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INTERVIEW QUESTIONS FOR EDUCATORS

Interviewers are paid to ask questions! The following questions are representative of those that you are likely to encounter in your interviews. Use these to practice and you will be prepared to communicate your teaching skills.

1. Why do you want to teach?
2. What is your philosophy of education?
3. If students are having difficulty learning a skill or concept, what do you do?
4. Describe your style of teaching.
5. Would you like to be involved in school (community) activities?
6. What do you plan to be doing in five years? What are your career goals?
7. Describe your student teaching experiences.
8. What was your biggest problem in student teaching? How did you resolve it?
9. What three words would our students use to describe you as a teacher?
10. How do you individualize your teaching?
11. What techniques would you use to keep students actively involved and motivated during a lesson?
12. What are the rules of our classroom? How are they established?
13. What are the qualities of an excellent teacher? Which of these qualities do you have?
14. Some of your students always finished their assignments early. How would you deal with the free time that they have?
15. How would you work with students who perform below grade level, especially those from disadvantaged socio-economic backgrounds?
16. What coursework have you taken that you feel has made you an especially competent teacher?
17. How would you use teacher aides and parent volunteers?
18. Are parent/teacher conferences important? Why or why not?
19. Why do you want to work in our district?
20. What materials have you used that you find most effective for the slow learners? The quick learners?
21. Why should our school district hire you?
22. Describe an ideal classroom.
23. Describe the types of quizzes and tests that you give. In a quarter, what types of evaluations compose your quarterly report?
24. A student is consistently late to your class. How do you handle the situation?
25. What would you do, or how would you treat a student who refused to do the work you assigned?
26. How would you handle a student who continually “acted up” in your class?
27. How do you engage a parent in the education of his or her child?
28. How should a student’s educational achievement and progress should be measured?
29. You know that a staff member has been talking behind your back about what he/she sees as your ineffective teaching methods. What would you do?
30. What do you expect from your supervisor?
Candidates Must Ask Questions, Too

If you are serious about teaching in the district where you are interviewing, there are many questions to which you need to know the answers before you accept an offer. Your interviewer will surely cover some of your questions, but by asking pertinent questions you will show your interviewer that you do understand fundamental issues relating to teaching.

You should have several questions in mind before you arrive for your interview. The following 17 questions should give you a good start.

1. What is the teacher/student ratio in your district?
2. Do you encourage teachers to earn graduate degrees?
3. How many classes a day will I be expected to teach?
4. What types of school activities promote parent-teacher-student interaction?
5. Tell me about the students who attend this school?
6. What do textbooks does the district use in this subject area?
7. Do teachers participate in curriculum review and change?
8. Does your district promote staff development activities and conferences? What types of programs have the teachers attended in the last year?
9. How does the teaching staff feel about new teachers?
10. What discipline procedures does the district use?
11. Do parents support the schools? Does the community?
12. Do your schools use teacher aides or parent volunteers?
13. To what extent do staff members work collaboratively to solve problems and respond to the needs of students?
14. Does the administration encourage field trips for students?
15. How are teachers assigned to extracurricular activities? Is compensation provided?
16. Does the district have a statement of educational philosophy or mission?
17. What are prospects for future growth in this community and its schools?

New Haven Unified School District - Sample Interview Questions for Certificated Positions

Work Experience/Training

1. Briefly describe your educational and professional background and other experiences with children.
2. What grade levels or subjects do you prefer to teach?
3. Do you have multicultural teaching experience?

Knowledge of Instructional Techniques

4. How do you meet the range of skills and needs commonly present in a classroom?
5. What are your experiences with limited English students?
6. What is the value of the core program in English and Social Studies?
7. What are the basic elements of a good lesson?
8. How would you describe your teaching style?
Knowledge of Classroom Management Techniques

9. What techniques do you consider effective for classroom management?
10. What discipline methods work for you?
11. What are some examples of rules you would have in your classroom?
12. When should a teacher send a pupil to the principal’s office for disciplinary reasons?

