

Employer Interview Protocol

Employer: Montgomery County Public Schools

inTASC	
1	<p>Does the completer</p> <ul style="list-style-type: none"> • Evaluate student learning and growth? --Yes, she definitely completes multiple assessments, both formal and informal. The school/system requires 8 minor assessments and 4 major assessments during each 9 week grading period. Ms. G meets weekly with her 4th grade team members to plan according to assessment results. The team discusses results and plans for next steps. • Show respect and empathy for all students? --Yes, she is very professional, loving and nurturing.
2	<p>Can the completer</p> <ul style="list-style-type: none"> • Effectively differentiate instruction and meet the needs of individual students? --Yes, definitely during this school year with COVID restrictions and virtual learning, Ms G has been flexible and accommodating with instruction. • Work in inclusive classrooms? Effectively teach students from diverse backgrounds? --The 3 team members have been sharing instruction, both virtual and fact to face. One of the three groups of children has a number of students with IEPs and Ms G has worked well with them.
3	<p>Can the completer</p> <ul style="list-style-type: none"> • Involve students with a variety of learning experiences? --Yes, students complete projects, work collaboratively with one another, experience learning materials via a number of print and digital resources. • Effectively manage the classroom? --Yes. There have been no parent complaints during this school year. The principal said that when Ms G has had a problem with discipline, she thinks it through, brings it to the attention of the principal, and then always has a possible solution to discuss. The principal also said that Ms G is aware of “red flags” and when she is aware of an issue, she starts trying to determine the cause and solution. • Create a caring and engaging learning environment? --Yes, again, she is caring, and started day one getting to know her students so that she could establish a relationship with each one. She knows what the students like, dislike, enjoy, etc.

<p>4</p>	<p>Does the completer demonstrate effective and accurate content knowledge? --Yes, Ms G teaches Alabama History and Science. She has researched materials and methods to make both subjects relatable to the students. She does a lot of “hands on”.</p>
<p>5</p>	<p>Can the completer apply content knowledge accurately and effectively during classroom instruction? --She thinks about her lesson plans and thinks, “What would motivate my students to learn about this?”</p>
<p>6</p>	<p>Can the completer....</p> <ul style="list-style-type: none"> • Use a variety of assessment techniques --Yes • Show connection between standards, assessment and instruction --Yes • Use assessment to guide instruction --She does a good job knowing what her students know and then reflects on that knowledge when planning instruction. She always has her data and uses it.
<p>7</p>	<p>Can the completer....</p> <ul style="list-style-type: none"> • Plan effective instruction --Yes. Teachers are required to turn in all lesson plans for the following week by 4 pm on Fridays. Ms G has never been late and everything is always prepared and ready should a sub be needed for the following Monday. • Plan in relation to short and long range goals. --Yes • Adjust plans to meet student needs --Yes
<p>8</p>	<p>Can the completer....</p> <ul style="list-style-type: none"> • Plan effective instruction using a variety of instructional strategies --Ms G uses trade books, technology, etc. She plans with her pod to integrate, collaborate, and plan for cohesive instruction. • Monitor student progress --Yes, definitely. • Engage all learners in problem solving and higher order thinking --Ms G pushes students better now than at the beginning of the school year. She includes having students complete projects together. The principal stated that she tries to make resources available for all teachers. • Ask higher order thinking questions. --Yes.

<p>9, 10</p>	<p>Does the completer....</p> <ul style="list-style-type: none"> <p>• Engage in leadership, initiate, and professional growth Yes. She asks questions. For example, after her evaluation and during the conference, she wanted to know how she could improve. She really wants feedback and then she uses it to improve. The principal said she had a hard conversation at the beginning of the year with the entire 4th grade pod team about student failures and how that reflects on the teachers. Ms G took that at heart and has really improved.</p> <p>• Collaborate with colleagues --Mrs. G stated that the 4th grade team has not historically been a cohesive group, but it is this year. Each team member works with the other team members and that it has been so good to see that happen. The principal called her a “team player”.</p> <p>• Practice professional ethics? --Yes, “She’s got it.”</p> <p>• Engage with parents and his/her community? --Her demeanor with parents has been one of respect and so she works well with parents. She has a “good tone”. She is aware that not all students have the same opportunities, home life, etc. Just last weekend, Ms G volunteers and participated in an Easter Seals event in downtown Montgomery to benefit Autism. She takes it on herself to reach out and be involved in the community.</p>
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