

## Sample Teacher Interview Questions And Answers

Ross Morrison McGill, aka @TeacherToolkit believes that becoming a teacher is one of the best decisions you will ever make, but after more than two decades in the classroom, he knows that it is not an easy journey! Packed with countless anecdotes, from disastrous observations to marking in the broom cupboard, TE@CHER TOOLKIT is a compendium of teaching strategies and advice, which aims to motivate, comfort, amuse and above all reduce the workload of a new teacher. The book includes humorous illustrations, photocopiable templates, a new-look 5 minute plan and QR codes to useful videos. This limited edition hardback version will be an invaluable addition to your school CPD library or a long-lasting bible to keep with you throughout your teaching career. As anyone who has followed him on Twitter knows, Ross is not afraid to share the highs and lows of his own successes and failures. He strives to share great teaching practice, to save you time and to ensure you are the best teacher you can be, whatever the new policy or framework. His eagerly-awaited new book continues in this vein and is a must-read for all new teachers. Vitruvian teaching will help you survive your first five years: Year 1: Be resilient (surviving your NQT year) Year 2: Be intelligent (refining your teaching) Year 3: Be innovative (take risks) Year 4: Be collaborative (share and work with others now your classroom practice is secure) Year 5: Be aspirational (moving towards middle leadership) Start working towards Vitruvian today.

This physical education curriculum guide for kindergarten through twelfth grade has two main components. The first is a program overview that includes information relating to program organization and implementation for early, middle, and senior grades. The second section contains suggested activities and teaching notes for realizing specific program objectives. The overall goals are that students should: (1) develop physical wellbeing; (2) develop desired movement patterns through the neuromuscular system; (3) express ideas, thoughts, and feelings with confidence through physical activity; (4) develop independence in pursuing physical activity throughout life; (5) develop safety and survival practices; and (6) develop positive social interactions through a variety of physical activities. These goals remain constant throughout the entire program, although the objectives which prepare students to reach the goals vary according to stages of maturation and learning. Developmental characteristics, time allotments, lesson plans, activities, class organization, and evaluation methods are outlined for early, middle, and senior grades. Appendixes contain an equipment list, a safety checklist, a sample lesson plan, a discussion of legal liability, and a bibliography. (JD)

The key to student success starts in the classroom. Principals face the challenge of finding and keeping highly qualified teachers who will work to ensure learning for all. The authors use firsthand experiences and observations to guide readers through effective processes for recruiting, interviewing, hiring, and supporting faculty who best fit the needs of individual schools.

The world of work has changed. People in previous generations tended to pick one professional path and stick to it. Switching companies every few years wasn't the norm, and changing careers was even rarer. Today's career trajectories aren't so scripted and linear. Technology has given rise to new positions that never before existed, which means we are choosing from a much broader set of career options—and

have even more opportunities to find work that lights us up. However, we don't discover and apply for jobs the same way anymore, and employers don't find applicants the way they used to. Isn't it about time we had a playbook for navigating it all? Kathryn Minshew and Alexandra Cavoulacos, founders of the popular career website TheMuse, offer the definitive guide to the modern workplace. Through quick exercises and structured tips, you will learn:

- The New Rules for finding the right path: Sift through, and narrow today's ever-growing menu of job and career options, using the simple step-by-step Muse Method.
- The New Rules for landing the perfect job: Build your personal brand, and communicate exactly how you can contribute and why your experience is valuable in a way that is sure to get the attention of your dream employer. Then ace every step of the interview process, from getting a foot in the door to negotiating your offer.
- The New Rules for growing and advancing in your career: Mastering first impressions, the art of communication, networking, managing up and other "soft" skills – and make it obvious that whatever level you're at, you're ready to get ahead. Whether you are starting out in your career, looking to advance, navigating a mid-career shift, or anywhere in between, this is the book you need to thrive in the New World of Work.

