

**DEPARTMENT OF HEALTH AND HUMAN SERVICES**  
*A Beginning Teacher's Guide to the Interview for the  
Profile of Performance and Recommendation*

**The Professional Review Process:  
A Comprehensive System of Beginning Teacher Evaluation**

**Purpose**

The purpose of the Interview is to provide an opportunity for the principal and beginning teacher to discuss aspects of teaching generally not available through more traditional means of evaluation such as classroom observation. The Interview takes place in the beginning teacher's classroom or assigned area of teaching to allow this discussion to occur within the context of the teaching. The beginning teacher should be prepared to provide evidence and samples/artifacts of teaching that support the beginning teacher's level of performance in the specified performance dimensions of the Beginning Teacher Assessment and Growth Matrix. *These items should represent only those actually used by the beginning teacher in performance of his/her duties – not materials produced exclusively for the purpose of evaluation!*

**Role of the Mentor**

The mentor should assist the beginning teacher in preparing for the Interview. By observing the beginning teacher for the entire year as well as attending post-observations dialogues, the mentor knows the evidences that best represent the performance of the beginning teacher. Therefore, s/he will be able to assist the beginning teacher with choices of artifacts. In addition, the mentor may want to do a mock Interview for the beginning teacher so that s/he can become more familiar with the Interview format.

If the beginning teacher chooses to invite the mentor to his/her Interview, the mentor may only observe, not provide prompting or additional feedback.

**Scheduling**

The Interview should be a culminating activity of the beginning teacher's first or second evaluation year occurring between April 15 and May 15. The beginning teacher and principal should agree on the time and date of the Interview with adequate notice to allow preparation. It should occur prior to the scoring of the Beginning Teacher Assessment and Growth Matrix by the principal. The Interview should be conducted **within a 45-minute timeframe**. Beginning teachers must be selective in the quality and quantity of samples and materials they wish to present to support their answers.

A brief conference in which the principal reviews the scoring and recommendations resulting from the evaluation should take place within ten (10) working or school days following the Interview.

## Structure of the Interview

The beginning teacher should use the Beginning Teacher Assessment and Growth Matrix as a guide for the preparation and presentation of selected materials for the Interview. A self-assessment using the matrix should occur early during the first or second evaluation year. This self-assessment should guide the selection of artifacts throughout the year, based on the performance dimensions that the beginning teacher will be evaluated on, as well as serve as a foundation for professional growth plans.

The principal will facilitate the Interview through a series of questions designed to focus the session on the performance dimensions of the matrix for the beginning teacher's first or second year. It is not necessary to adhere strictly to these questions (additional questions may certainly be asked to provide clarification).

### Suggested Guidelines for Presentation of Materials

The following guidelines for beginning teachers are **suggestions, not mandates**. Beginning teachers are not limited to the following suggestions. Any materials presented should represent that individual's actual teaching performance, teaching context, and style of teaching. All materials should represent only a sample of teaching materials keeping in mind that there is a time limit of 45 minutes. *A beginning teacher is not limited to the suggested artifacts.*

#### I. Planning (Performance Dimensions #1 – 3)

Be prepared to discuss the process used in planning lessons and units. Include any evidence of alignment of curriculum in planning. Be prepared to address the use of testing or assessment in planning.

Artifacts might include: written daily and unit lesson plans; pacing guides; curriculum guides.

#### II. Instruction (Performance Dimensions #4 – 10)

Be prepared to address your rationale for implementing specific strategies including evidence that specific student needs have been addressed through a modification of your teaching. A discussion on your use of technology and other resources might be initiated.

Artifacts might include: brief clips from videotapes of lessons; samples of student work; lesson plans indicating a variety of instructional strategies; and "case studies" of specific students indicating effectiveness of instructional strategies and modifications made to address needs.

#### III. Assessment (Performance Dimensions #11 – 13)

For #11: Be prepared to discuss a specific assignment or task in terms of student achievement. Be able to demonstrate that you used student performance on that particular item to assess student strengths and weaknesses. Be prepared to link this assessment to follow-up instruction.

Artifacts might include: student work samples pertaining to this particular assignment; lesson plans indicating "next steps" in instruction; student work samples of later assignments indicating where progress was made in addressing weakness.

Artifacts should include: 1) a folder of all the work of three students throughout the course of one large unit of study (at least one month); and NOTE: these artifacts are suggested as the most useful in analysis of assessment practices. These artifacts will also be useful to the beginning teacher who is conducting a self-assessment.

For #13: Be prepared to discuss your methods of feedback and discuss how you use feedback to improve student performance. Describe how you use feedback to address student difficulties as well as strengths. The most helpful feedback is individualized to address a student's needs with strategies for improvement or continued progress. Be prepared to show specific examples of feedback with samples of student work showing improvement as a result.

Artifacts: folder of student work samples; "case studies" of two or more students who had specific difficulties addressed by you through feedback with samples of work and evidence of progress.

#### **IV. Student Motivation and Management (Performance Dimensions #14 – 17)**

Be prepared to discuss specific strategies you use in your classroom throughout the year designed to increase student motivation or manage student responsibility for learning. Some of these strategies may have not been successful, so be prepared to reflect on why some strategies worked, why some didn't, and what you did to improve them. Be prepared to discuss your expectations for student performance and behavior. Be prepared to discuss how you maintained a positive classroom climate throughout the year.

Artifacts might include: letters to parents/care-givers; communications with members of the professional community (i.e., social workers or medical personnel); communications to parents/care-givers concerning your classroom procedures; documentation of incentive plans or examples of celebrations within your class; samples of recognition for student success.

#### **V. Beginning teacher Impact (Performance Dimensions #18 – 23)**

Be prepared to present your individual contribution to the development of students toward accomplishment of school or individual goals. Be prepared to discuss your individual contributions to the overall climate of your school or facility.

Be prepared to discuss your professional development activities throughout the year. Be prepared to reflect on newly acquired skills or areas of knowledge. Be prepared to discuss your interactions with members of the school/facility community and colleagues over the course of the year. Be prepared to demonstrate how you invite involvement by parents/care-givers and/or members of the professional community. Be prepared to demonstrate how you maintain all required records. These records would include both student records and your professional records.

Artifacts might include: student achievement data; samples of student work samples; "case studies" of individual students; documentation of any communication you have had with the student's parent and/or care-giver; documentation of any communication or work you have done within the professional community such as with social workers or medical personnel; documentation of your work on school or facility committees; documentation of professional development activities; samples of records you have maintained.

### **Tips for Organization of Artifacts**

A specially designed and maintained "portfolio" is not a requirement. Any system of organization that suits your particular style might prove useful. Throughout the year, you might want to collect artifacts that demonstrate what you do within a particular category of teaching (Planning, Instruction, Assessment, etc.) or within each of the performance dimensions. These collections may be maintained in separate boxes or file folders. It is essential, however, that you have any artifacts you might want to display during the Interview in a convenient location that is readily accessible in an organized manner during the Interview to avoid wasted time, lost opportunity or confusion. It is not a good idea to wait until the Interview has actually started to try and find these artifacts among all your teaching materials in your room. Nor is it a good idea to wait until the end of the year to find all the supporting artifacts you might want to use. Start at the beginning of the year to simply file or keep those samples of student work, lesson plans, unit plans, parent notes, etc., that might be useful as representative samples of what you do. Any material you plan to present, however, must support the expectations expressed in the Beginning Teacher Assessment and Growth Matrix. It should not be such an overwhelming display that it cannot be presented within the 45-minute time limit so be selective! You cannot possibly show everything you do for the whole year within this time limit, but you should be able to provide a sample.