

The Field Files

From The Office of Field Services

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Are **YOU** Ready to Represent Yourself Well in an Interview?

“Teachers need to understand the importance of data driven instruction, what that looks like and how to implement that into their rooms, Mike Draves, Brunswick High School Principal said. “They are not going to be expected to be experts in this but know what it is and how to begin to implement this approach in their classrooms.”

Many candidates will apply for each available teaching position in Northeast Ohio. Expectations of readiness for the classroom include knowledge of being data driven in your classroom, understanding the difference between formative and summative assessment and how they work together, and being professional in dress as well as demeanor.

Berea - Midpark High School Principal Vincenzo Ruggiero expects to hear about knowledge gained during field experiences and student teaching. He listens for a evidence of a variety of settings and seeks candidates who have had some practice in urban classrooms.

Ruggiero values a candidate who is able to talk about experiences during student teaching, such as the edTPA, the feedback for growth he or she received, and the professional development steps taken to achieve growth.

Midview High School Principal Tom Faska seeks evidence of ability to effectively communicate as he interviews candidates.

This same skill of communicating with students, families, and colleagues is a necessary trait for administrators to see in a data driven, assessment-savvy educator. **Open dialogue and willingness to learn, grow, and be coached is a major part of the Resident Educator experience as well as the Ohio Teacher Evaluation System.**



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Applying for Jobs? Here are some places to start

Rachel Wixey and Associates ([click here](#)): a human resources firm that supports school districts throughout Ohio for the recruitment of substitute teachers. See flier on page 2 for more information

ODE website ([click here](#)): Select “jobs” under Teacher Resources. Check back every couple days for postings. Some are only up for a few days.

CSU Career Services ([click here](#))
Scroll through the menu across the top of the page to select the link for resume writing help; make an appointment with a career counselor; view posted jobs

Applitrak: Many districts are currently using Applitrak electronic application services for positions. You will set up an Applitrak portfolio through a district for which you are interested in applying. Applitrak saves your information and allows you to search other districts that also have openings. Be careful to look at what each district is requiring as you complete the full Applitrak application for the individual districts. Some of personalized their requests for information, etc.

indeed.com is a great electronic career search engine. Create an account, upload your resume, and start applying

linkedin.com
Create a professional social media presence and start connecting

Teacher Loan Forgiveness for Title 1 Schools

If you are looking for an employment opportunity that may help you repay your student loans even faster, working in a Title I school may be the right choice for you. When considering which direction you would like to take your career, be aware of Teacher Loan Forgiveness and Public Service Loan Forgiveness so that you can take advantage of the opportunities that are available.

According to CSU Student Service Specialist, Michael Almony, **“Teacher Loan Forgiveness is only for those teachers who are Math, Science, Special Education, or Bilingual Education, and Public Service Loan Forgiveness is for any teacher who works at a public schools regardless of subject area.”**

A printable resource available at <http://studentaid.ed.gov/resources> indicates that those eligible for The Stafford Teacher Loan Forgiveness Program may receive loan forgiveness up to \$17,500. Visit the above website and select the PDF for Stafford Loan Forgiveness for Teachers to find general requirements and additional information regarding forgiveness amount and application requirements.

Not all schools will meet the criteria for eligibility in this program, and ODE’s classification of urban has nothing to do with it.

“It has to be designated as a Title I school that serves low-income families – this is not dictated by ODE,” Almony said. He provided this web address with a directory of eligible Ohio schools by county. <https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp>

An additional requirement for eligibility for Teacher Loan Forgiveness is that a candidate be employed for five consecutive years in a Title I school.

Quick Links

Teacher loan Forgiveness
[\(click here\)](#)

Public Service Loan Forgiveness
[\(click here\)](#)

Title I school search
[\(click here\)](#)

IF OPPORTUNITY
DOESN'T KNOCK,
BUILD A DOOR.

— MILTON BERLE

WWW.VERYBESTQUOTES.COM

EDUCATION GRADUATES

Rachel Wixey & Associates is a Human Resources firm, supporting school districts throughout Ohio for the recruitment of substitute teachers. We are currently recruiting for substitute teachers all across Ohio and we encourage you to apply.

