

Garden City Public Schools
Garden City, New York

Interview Training Workshop

Agenda

- Welcome and Introductions
- Qualities of Excellent Teachers
- Steps in the Hiring Process
- Preparing for the Interview
- Types of Interview Questions
- Common Interviewing Errors
- Discussion of Lawful and Unlawful Topics
- Opportunity for Questions

QUALITIES OF EXCELLENT TEACHERS

What are we looking for?

- **ENTHUSIASM FOR TEACHING**
- **COMMITMENT TO PROFESSIONAL GROWTH**
- **RESPECT FOR STUDENTS/GOOD RAPPORT/CARING NATURE**
- **HIGH EXPECTATIONS FOR ALL STUDENTS**
- **INTEREST IN THE STUDENT'S ACHIEVEMENT**
- **SENSITIVITY TO DIFFERENT NEEDS OF STUDENTS AND KNOWLEDGE OF TEACHING TO THEIR NEEDS**
- **ABILITY TO COMMUNICATE EFFECTIVELY**
- **WELL ORGANIZED**
- **COMMAND OF HIS/HER SUBJECT MATTER**
- **ENERGY AND VITALITY**
- **SENSE OF HUMOR**
- **INTELLIGENCE**

STEPS IN THE HIRING PROCESS

- ***Recruitment - Advertisements, postings, notices to college and university placement offices, attendance at "Recruitment Fairs."***
- ***Review of cover letters, resumes and certifications. Selected candidates are scheduled for an interview.***
- ***Building interview committee consisting of administrators, teachers and parents conduct the first interview.***
- ***Candidates are also required to complete a writing sample.***
- ***Finalists are selected to teach a demonstration lesson in the subject or grade level.***
- ***Final 2-3 candidates are sent to the Assistant Superintendent for Personnel and the Assistant Superintendent for Curriculum and Instruction for an interview. The administrator chairing the team also does reference checks.***
- ***Confirmation of Credentials: New York State Certification and prior experience are checked and verified.***
- ***The Superintendent recommends the finalist to the Board of Education.***

PREPARING FOR THE INTERVIEW

IMPORTANT CONSIDERATIONS

- 1. *The interview is like a good lesson: planned, aims identified, focused on specific areas.***
- 2. *The interview must clarify or supplement application data. For this reason, the resume should be thoroughly reviewed in advance to see what additional information is needed. If something leaps out at you on the resume, pursue it.***
- 3. *The selective candidate seeks concrete information about the position and the school district in order to determine whether further pursuit of the position is desired.***
- 4. *The interviewer has the responsibility of establishing a good public image on behalf of the District. Demonstrating an interest in the candidate and taking the time to pursue the person's qualifications will establish a positive relationship. As a result, even if the candidate is not selected, a good lasting impression is made.***
- 5. *The good interviewer puts the applicant at ease and LETS THE APPLICANT TALK.***
- 6. *Seek what is best for students. The person we select may be with our students for many years.***
- 7. *All candidates must be treated as similarly as possible. Ask the same questions of each candidate.***
- 8. *Respect the confidentiality of the interview process.***

TYPES OF QUESTIONS

OPEN QUESTIONS

Open Questions are broad in nature, allowing a candidate the freedom to express his/her thoughts (designed to elicit more revealing responses).

EXAMPLE: *What are your career goals?*

CLOSED QUESTIONS

Closed Questions are restrictive in nature, allowing less freedom of responses (yes-no or factual responses).

EXAMPLE: *Did you enjoy your student teaching experience?*

PRIMARY QUESTIONS

Primary Questions are those that introduce new topics in the interview.

EXAMPLE: *Tell me about yourself.*

SECONDARY QUESTIONS

Secondary Questions are commonly follow-up questions to a previous question in order to get more information from the candidate.

EXAMPLES: *Why are you certain of this?
What are some examples of this?*

COMMON INTERVIEWING ERRORS

- 1. POORLY PHRASED QUESTIONS THAT ARE NOT UNDERSTOOD BY THE CANDIDATE.**
- 2. PURPOSELESS QUESTIONS THAT DO NOT YIELD HELPFUL INFORMATION ABOUT THE CANDIDATE.**
- 3. INTERVIEWERS TALKING TOO MUCH SO THAT THE CANDIDATE IS DENIED ENOUGH OPPORTUNITY TO RESPOND TO QUESTIONS.**
- 4. INTERVIEWERS WHO REACT EMOTIONALLY TO THE CANDIDATE, THUS UNCONSCIOUSLY BIASING THEIR JUDGEMENT.**
- 5. ANTAGONISTIC INTERVIEWERS WHO INHIBIT THE CANDIDATE FROM ADEQUATELY RESPONDING.**
- 6. NOT FOLLOWING UP ON REVEALING CANDIDATE RESPONSES.**
- 7. QUESTIONS THAT GO BEYOND THE LIMITS OF PROPER QUESTIONING.**
- 8. AN OVEREMPHASIS ON INITIAL IMPRESSION.**
- 9. INTERVIEWERS SHYING AWAY FROM ASKING THE HARD QUESTIONS.**
- 10. LACK OF PREPARATION BY THE INTERVIEWER, RESULTING IN AN INEFFECTIVE INTERVIEW.**

