

PREPARING FOR THE INTERVIEW

TIP SHEET



ASSESSMENT & EVALUATION



- Give specific examples of assessment **as**, **of**, and **for** learning.
- Explain how you use overall and specific Ontario Curriculum expectations to assess, evaluate, and report on student learning.
- Give examples of tiered approach and universal design.
- Equity & inclusion - explain how you teach to different learning styles, abilities, preferences, ESL & ELL students, students with special needs.
- How do you use IEPs to support students?
- Ongoing communication - how do you provide timely and descriptive feedback and offer multiple opportunities? (Ex. tests back right away, student-teacher conferences, checklists, rubrics, etc.)
- **Important documents to review and reference:** Growing Success, Learning for All



CLASSROOM MANAGEMENT

- Progressive approach - outline your steps.
- How are you proactive in setting expectations and building a positive, engaging classroom environment?
- Focus on differences among learners and how you engage and establish rapport with all students. (Ex.: celebrate the little things, safe place to make mistakes, etc.)
- Ongoing communication - with parents, support resources (LSST, CYW, EA), admin.

STUDENT SUCCESS



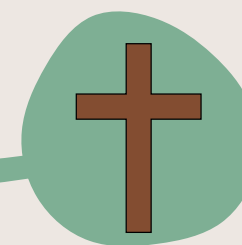
- "Whole child" approach - consider the entire picture.
- Speak to knowing your students' strengths and needs.
- How is student voice and identity reflected in your classroom?
- Offer multiple/various opportunities to demonstrate success.
- Goal for every student to succeed. How do you get to the root of misbehaviour and/or disengagement?
- What is your engagement process? (Ex. differentiated instruction, use of technology, offering choice, etc.)



INSTRUCTION - PLANNING & DELIVERY

- Begin with Ontario Curriculum documents - overall & specific expectations.
- Scaffolding & Backwards design - begin with the end of topic/unit in mind.
- Supporting all learners - success criteria, collaboration, IEP accommodations/modifications, supports for ESL/ELL, integrating technology.
- Reflective practice - adapt along the way and tailor lessons based on diagnostic assessments and triangulation (observations, conversations, and student products).

CATHOLIC LEADERSHIP



- Reference the Catholic Graduate Expectations.
- Act as a model in the school community. (Ex. visuals/resources in your classroom, participation in campus ministry/school masses/prayer services/parish community.)
- Share your experiences. Strong answers are not necessarily big or difficult things.



REMINDERS

- Do not assume the interview team knows what you know.
- Draw from your experiences and use examples; don't just say the "buzzwords."
- For complex questions, answer the first part and then ask for questions to be repeated to answer the second part.
- If asked to add anything, showcase your teaching experience and how you plan to use your unique talents and skills to enrich the school community.
- If unsuccessful, request a debrief for recommendations for professional growth.