A Teacher's Pathway to A Successful Career

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ROE #53

What does great teaching look like?

How do I get there?

1) Find a job
2) Resume` & cover letter
3) Getting in
4) Interviewing
5) Once I'm in…..
6) How good am I?

Where do I find a job?

IASA Job Bank

K-12 Jobspot

Illinois Education Association Job Links

Resume` and Cover Letter

You all look the same on paper.

Make it specific to the school.

How do you make yourself stand out?

What really matters?

Go Here

https://goo.gl/xaOYXM

How do I get in?

References, recommendations and referrals do help

Sometimes it *IS* who you know

Your resume and cover letter matter

Be persistent but not overbearing

Make an appearance to say hello

You never get a second chance to make a good first impression.

The Interview…

Be confident
Be yourself - make sure you fit
Show your personality
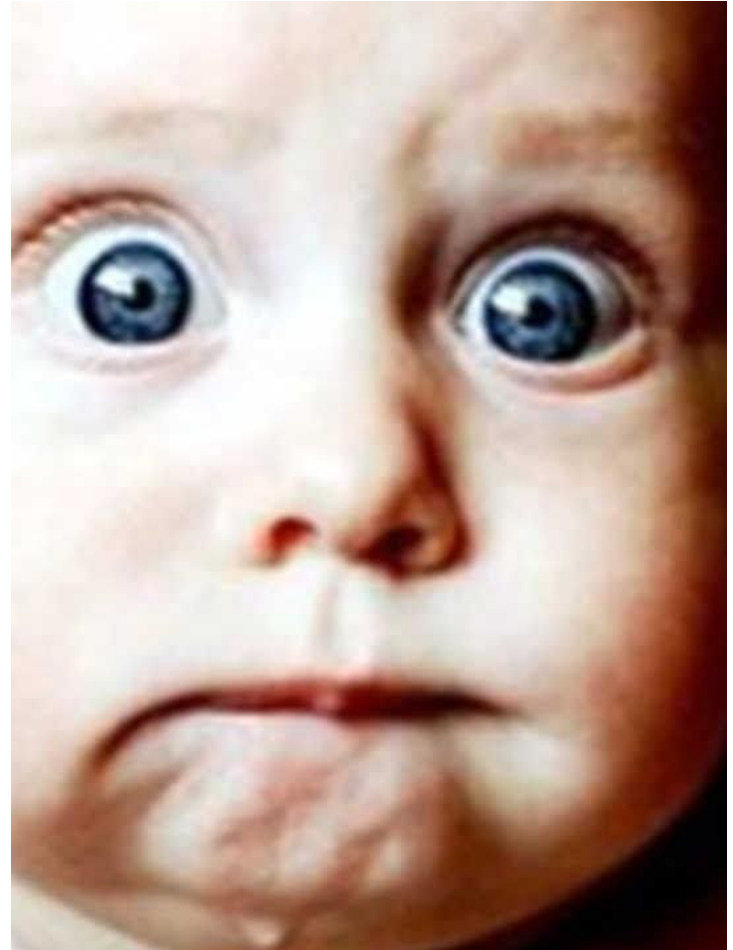**Know the school/district**
Be prepared
Ask questions
Show interest
Converse, don't just answer

What worries you the most?

What are you most confident about?

Once you get there…

10 minutes early is late.

Relationships matter! Kids remember *who* for a lifetime, not what.

Don't be an island. Find a mentor.

Collaborate!

Don't be afraid to ask questions. You only look dumb if you don't know.

How do you continue to grow? PD!

What do you *KNOW* you will definitely do as a teacher?

What do you know you will *NEVER* do as a teacher?

Learn as much from the worst as the best

Don't smile until Christmas.

Really???

How do I know how I'm doing?

Danielson, Danielson, Danielson…

What am I In for?

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
• Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
• Child development • Learning process • Special needs
• Student skills, knowledge, and proficiency
• Interests and cultural heritage

1c Setting Instructional Outcomes
• Value, sequence, and alignment • Clarity • Balance
• Suitability for diverse learners

1d Demonstrating Knowledge of Resources
• For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
• Learning activities • Instructional materials and resources
• Instructional groups • Lesson and unit structure

1f Designing Student Assessments
• Congruence with outcomes • Criteria and standards
• Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
• Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
• Importance of content • Expectations for learning and achievement
• Student pride in work

2c Managing Classroom Procedures
• Instructional groups • Transitions
• Materials and supplies • Non-instructional duties
• Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
• Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
• Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
• Accuracy • Use in future teaching

4b Maintaining Accurate Records
• Student completion of assignments
• Student progress in learning • Non-instructional records

4c Communicating with Families
• About instructional program • About individual students
• Engagement of families in instructional program

4d Participating in a Professional Community
• Relationships with colleagues • Participation in school projects
• Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
• Enhancement of content knowledge and pedagogical skill
• Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
• Integrity/ethical conduct • Service to students • Advocacy
• Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
• Expectations for learning • Directions and procedures
• Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
• Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
• Activities and assignments • Student groups
• Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
• Assessment criteria • Monitoring of student learning
• Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
• Lesson adjustment • Response to students • Persistence

Performance Levels: Key Words

Unsatisfactory	Needs Improvement/ Developing BASIC	Effective PROFICIENT	Highly Effective DISTINGUISHED
■Unsafe	■Partial	■Consistent	■Deep and thorough
■Lack of	■Rudimentary	■Effective	
■Unaware	■Somewhat	■Successful	■Highly
■Harmful	■Inconsistently	■Appropriate	■Subtle
■Inappropriate	■Attempts	■Individualized	■Skillful
■Unclear	■Awareness	■Clear	■Preventative
■Poor	■Moderate	■Positive	■Sophisticated
■Unsuitable	■Minimal	■Smooth	■Students…
■**None**	■**Some**	■**Most**	■**Always**

Teacher-directed success!

Student-directed success!

Levels of cognition and constructivist learning increase

Questions???

Licensure?

Timelines?

Requirements?

Going out of state?

Other?