Teacher quality is the school-related factor that most affects student learning, so selecting the best candidate for open teaching positions has enormous implications. In *Effective Teacher Interviews*, Jennifer L. Hindman provides practical advice on how to conduct hiring interviews that reliably predict a teacher's success, including guidance on applying research to the interview process; developing meaningful, legal interview questions; assembling and training an interview team; matching candidates' skills to your schools' needs; and using the best interview strategies. With these tips on refocusing the interview process, you'll be better prepared to select and hire the teachers who will make a positive difference for your students and your school.

This second edition is the complete manual on how to package yourself, and market your skills in a highly competitive job market. Dr. Pollock offers advice for both traditional and alternate-route teachers that will move them from ordinary to formidable candidates. You need to know how to create great resumes, handle phone interviews and group interviews, and deal with tough face to face questions. It's all here along with a step-by-step outline on how to negotiate the entire process from job search to job offer. If you plan to teach, then you **MUST** have this book! Original.

The second edition of this handbook is an easily understood desk companion for new school principals and aspiring school leaders. The common-sense approach of the handbook guides new administrators through daily routines and challenges.

The framework for teaching document is an evolving instrument, but the core concepts and architecture (domains, components, and elements) have remained the same. Major concepts of the Common Core State Standards are included. For example, deep conceptual understanding, the importance of student intellectual engagement, and the precise use of language have always been at the foundation of the Framework for Teaching, but are more clearly articulated in this edition. The language has been tightened to increase ease of use and accuracy in assessment. Many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

*Ace Your Teacher Interview* provides you with inside information on how to prepare for

interviews, various interview formats, and how to handle tricky questions. Additionally, you'll discover a creative range of inside information on what impresses interviewers and makes you stand out as a candidate. In a witty and informative manner, Fredericks generously shares the time-tested strategies that will get you hired. Dr. Anthony D. Fredericks has participated in numerous interviews from both sides of the desk. In *Ace Your Teacher Interview*, the Revised and Expanded 2nd edition, he has assembled the wisdom and experience of scores of seasoned educators. This all-in-one sourcebook of teacher interview questions, paired with the best responses, offers invaluable insights on what you need to succeed in a very competitive job market. Revised for this edition is information on eleven new questions and answers to reflect the most current educational trends like Common Core, Standards-based teaching, and more. Also updated is the information on dress codes and reviewed and revised questions and answers. Readers will find a Preface, a personal checklist for interview success, web resources for interviewees, and resources for teachers and teachers-to-be. What readers have said about *Ace Your Teacher Interview*: I just got my dream job in a great school district because this book made me a more desirable candidate. This should be required reading for all Education Majors. I spent one year looking for a teaching job with no luck. I bought this book, and it taught me what I was doing wrong in interviews and on applications. I now have a full time teaching job that I love! \* Excellent tips! I have interviewed multiple times; then I read the book and landed

Revised edition of: *Road to teaching: a guide to teacher training, student teaching and finding a job*. Charleston, SC: Booksurge, [2008].

Being a great teacher is more than lesson plans and seating charts. In this revised and expanded new edition of the classic bestseller, you learn what it takes to be the very best educator you can be, starting from day one in your new classroom! Filled with real-world life lessons from experienced teachers as well as practical tips and techniques, you'll gain the skill and confidence you need to create a successful learning environment for you and your students, including how to: Organize a classroom Create engaging lesson plans Set ground rules and use proper behavior management Deal with prejudice, controversy, and violence Work with colleagues and navigate the chain of command Incorporate mandatory test preparation within the curriculum Implement the latest educational theories In this book, veteran teacher Melissa Kelly provides you with the confidence you'll need to step into class and teach right from the start.

This compilation of resources offers practical, ready-to-use solutions to the issues and dilemmas principals face every day.

*Middle Grades Research Journal (MGRJ)* is a refereed, peer reviewed journal that publishes original studies providing both empirical and theoretical frameworks that focus on middle grades education. A variety of articles are published quarterly in March, June, September, and December of each volume year.

Offers advice to teachers who chair departments, lead committees, manage teams, coordinate programs, or mentor other teachers on accomplishing the formal and informal tasks required at every grade level.