START AN APPLICATION

APPLY | WWW.RACHEWIXEY.COM

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NORTHEAST OHIO

- Columbiana County**
Columbiana County ESC*
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- Cuyahoga County**
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Brooklyn City*
Cleveland Heights University Heights
Fairview Park City*
Maple Heights City*
Parma City*
Rocky River City*
- Lorain County**
Clearview Local*
Firelands Local*
Lorain City*
Lorain County ESC*
Vermilion Local*
Wellington Exempted Village*
- Mahoning County**
Austintown Local
Boardman Local
Campbell City
Struthers City
- Portage County**
Bio-Med Science Academy
- Erie County**
Edison Local
Huron City
Margaretta Local
North Point ESC
- Geauga County**
Geauga County ESC
- Summit County**
Nordonia Hills
Revere Local
Green Local
- Huron County**
Huron City

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*apply | www.northcoastssa.org

Ohio's Resident Educator Program Asks You to Think, "How Can I Be a Better Educator Tomorrow Than I was Today?"

As you complete your initial licensure program and obtain your Ohio Teaching license, you will enter into a 4 year program with your Resident Educator license.

During this 4 year residency, you will receive coaching and support from a mentor and administrators. You will be involved in collaborative dialogue and reflection about your teaching practices.

Ultimately, during your third year (fourth year for some), you will complete your Resident Educator Summative Assessment (RESA). This includes multiple snap-shots of your teaching and student learning that you will submit electronically as evidence of your practice.

Within the four parts of the RESA, you will include much reflection of your teaching practices as well as video support to show evidence of the teaching and learning experiences you have planned and delivered.

While you walk this process, you will find many similarities between RESA and edTPA.

Skills measured by the RESA include the Ohio Standards for the Teaching Profession (OSTP). Educators are able to increase understanding of the expectations of OSTP in action by studying the Ohio Continuum of Teacher Development. Pre-service teachers should read through the "emerging" column. Educators in the first 4 years of professional practice should review the "developing" column.



The Resident Educator Process supports reflection as a necessity for growth in teaching practice.

- Resident Educator Overview Links**
- [Ohio Standards for the Teaching Profession](#)
 - [Ohio Continuum of Teacher Development](#)
 - [Ohio Resident Educator Program Standards](#)

Resident Educator Program Overview and Support Resources

The Ohio Resident Educator Program
Residency Teaching and Learning Experiences

Residency: time to practice through reflection and analysis

Formative Mentoring Years: Practice and Reflection	Evidence Possibilities	Performance Years: Demonstration	Performance Years: Leadership
Demonstration and Understanding of the Teaching and Learning Cycle Authentic Teacher Work: Lesson Planning, Assessment of Student Learning, and Analysis of Student Work Reflective Practices: Lesson Reflection, Data Analysis, Videotaping Teaching Observations: Informal, Peer, Exemplary, Reciprocal and by Mentor Professional Development Practices And others...	Collaborative Conversations with Mentors and Peers Collaborative Log* Authentic Teacher Work: Lesson Plans, Assessments, Reflection on Lessons Data Tool* Learning Teams Videotaped Lessons Self-Assessment Tool* Professional Growth Plan or Goals* Written Commentaries Staff Development Activities Professional Development within or outside the District And others....	RESA-Resident Educator Summative Assessment* A demonstration of understanding and application of the Ohio Standards for the Teaching Profession using video and written commentary on this summative performance assessment	Explore professional interests to discover skills and talents inside and outside the school learning community

*Required by Program

How can I be a better educator tomorrow than I was today? June 2015

Important Links and Resources

Collaborative Dialogue - please select the provided link on [this](#) webpage. You will use this dialogue template to record conversations with your Resident Educator Mentor

Gathering and Synthesizing Student Data - This provides an example of a class profile (similar to a context for learning), and gives you an idea of some of the data you will be responsible for collecting as an RE

Self-Assessment Tool - visit the [mentor tool kit](#) page to see the self-assessment tool used in the RE program. It will look familiar.

