themes and concepts in this rapidly developing fast paced and demanding industry

**Using Educational Research in the Classroom** Barbara Perry-Sheldon,Violet Anselmini Allain,1987 *Teaching Reading in the Secondary School* Lucy Fuchs,1987 Intended for use by secondary school teachers in all subject areas this booklet provides practical information classroom activities and strategies for the instructor who wants to incorporate reading instruction into a particular content area Following an introductory chapter that emphasizes the need for reading skills in contemporary society and the secondary school teacher s strategic position for preparing students for the world of work the booklet offers specific chapters on 1 vocabulary development 2 reading in the content areas 3 incorporating reading into lesson planning 4 using questions to develop critical reading 5 reading and study skills such as outlining note taking and study methods 6 guiding teenage reading choices and 7 other reading activities including reading newspapers especially the sports pages junk

mail and television related material The booklet also contains some concluding remarks and a bibliography NKA

Microcomputers and the Classroom Teacher Gail A. Caissy, 1987 This monograph for teachers addresses two emerging areas in the computing field providing inservice training in microcomputer use for the general teaching population and integrating the use of microcomputers into the overall curriculum A brief discussion of why computers should be used in the classroom introduces five chapters which provide overviews of the following topics 1 the use of computers in teaching and learning areas of computer use and using the computer as a teaching learning tool 2 types of software available for schools computer assisted instruction software applications software and databases 3 integrating computers into the classroom 4 developing a plan for using computers in the classroom setting up a classroom computer center and working with only one computer in the classroom and 5 evaluating educational software general questions questions about instructional design and questions about physical characteristics of the program A concluding statement argues that the key to continued growth and expansion in the educational computing field lies with classroom teachers and urges them to take an interest in computers and begin to use this important new tool in their classrooms A 71 item reference list concludes the document EW Adopt a School-- Adopt a Business Alton C. Manning, 1987 This booklet provides information on developing and implementing a school business relationship through its description of a successful partnership program in the Springfield Missouri Public Schools The guide is organized in seven sections The first section provides a rationale for school business partnerships and the second section explains how Springfield s partnership program got started The third section outlines the brochures that the school developed for the program and how they were used successfully to recruit businesses and to implement the program In the fourth section successful school business partnerships within the school system are described The following section describes the perceptions of Springfield s Adopt a School program from the perspectives of the business partners the community agencies and the principals The final section indicates what has been learned from the program describes the program s strengths and proposes some cautions for others starting similar programs The booklet concludes with note of enthusiasm for the program A bibliography is included KC **Writing for Professional Publication** Kenneth T. Henson, 1987 This fastback offers a plan for a disciplined writing program both for those who have never written for professional journals and for those who have had some initial success in getting published In addition to providing information needed for preparing manuscripts and suggestions for getting them accepted in journals the booklet also includes information to help writers structure a writing program that will achieve their professional goals and accelerate the rate of publishing success emphasizing the positive attitudes of confidence and determination The first two sections of the fastback address the question of why write and discuss the best time to write The third section provides a guide on how to begin writing including choosing a topic the right tools opening sentence and paragraph and manuscript length The fourth section on matters of style focuses on the elements of clarity and conciseness The fifth part supplies information concerning

the placement of a manuscript with the right journal and discusses query letters refereed and nonrefereed journals writing for a research journal and the author editor relationship The final section deals with collaborating with a co author A list of resources for the prospective writer is appended MM



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