**Part­time New Teacher Developer Interview**

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| **Stds** | **Questions** | **Qualities to Look For**… | **Evidence** | **Rating** |
| **Relevant Experience &****Training** | 1. Tell us about your background and how it relates to your interest in the Part­time New Teacher Developer position. In your response tell us:
	* Why do you want to be a New

Teacher Developer?* + What training and experiences have you had that would prepare you for the position?
 | * Has recent job­related experience
* Demonstrates understanding of the position
* Displays rapport and enthusiasm
* Makes connections between instructional practice and student learning
* Has knowledge and training in instructional mentoring
* Has interest and experience in working with adult learners
* Communicates ideas clearly
 |  | 4 3 2 1 |
| **Curriculum, Planning, & Assessment / Instructional Leadership** | 1. Tell us about the impact of your teaching practice on the performance of your students. Talk about:
	* The key components of effective teaching and student learning experiences you provide.
	* How you have implemented Common Core State Standards in your practice.
	* The role of assessment and how you know students are working towards meeting standards.
 | * Clearly articulates effective classroom practices.
* Aligns planning and instruction to the Common Core State Standards
* Demonstrates an understanding of how to effectively implement the Common Core State Standards
* Clearly articulates the role of formative assessment in classroom instruction
* Regularly collects and analyzes a broad range of student data and uses that analysis to plan differentiated instruction?
* Collaborates with colleagues to analyze student work to inform changes in instructional practices and organizational structures
 |  | 4 3 2 1 |
| **Teaching All Students /****Family & Community Engagement****/Instructional Leadership** | 3. a. Describe how you have supported students from diverse backgrounds andwith a wide range of academic needs. | * Has a record of effective teaching practice in classroom settings with English Language Learners and special needs students
* Designs and facilitates learning that includes
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|  | 1. As an NTD, how would you support a beginning teacher in this regard, to ensure the achievement of all students?
2. As an NTD, how would you support your beginning teacher to utilize the Common Core State Standards to plan lessons that meet the diverse needs of his/her students?
 | deliberate and multiple opportunities for students to build on their own knowledge, experiences, interests, and backgrounds* Respects, knows, and understands cultural differences and uses that understanding to promote positive and productive interactions among students, colleagues, families, and the larger community
* Articulates high expectations for all students
* Takes an inquiring stance towards teaching practice, such as:
	+ Approaching issues with thoughtful questions and reflective responses
	+ Exploring issues from multiple perspectives
	+ Acknowledging complexities and ambiguities
* Articulates a variety of ways to mentor a teacher (model a lesson, co­plan instruction, observe another colleague, observe and provide feedback, role­play, etc.)
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| **Professional****Culture** | 1. Confidentiality and trust are at the center of the relationship between an NTD and a beginning teacher.
	* What initial steps would you take to build this relationship?
	* As an NTD you would be expected to communicate regularly with your your school leader to ensure that both the needs of the beginning teacher and the goals and priorities of the
 | * Exhibits high degree of personal integrity, resilience, ethical conduct, and credibility
* In interactions:
	+ Listens well
	+ Asks insightful questions
	+ Responds thoughtfully
	+ Clarifies and mediates the learning needs of others
* Effectively presents ideas, leads discussions, and creatively structures learning opportunities
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|  | school are met. How might you balance what appear to be opposing expectations: maintaining your confidential relationship with your beginning teacher and effectively communicating with your school leader? |  |  |  |
| **Instructional Leadership** | 5. Getting into your beginning teacher’s classroom on a regular basis to conduct observations and provide formative feedback is an essential responsibility. These observations provide invaluable data for planning conferences aligned to theteacher’s professional goals. Given the understanding that your principal has been asked to provide the supports needed to make this happen, what steps would you also take to ensure that you are able to fulfill this obligation? | * Articulates connection between effectiveness of mentoring support and observation of teacher practice
* Expresses optimism in fulfilling expectation
* Identifies creative solutions if needed
 |  | 4 3 2 1 |
| **Professional****Culture** | 6. Now that you have had a chance to look over the scenario (see below) of the beginning teacher who is struggling,let’s role­play the first five minutes of that conversation. I will play the beginning teacher and you will play the role of the | * Actively listens and is able to focus on the concerns of the BT and asks probing questions for clarification
* Consistently remains non­judgmental towards BT
* Uses optimistic language to build trust
* Uses language that reflects and builds the confidence of the BT
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|  | mentor. We can begin when you are ready. | * Uses entry points to help the teacher take ownership of the solution and articulation of the next steps
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| **Professional****Culture** | 7. New Teacher Developers are trained in and use the New Teacher Center’s Formative Assessment and Support tools with beginning teachers.How do you feel about the use of such tools in observing, having debriefing conversations with, and documenting your work with beginning teachers? | * Articulates importance of accountability in the role
* Expresses opportunities that documenting mentoring work can have on BT growth and development
* Takes an inquiring stance:
	+ Approaches issue with thoughtful questions and reflective responses
	+ Explores issue from multiple perspectives
	+ Acknowledges complexities and ambiguities
 |  | 4 3 2 1 |
| **Professional****Culture** | 1. As an NTD, you are an instructional mentor. Tell us about your strengths and areas for growth.
	* How might you know that you are effective?
	* What mentoring skills do you think will be your strengths?
	* Which skills do you think will

be a focus for your professional growth as anNTD? | * Uses a variety of strategies to collect data for self­reflection of their own practice
* Actively seeks constructive feedback to reflect on and analyze impact of work
* Seeks professional learning opportunities to improve instructional practice
* Strengths and areas of focus are:
	+ Specific and thoughtful
	+ Focused on moving BTs’ practice forward so that they are successful and impact student achievement
	+ Driven by the ultimate goal of supporting the BT to become autonomous
 |  | 4 3 2 1 |

**Verify that candidate understands and does not have any concerns with the professional responsibilities associated with this program:**

NTDs are expected to attend Mentor PD prior to the start of the school year (if available), mandatory ongoing Mentor PD that will take place during the school day, and mandatory after­school Mentor Forums will be held after school each month.

NTDs are required to log their interactions with their beginning teachers using an online system and utilize online Formative Assessment Support tools not just to keep track of their work with their mentees but also to support their mentees with goal setting and progress as related to the Massachusetts Teaching Standards and EDFS.

**Note any concerns that are mentioned here:**

**Overall Recommendation:**

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| We **HIGHLY RECOMMEND** this candidate to be a PT NTD |
| We **RECOMMEND** this candidate to be a PT NTD |
| We **DO NOT RECOMMEND** this candidate to be a PT NTD |

**The reasons for the overall recommendation rating we have given this candidate include:**

**Role Play Scenario**

# Your beginning teacher is struggling with classroom management. Her principal has identified this as an area of focus. Your beginning teacher and you have come up with a list of strategies to help gain control of the class. However, she has not been consistent with any of the strategies over the past few weeks. She asked you to observe a lesson with a focus on classroom management to help identify what is working and what still needs to be a focus.

Things you observed:

* The teacher began the lesson while 5 students were still putting away their reading materials
* Most students called out their responses to questions and one student answered the majority of the questions
* Two students in the back of the room played with a paper ball and their pencils for 6 minutes and the teacher never acknowledge their behavior
* One student got up during teacher­directed instruction and then 2 other students followed. The teacher said, “Hurry up,” and proceeded with the instruction. One other student got up and joined the line.
* During independent work 4 students raised their hands because they needed teacher support. The teacher was able to only get to 2 of the students before she told them to turn in their work and if they were not done they needed to complete it for homework.