QUESTIONS THAT SHOULD BE AVOIDED

- 1. QUESTIONS CONCERNING MARITAL STATUS AND FAMILY SITUATIONS (E.G. PREGNANCY, FUTURE CHILD BEARING PLANS, NUMBER AND AGE OF CHILDREN, CHILD CARE AVAILABILITY, ETC.)**
- 2. QUESTIONS REGARDING PERSONAL HISTORY THAT ARE NOT JOB RELATED (E.G. RACE, CREED, COLOR, NATIONAL ORIGIN, SEX, AGE, ARREST RECORD, SMOKING HABITS, ETC.).**
- 3. QUESTIONS CONCERNING ASSOCIATIONAL ACTIVITIES (THE U.S. CONSTITUTION GRANTS PERSONS THE RIGHT TO ASSOCIATE WITH WHOM THEY PLEASE).**
- 4. QUESTIONS REGARDING IRRELEVANT EDUCATIONAL AND WORK HISTORY (USUALLY NOT AN ISSUE FOR TEACHING AND ADMINISTRATIVE POSITIONS, SINCE THESE AREAS ARE JOB-RELATED).**
- 5. QUESTIONS WHICH INQUIRE INTO THE EXISTENCE, NATURE OR SEVERITY OF A DISABILITY (AMERICANS WITH DISABILITY ACT).**

**INQUIRIES RELATING TO RACE, CREED,
COLOR, NATIONAL ORIGIN, SEX, AGE,
DISABILITY, MARITAL STATUS AND ARREST RECORD**

TOPIC	LAWFUL	UNLAWFUL
Age	Are you 18 years of age or older? If not, state your age.	How old are you? What is your date of birth? What are the ages of your children, if any?
Criminal History	Have you ever been convicted of a crime? Provide details.	Have you ever been arrested?
Marital Status	None	Are you married? Separated? Have you ever been divorced? Name or other information about spouse. Do you wish to be addressed as Miss? Mrs.? Ms.?
National Origin	None	Any inquiry into lineage, ancestry, national origin, descent, parentage, or nationality.
Race, Color	None	Any questions regarding race or color of skin.
Creed	None	Are you Catholic, Protestant, Jewish? Do you observe any religious holidays?
Sex	None	Any inquiry as to gender.
National Origin	None	Where were you born? What is the birthplace of your parents, spouse, or other close relatives?
Marital Status	Is additional information relative to change of name, use of an assumed name or nickname necessary to enable a check on your work record? If yes, explain.	Maiden name of a married woman. If you have ever worked under another name, state names and dates.
Marital Status	Name of applicant's relatives already employed by the school district.	Number, names, addresses and ages of applicant's spouse, children or relatives not employed by the school district.
Disability	Employer may ask questions about the ability to perform specific job functions and may, with certain limitations, ask an individual with a disability to describe or demonstrate how he or she would perform these functions.	Do you have a disability? Have you ever been treated for any of the following diseases. . . . ? Do you have now, or have you had, a drug or alcohol problem? Do you have any impairments, physical, mental, or medical, which would prevent you from performing in a reasonable manner the activities in the job for which you are applying?

EVALUATION WORKSHEET

Candidate _____ Interviewer _____

CATEGORY	STRENGTHS	LIMITATIONS
Experience		
Leadership		
Communication		
Supervision		
Curriculum & Instruction		
Parent/ Community Relations		
Other		
Overall Impression		

Sample New Teacher Resume

Name
Address
City, State, Zip
Telephone
E-Mail Address

EDUCATION: HOFSTRA UNIVERSITY, Hempstead, NY
Bachelor of Arts, May 2001 Overall GPA: 3.87
Major Elementary Education
Minor: Sociology

CERTIFICATION: NYS Provisional Certificate in Pre-K, Kindergarten
and Grades 1-6, effective 9/1/01, all requirements
completed, awaiting receipt
Fingerprinted and cleared for employment by OSPRA
CPR and First Aid, effective [date]

HONORS: Dean's List: 1998, 1999, 2000, 2001

PROFESSIONAL EXPERIENCE:

1/01 - Present Tiny Tots Preschool, Anytown, NY
Head Teacher

- Pre-Kindergarten class
- Develop and initiate lessons in all content areas
- Choreograph dance classes

11/00- 12/00 Smith Elementary School, Anytown, NY
Student Teacher

- Third grade inclusion class
- Developed and initiated lessons in all content areas

9/00 - 10/00 Jones Elementary School, Anytown, NY
Student Teacher

- Fourth grade class
- Developed and initiated lessons in all content areas

3/00 - 5/00 St. Charles Elementary School, Anytown, NY
Teaching Assistant

- Fourth grade bi-lingual class
- Prepared and taught lessons in Spanish

6/98 - 8/99 Camp Whatjimicallit, Anytown, NY

- Instructor and Counselor
- Taught gymnastics and dance to 3-9 year olds

RELATED EXPERIENCE: Per diem substitute experience

SPECIAL SKILLS: Computers, fluency in Spanish, coaching ability

EXTRA-CURRICULAR ACTIVITIES:

Hofstra University

- Aerobics instructor
- Orientation leader
- Student Activities Volunteer