Link to a larger version of the above image [here](#)

Interview and first years readiness continued from Page 1

Ruggiero emphasized the OTES post conference as a time where he can have discussion with teachers regarding how they are changing their instruction to improve student learning.

Draves indicated that as a district, Brunswick was an early adopter of formative assessments at the high school level. He and his administrative team need to see evidence of progress in being data driven during a teacher's resident educator years. The communication and collaboration with mentors helps to provide such evidence.

As we consider communicating effectively, there is certainly importance placed on using technology and some of the various apps and platforms to communicate.

Area administrators recommend knowledge and ability to use Google apps for Education as well as evidence to support use of apps such as Remind (a one way texting app allowing teachers to send reminders to parents and students without disclosing their personal contact information).

Some cautionary advice coming from the field is to clean up any social media accounts. Although not a required process in most districts, interview team members and administrators do check Twitter and Facebook accounts prior to interviewing or hiring in many cases. Draves suggests that educators remove anything from their social media that they wouldn't want their grandma to see, and says, "It could cost you your job."

Ruggiero suggests that teachers use school-based platforms such as Schoology and Edmodo to

set-up frequent online communication with parents and students and avoid accepting any current students and parents as friends on other social media sites. He said, "(everyone) has the right to have a social media presence, but also the responsibility to follow professional ethics."

Faska echoes the others by reminding future teachers to stay away from anything that could be deemed controversial.

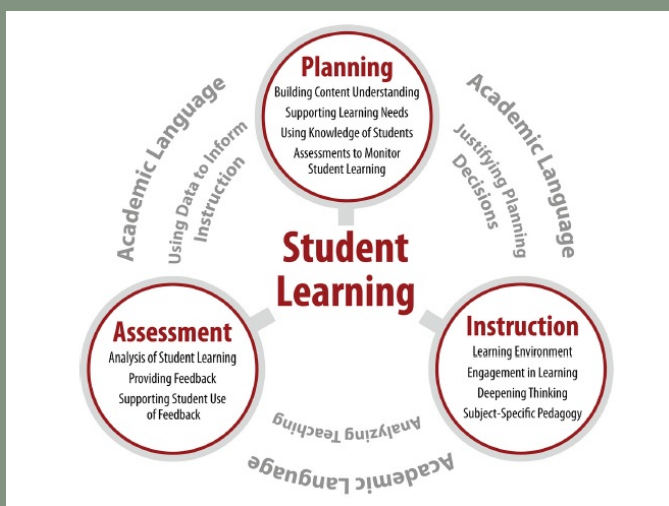
Being current and bringing fresh ideas whether they relate to technology or important existing research is something an interview candidate needs to be able to showcase.

Every district values different initiatives and focuses their professional development based on current objectives. While many in Northeast Ohio are investing resources and time into studying Marzano's strategies, others are focused on Donna Snodgrass's FAST research addressing formative assessment strategies, and still others are looking into project based instruction, diversity training, content area reading strategies, and much more.

What is important to know as an interview candidate is to be prepared to discuss what you are studying and to keep in mind that it needs to be up-to-date.

Some works currently being studied in local districts include Mike Schmoker's *Focus*, Mark Forger's *Max Teaching with Reading and Writing*, best practices supporting working with a diverse population, and strategies for blended learning.

Talking About Your EdTPA in an Interview



- One thing edTPA, your self-analysis on Taskstream, your field experience observations, Resident Educator, and Ohio Teacher Evaluation all have in common is the Ohio Standards for the Teaching Profession.
- Use the data you have from your edTPA reports, your self-analysis, and your observations to set goals for yourself for both reinforcement of strengths and refinement in areas for improvement. (This is the current language of the field).
- Talk about the rubrics where you did well and why you did well. Use specific evidence.
- Don't just rest on having done well, share how you will transfer this skill to future teaching.
- Share your areas of improvement and what you are currently doing to grow as a professional.
- Your actual score is not as important as what you have learned from your score and the process and how you are being a reflective practitioner