

Structured Interview

Instructional Resource Professional

Teacher Name _____ Employee ID No. _____

School _____ Evaluation Year _____

Program _____

Directions: Administrators/evaluators may select one or two questions listed below or create questions of their own pertaining to each standard. Space is provided at the end of the form for instructional resource professional responses to each question. Administrators/evaluators should provide written feedback on the last page.

Professional Knowledge

The instructional resource professional uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.

- Explain your understanding of standards-based teaching and learning.
- What are your expectations and the appropriate learning outcomes for the grade level/content matter you teach?
- Please explain the process used to identify appropriate resources to support instruction.
- What are some of the ways that you have added relevance to the curriculum and helped learners/clients make real-world connections?
- Explain how you have taught a complex concept this year.
- How do you decide which instructional strategy to employ?
- Describe an instructional strategy or skill that you have sharpened or added to your toolbox this year.
- How do you use diagnostic data to inform instruction?
- How have you worked to expand your understanding of the issues in your content area this year?
- Provide an example of a research-based strategy that you have used successfully to engage learners/clients.
- How do you address the needs of various learners/clients in a setting?
- Describe a best practice intervention, therapeutic strategy, or skill that you have sharpened or added to your toolbox this year.

Program Planning and Management

The instructional resource professional effectively plans, coordinates, manages, or enhances programs and services consistent with established guidelines, policies, and procedures.

- How have you applied your content and/or knowledge of POS, SOL, AP, or IB objectives to the planning, implementation, and assessment of instructional program?
- Describe the factors you consider and the methods you use to formulate objectives.
- Describe your time management and organizational strategies.
- Based on current assessment data, what long- and short-term objectives have you formulated for learners/clients this year?
- How do you work cooperatively with appropriate school personnel to assist students in reaching their goals?
- How do you ensure a safe and welcoming environment for learners/clients?

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(Continued)

Program Delivery

The instructional resource professional uses professional knowledge to implement a variety of instructional supports and/or services for the targeted learning community.

- Describe your efforts to support the POS and SOLs or master the content in your field.
- How do you differentiate instruction to meet the diverse needs of your learners/clients?
- Describe how you relate curriculum in a meaningful manner and provide opportunities for learners/clients to make real-world connections from their learning.
- Given your current learner/client population, describe your presentation modes for introducing new material.
- How do you help learners/clients learn how to use effective collaboration and communication skills in learning situations?
- Describe how you work with administrators and colleagues to identify instructional needs and concerns.
- Describe how you create, select, adapt, access, and/or organize materials and equipment to facilitate learning.
- Describe any curriculum or multi-media materials you have utilized and explain the instructional impact.
- How do you encourage learners/clients to develop problem-solving and independent thinking?
- What methods do you use to solicit comments, questions, examples, and other contributions from learners/clients throughout lessons?

Assessment

The instructional resource professional gathers, analyzes, and uses data to determine learner/client and/or program needs, measure learner/client and/or program progress, guide instruction and intervention, and provide timely feedback to learners/clients, families, staff, and community.

- How have you used standardized test results and informal assessment to make decisions about instruction?
- What assessment strategies do you use to determine changes needed in your instructional delivery?
- How do you use assessment data to reteach and remediate to meet individual needs?
- How do you modify assessment strategies to meet the needs of diverse learners/clients?
- Outline your use of technology to track learner/client performance.
- Describe how you assess individual and group needs and how you prescribe appropriate strategies to meet those needs.
- Describe your record-keeping procedures.
- How do you use diagnostic data to inform your practice/interventions?

Communication and Collaboration

The instructional resource professional communicates and collaborates effectively with learners/clients, families, staff, and/or the community to promote student learning and well-being.

- How do you communicate lesson objectives?
- How have you established and communicated clear expectations or outcomes for learners/clients?
- Describe how you managed a disruptive situation that occurred.
- How do you establish and manage procedures to maximize academic learning time?
- How do you use ongoing assessment to monitor effectiveness of instruction?
- How do you ensure active learner/client participation in your lessons?
- How do you communicate high expectations for learner/client behavior?
- How do you provide opportunities for success and meaningful positive recognition?
- How do you communicate with staff, parents, and the community to promote the program and advocate for learners/clients?
- What information do you share with families, administrators, or school teams regarding your professional roles and responsibilities as defined by federal and state laws and program guidelines?

Professionalism

The instructional resource professional demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in enhanced student learning.

- *How have you participated actively and constructively in the development of your academic program and implementation of schoolwide goals?*
- *How have you shared your expertise and new ideas with colleagues?*
- *How do you provide additional opportunities for students to receive academic assistance?*
- *Describe your participation in staff development opportunities.*
- *How do you ensure consistent communication with learners/clients, staff, parents, and the community?*
- *Describe how you handled a difficult human relations or communication problem.*
- *How do you promote positive home/school relationships?*
- *Describe your professional growth activities since your last evaluation.*
- *How do you engage in on-going self-assessment?*
- *Describe any opportunities you have had to serve as a collaborator, mentor, coach, presenter, or researcher to foster the development of teachers.*
- *What steps have you taken to maintain proper licensure?*

Learner/Client or Program Progress

The work of the instructional resource professional results in effective services and measurable learner/client or program progress based on established standards, division goals, and/or school goals.

- *Describe your process for setting achievement goals for your learners/clients.*
- *What factors are considered when you set achievement goals for your learners/clients?*
- *How do you document the progress of each of your learners/clients throughout the school year?*
- *How do you use performance outcome data to develop interim learning targets?*
- *How did your learners'/clients' results at midyear compare with the expectations you had at the beginning of the year?*
- *How have you used benchmarks and exemplars this year in your learning setting to help learner/client mastery of goals?*
- *Discuss the links between learner/client data and grouping practices.*
- *How will your instruction change as a result of learner/client learning data gleaned from this year's results?*
- *How has learner/client achievement goal setting informed your knowledge and strategy use?*
- *How does monitoring goal implementation affect strategies, grouping practices, and assessment results?*
- *How might the strategy choice affect learner/client achievement of academic goals?*
- *How do you go about gathering data or information about learners/clients to tailor their learning?*
- *Describe the various types of assessment data you use to inform your instruction so that all learners/clients achieve.*

Teacher response



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(Continued)

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Teacher response



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Administrator/Evaluator comments

Teacher Signature _____ Date _____

Administrator/Evaluator Printed Name _____

Administrator /Evaluator Signature _____ Date _____