Knowledge of Subject Matter

13. What are your academic strengths?
14. What plans do you have for continuing your growth in your specialty?
15. What makes you confident that you can teach all the subjects (self-contained programs)?
16. What special skills or interests do you have which would be particularly beneficial to a school?
17. What experiences do you have with computers?
18. What extra-curricular activities can you supervise?

Special Skills/Interests

19. What are your personal strengths?
20. What area(s) do you feel you need to work on to become a better teacher?
21. How would you rate your organizational skills?
22. What has been your best experience working with students? Your worst?
23. What are your present goals?
24. What are some of the most difficult student-teacher problems you had or have?
25. Do you have questions or additional comments for us?
SAMPLE TEACHER RESUME

Chris Williams
1234 4th Avenue • San Francisco, CA 94118 • 415-555-1212
cwilliams@usfca.edu, www.geocities.com/chriswilliams

OBJECTIVE

Elementary School Classroom Teacher: prefer grades K-4, willing to teach other levels

EDUCATION

University of San Francisco, San Francisco, CA
• Multiple Subject 2042 Credential 05/06
• M.A., Teaching 05/06

Mills College, Oakland, CA
• B.A. History 05/01

TEACHING EXPERIENCE

Student Teacher, Fourth Grade
Balboa Elementary, San Francisco, CA 3/06 - 5/06
• Teach math, reading, English and social studies in class of 31 multicultural students, including seven students with special learning needs
• Design units in children's literature incorporating multi-ethnic themes to increase students' cultural awareness
• Develop lessons in critical thinking skills using math games
• Demonstrate classroom management skills through appropriate use of "time-out" system
• Restructured parent-teacher night to provide more interactive format

Student Teacher, Kindergarten
Garden Grove Elementary, San Francisco, CA 1/05 - 5/05
• Taught math and language arts to class of 35 multicultural students
• Developed and presented lesson unit on Chinese New Year which included construction of Chinese dragon and presentation to two other classes
• Prepared and presented African History unit in celebration of Black History Month

Instructional Assistant, First Grade
Vista Elementary, South San Francisco, CA 1/04 - 5/04
• Directed groups in various developmental and educational activities
• Designed learning exercises to promote cooperation and cultural understanding

OTHER WORK EXPERIENCE

Office Manager, Office Services, Inc., San Francisco, CA 7/01 - 8/04
• Managed administrative functions for 25-person consulting firm

VOLUNTEER EXPERIENCE

Playspace Exhibit Volunteer, Exploratorium, San Francisco, CA 10/02 - 5/03
• Played with and supervised 20 children under age five in child development activity area
• Explained purpose and goals of exhibit to parents and other visitors

ASSOCIATIONS

Member, Association for Supervision and Curriculum Development 5/05 - Present
Vice President, Student Teacher Association 9/05 - Present

ADDITIONAL SKILLS / INTERESTS

• Classroom technology: proficient in Word, Excel, Internet
• Conversational Spanish, photography, volleyball, piano and guitar
INTERNATIONAL TEACHING RESOURCES

AEON
(Teaching English in Japan)
www.aeonet.com
Los Angeles AEON
Inter-Cultural USA
1960 E. Grand Avenue #550
El Segundo, CA 90245
310. 414.1515

AEON hires and trains English speakers to teach English as a second language in Japan. Applicants must have a strong understanding of the English language and a genuine interest in the culture and people of Japan. Resume and a one-page essay titled “Why I Want to Live and Work in Japan” is also required.

Council on International Educational Exchange
www.ciee.org
633 Third Ave., 20th Floor
New York, NY 10017
800. 40. STUDY

CIEE offers internships and Jobs for students and graduates around the world. Applicants must be at least 18 years of age, a U.S. citizen or permanent resident, and be a full time student at the time of enrollment or have been a full time student the previous semester working towards a degree.
To teach in China applicant must have a Bachelor’s degree, be fluent in English, and be comfortable speaking in large groups with strong organizational skills.

