The Exit Conference the Electronic Portfolio

and

The Teacher Work Sample

You will refer to your electronic portfolio to document the responses you make to the questions in the Exit Conference. Be sure your e-portfolio has slides (examples) that illustrate/document the responses as questions are asked. Do not title your slides using the questions. Answer, then click on the slide in your portfolio that is the BEST depiction to support your response. The Teacher Work Sample you’ve prepared, will provide the documentation needed. The Exit Conference is designed to simulate an interview process. Take the time to rehearse your responses based on the information provided, and identify the slides that will be used to document your responses so that your presentation flows. You may begin with a slide by saying “let me show you an example of a problem I had or might have had and how I ....”

Introduction:

In a few words, tell us something about yourself. (refer to your resume, philosophy of education, testing status).

Work experience.

Experience working with children.

Persistence: What kind of off- task behavioral problems might you have with students? (be very specific) What would you do with a student you described? What if that doesn’t work, what would you do next? (be specific and elaborate; give several alternatives/show an example of management/procedures you used or would use)

How often would you project that teachers have to think about what to do next..rarely, never, once a week, etc.? (name/show several instances and frequencies that illustrate the need to revamp and redesign activities based on students’ needs)
Response to Authority: What do you do in your spare time? What if you used your hobby in teaching and the students loved it, enjoyed it and were learning but the principal says do not use your hobby as a means of teaching, use the prepared curriculum. What would you do? (stress that you’d find a way to continue to use your hobby and work through the curriculum, show an example of an alternative strategy that you might use)

What would you tell the children/students? (state exact words: stick with hobby as a strategy, tell students that other exciting activities will be used thereby not extinguishing excitement and learning; show an instructional design that you used some strategy, (ies) that were unique/creative)

Application of Generalizations: Describe a generalization/principle/rule about education that you believe. (be specific, clear, confident, passionate; show a slide that augments/illustrates your principle, philosophy of education)

How would you demonstrate your belief if you were being observed teaching? (be able to articulate the principle and cite several different ways/strategies you use that illustrates your belief, show a slide of an instructional design that describes strategies you use)

Given a scenario describing my teaching behaviors, what would you generalize I believe about education? (describe several accurate statements about good teaching, theoretical implications of practice.)

Approach to At-Risk Youth: In your own words, describe what “at risk” means to you. What are the “causes” a student to be at risk. (refer to schools and teachers as being responsible for the lack of achievement by students, explain using clear examples of the responsibilities of teachers and schools in student achievement, refer to slide with achievement data)

You have given some specific causes, now what do you perceive as solutions? (refer specifically to what you as a teacher will do to ensure that your at risk students do not drop out, emphasize your role in the accountability for your students’ learning, show slide of strategies you have designed especially to meet needs of students with exceptionalities)
**Personal vs. Professional Orientation Toward Teaching:** Do you believe that it is possible for children/students to learn from a teacher they don’t really love? (address the quality of the teaching/teacher, not whether the student loves the teacher, stress the quality of instruction; mention the need for a relationship to increase/enhance the quality of instruction, but not necessary for students to love the teacher, *show a slide that illustrates how you design instruction that is interesting and exciting*)

If you don’t really love students, can you teach them? (respond that love isn’t a prerequisite, however, mutual respect is necessary to build a relationship with the students; *cite examples* of how you’ve learned from teachers that you didn’t necessarily love)

**Burnout:** Do you believe that burnout is inevitable for everyone? What are some causes? (address bureaucracy and its impact on caring teachers; identify specific behaviors that illustrate lack of support from administrators, cite rules and regulations that might impact creative teaching)

You identified some causes, what solutions do you perceive would prevent/lessen burnout of teachers? (refer to networking with other teachers and staff members, working with like-minded teachers and staff to generate positive changes that could decrease the likelihood of burnout)

**Fallibility:** Can you think of some mistakes you might make as a teacher? Made as a candidate teacher? (give at least two examples, i.e. caused a child not to trust you, embarrassed a child in front of peers, something you did that caused parent to not trust you)

Give two corrective behaviors that you might use to restore trust in either instance? (describe what you did/would do to correct these mistakes-apologize in public, use mistake to teach concept, *show a slide of an instructional design that contains a concept that you “might” use to correct a mistake*)
Points to Guide the Preparation for the Conference

The ideas interviewers are “listening for” are responses that illustrate: understanding advice, consideration of alternatives, ability to conceptualize about teaching, learning, development, and curriculum. A rating such as the ones described below can be used as an overall guide to responses in an interview.

**Desired:**
is able to implement advice; and/or act on plans developed

**Good:**
able to conceptualize about teaching and demonstrates sensitivity to the purposes of activities, but isn’t able to consistently implement ideas

**Average:**
has difficulty understanding advice or explaining ideas and plans, however, engages in a variety of procedures with apparent confidence, but not able to articulate ideas

**Confused:**
unable to think about what to do or what to think about in order to do better, begins to describe one thing, doesn’t finish and moves to another response without connecting to previous response

**Unacceptable:**
unable to respond to most of the questions coherently, organized or confidently, skewed answers that indicate extreme on either end of a continuum

**RELAX!!!**
Rubric for Assessment of Electronic Portfolios

E=Exemplary: Has electronic portfolio arranged to augment the conference and can access slides consistently in response to questions

Is very familiar with the portfolio and the relationship to interview questions

Leads the conference

Needs little, if any, prompting

Has accurately utilized the Teacher Work Sample and slides in the presentation/responses to the questions thus establishing a flowing presentation

O=Outstanding: Has electronic portfolio arranged to augment the conference and can access slides most of the time in response to interview questions

Is somewhat familiar with the portfolio but searches for content in relationship to the interview questions

Does not lead the conference

Needs prompting during most of the conference

Cannot consistently and accurately utilize the Teacher Work Sample and slides in the presentation/responses to the questions

S=Satisfactory: Has electronic portfolio but not arranged to augment the conference and unable to access slides most of the time in response to interview questions

Is somewhat familiar with the Teacher Work Sample and the portfolio, searches for content in relationship to the interview questions, and sometimes unable to locate

Does not lead the conference

Needs prompting during most of the conference

Is unable to utilize the Teacher Work Sample and slides in the presentation/responses to the questions