School for International Training
www.sit.edu
Kipling Road
P.O. Box 676
Battleboro, VT
05302-0676
800. 336.1616

SIT offers full time teaching positions which include a stipend and living allowance. The program is funded by the U.S. Information Agency. All applicants must be a U.S. citizen and have a MA in TESL/TEFL.

Japan Exchange & Teaching Program (JET)
www.jetprogramme.org
2520 Massachusetts Avenue, NW
Washington, DC 20008
202. 238.6773

One year English teaching contracts available. All applicants must have a BA, and have a functional command of the Japanese and English languages, not resided in Japan for three or more years after 1990 and must be under thirty-five years of age.
YMCA of the USA
Overseas Service Corps
www.ymca.net
Patty Schnabel
OSCY Program Coordinator
6300 Westpark, Suite 600
Houston, TX 77057

The Overseas Service Corps program gives opportunity to those who wish to teach English in Taiwan. Applicants must have a BA/BS degree and have TESOL/TEFL experience or certification. There is a one-year minimum commitment.

Friends of World Teaching
www.fowt.com
P.O. Box 84480
San Diego, CA
90138-4480
800. 503.7436

Friends of World Teaching have overseas teaching and administration positions with three month to two-year contracts available in over one hundred countries. Placement will be in English speaking schools and colleges.

Peace Corps
www.peacecorps.gov
333 Market Street
Suite 600
San Francisco, CA 94105
415. 977.8800

The Peace Corps offer secondary, primary, special education and university teaching positions in Asia, Europe, the Pacific or Africa. Applicants must be U.S. citizens over eighteen years of age and do not require a college degree.

Department of Defense Dependents Schools
www.odedodea.edu
Attn: Recruitment Unit
4040 North Fairfax Drive
Arlington, VA 22203-1634
703. 696. 3067

The Department of Defense offers quality education from K-12 for eligible minor dependents of Department of Defense military and civilian personnel on official overseas assignments. Applicants must be U.S. citizens, have a BA/BS, experience as a student teacher or intern and have spent at least one year as a full time educator. A written test is required.
American sponsored overseas schools are independent, non-government, private institutions. Most recruit through placement agencies such as those listed on this handout.

Department of State
www.exchanges.state.gov
see employment listings for contact information

Variety of teaching position listed on website. Applicants must be U.S. citizens, have a MA in TEFL/TESL and sign a one-year contract.

European Council of International Schools (ECIS)
www.ECIS.org
Office of the Americas
105 Tuxford Terrace
Basking Ridge, NJ 07920
908. 903.0552

Teaching positions for children ages three to eighteen. Applicants must be currently teaching, provide three references, TEFL/ESL certified, have a degree in education and be fluent in English and have experience teaching in a foreign language. Contracts are for two-year periods.

International School Services (ISS)
www.iss.edu
Educational Staffing
15 Roszel Road
P.O. Box 5910
Princeton, NJ 08543
609. 452.0990

Students are of expatriate families who work in international business, diplomatic and government service. Teaching and administrative positions for grades K-12 are available. Applicants must provide references, taught in more than one grade level, have a BA/BS and sign a two-year contract.

Chronicle of Higher Education
www.chronicle.com
1255 23rd Street, NW, Suite 700
Washington, DC 20037
202. 466. 1000

The Chronicle of Higher Education publishes a newspaper weekly that posts national and international college and university job openings.
Council for International Exchange of Scholars (CIES)
www.iie.org/cies
3007 Tilden Street, NW
Suite 5L
Washington, DC 20008-3009
202. 686.4000

CIES grants BA/BS grads, masters and doctoral candidates the opportunity for university coursework and library/field research.

Institute of International Education (IIE)
www.iie.org
809 United Nations Plaza
New York, NY 10017-3580
212. 984.5375

Teaching assistantships, Fullbright Grant Programs and fellowships for study and research.

University of Maryland University College
www.umuc.edu
Assistant to the President
Overseas Programs
UMUC
3501 University Boulevard, East
Adelphi, MD 20783

University faculty teaching positions on U.S. military bases in Europe and Asia. Renewable annual appointments, Ph.D. or grad work beyond masters and U.S. citizenship required.
HOW TO WRITE A CURRICULUM VITAE

A curriculum vitae - often called a “CV” or “vita” - is a comprehensive biographical summary of your professional qualifications and activities. For recent Ed.D. graduates, 2-4 pages is typical; for individuals with extensive experience the vita may be longer; the content determines the length. Like the resume, there is no one “right” way to prepare a vita, but some guidelines exist. Most importantly, remember that your vita should be easy to read and to understand. It is wise to consult with a mentor or professor in your field to check for any special requirements. Search committees must be able to locate quickly information relevant to the position. Your contact information (name, address, phone, email) should always be at the top. The vita will also typically include the following:

Academic Background
List your educational background in reverse chronological order. For example:

Ed.D. University of San Francisco, San Francisco, CA 2002
Learning & Instruction
Dissertation: The Effects of Jelly Beans on Student Achievement

M.Ed. San Francisco State University, San Francisco, CA 1994
Educational Administration
Thesis: Student Achievement and Motivation

B.A. Mills College, Oakland, CA 1987
Major: History, Minor: English

You may also include a listing of your relevant coursework, in order to establish the breadth of your knowledge, if your experience is limited. You can choose to include your dissertation in this section or under a heading of its own. If you have minimal experience, it may be advantageous to include a separate category and briefly describe your work.

Experience
In reverse chronological order, list your relevant work experience. This will include any full, part-time, or temporary teaching positions, paid research, editorial work, administrative positions, etc. For example:

Lecturer, School of Education, HOLY NAMES COLLEGE, Oakland, CA 2001-present

• Developed and taught semester-long course on curriculum design for multicultural student populations.

Describe briefly your duties, activities, and achievements in each position, using action verbs to begin each idea. If you have designed or taught a course, you might describe its content, the format (lecture, discussion), etc.

Publications
Cite works that you have authored or co-authored. Include articles (only published or “in-press,” not articles under submission), pamphlets, monographs, books, chapters in books, research reports, non-print materials (video, software), etc. Group multiple publications by type and date, listing most recent publication first. Use whatever bibliographic style your discipline requires. For example:

Conference/Workshop Presentations
Depending on the amount of your experience, these categories may be combined or divided into separate headings. For papers presented at a conference, state the title of the paper, name of conference, location and dates. Include the same information for workshops; you may also want to elaborate on the event and your role in it.


Programs/Committees
Again, depending on your experience, you may want separate categories. List the committees to which you have belonged, and list any programs you have helped develop. You might also include a description of the purpose and results of your work.

Student Representative, Curriculum Review Committee, San Francisco State University 1993-1994

Professional Affiliations/Memberships
List all associations to which you belong, beginning with those in which you hold or have held any elected or appointed offices.

Phi Delta Kappa, University of San Francisco Chapter, San Francisco, CA
Member 1999 - present
Chapter President 2000 - 2001

Licenses/Credentials/Certifications
List all licenses, credentials and certificates in reverse chronological order. Include the name of the issuing institution.

California Administrative Services Credential, California Commission on Teacher Credentialing 1994

California Clear Credential: Multiple Subject, California Commission on Teacher Credentialing 1992

Other Categories
Remember, vitas are unique to each individual, so not every category will necessarily apply to you. If you have no experience in a certain area, then omit it from your vita. Conversely, you may have experience which does not fit neatly under any of these headings but which you would like to include. You may arrange your information in whatever way it will represent you best. Listed below are additional subject headings which may be appropriate for your vita.

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<th>Professional Competencies</th>
<th>Departmental Leadership</th>
<th>Academic Awards/Honors</th>
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<td>Experience Summary</td>
<td>Professional Activities</td>
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<td>Academic Experience</td>
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<td>Teaching Experience</td>
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<td>Research Experience</td>
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<td>Travel Abroad</td>
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<td>Volunteer Work</td>
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