Learn how alternative discipline methods can create long-term change Suspensions don't work. They don't improve behavior and they don't address the social-emotional needs of students. There are better, alternative discipline methods that can create positive, meaningful long-term changes in the behavior of challenging students. Aligned

with educational law, *Don't Suspend Me!* gives educators the tools they need to apply these alternative methods. Readers will find A toolkit with alternative strategies to use for the most common behavior challenges Case study examples and testimonials from educators in the field Worksheets and exercises for the major discipline incidents that occur in schools Answers to commonly asked questions

This accessible volume helps school leadership teams accomplish the crucial yet often overlooked task of improving universal instruction--Tier 1 within a multi-tiered system of support (MTSS). Strong universal instruction reduces the numbers of PreK–12 students who may need additional services and supports. Providing clear action steps and encouraging guidance, the expert authors present a roadmap for evaluating the effectiveness of Tier 1, identifying barriers to successful implementation, and making and sustaining instructional improvements. In a large-size format with lay-flat binding for easy photocopying, the book includes 27 reproducible checklists, worksheets, and forms. Purchasers get access to a Web page where they can download and print the reproducible materials. This book is in *The Guilford Practical Intervention in the Schools Series*, edited by T. Chris Riley-Tillman.

From the creator of the popular website *Ask a Manager* and New York's work-advice columnist comes a witty, practical guide to 200 difficult professional conversations—featuring all-new advice! There's a reason Alison Green has been called “the Dear Abby of the work world.” Ten years as a workplace-advice columnist have taught her that people avoid awkward conversations in the office because they simply don't know what to say. Thankfully, Green does—and in this incredibly helpful book, she tackles the tough discussions you may need to have during your career. You'll learn what to say when • coworkers push their work on you—then take credit for it • you accidentally trash-talk someone in an email then hit “reply all” • you're being micromanaged—or not being managed at all • you catch a colleague in a lie • your boss seems unhappy with your work • your cubemate's loud speakerphone is making you homicidal • you got drunk at the holiday party Praise for *Ask a Manager* “A must-read for anyone who works . . . [Alison Green's] advice boils down to the idea that you should be professional (even when others are not) and that communicating in a straightforward manner with candor and kindness will get you far, no matter where you work.”—Booklist (starred review) “The author's friendly, warm, no-nonsense writing is a pleasure to read, and her advice can be widely applied to relationships in all areas of readers' lives. Ideal for anyone new to the job market or new to management, or anyone hoping to improve their work experience.”—Library Journal (starred review) “I am a huge fan of Alison Green's *Ask a Manager* column. This book is even better. It teaches us how to deal with many of the most vexing big and little problems in our workplaces—and to do so with grace, confidence, and a sense of humor.”—Robert Sutton, Stanford professor and author of *The No Asshole Rule* and *The Asshole Survival Guide* “*Ask a Manager* is the ultimate playbook for navigating the traditional workforce in a diplomatic but firm way.”—Erin Lowry, author of *Broke Millennial: Stop Scraping By and Get Your Financial Life Together*

In this book, the authors explain why telling students things over and over--and perhaps more slowly and more loudly--does not result in understanding. Instead, discover how to use a combination of questions, prompts, cues, direct explanations, and modeling to guide students' learning and build their understanding. Explore an approach to

instruction that ensures you make the four strategic moves that help students become more capable and independent learners: (1) using robust and productive questions to check for understanding; (2) giving students prompts that focus them on the thought process they need to complete a learning task; (3) providing students with cues that focus them on specific information, errors, or partial understandings; and (4) explaining and modeling when students do not have sufficient knowledge to complete tasks. Chapters include: (1) Scaffolds for Learning: The Key to Guided Instruction; (2) Questioning to Check for Understanding; (3) Prompting for Cognitive and Metacognitive Processes; (4) Cueing Students' Attention for Learning; (5) Direct Explanation, Modeling, and Motivation; and (6) Answers to Questions on Considerations and Logistics. The book also includes: An Introduction; References; Related ascd Resources: Guided Instruction; and a Study Guide for Guided Instruction: How to Develop Confident and Successful Learners.

One of the greatest challenges for mental health and other professionals in school settings is to get students, families, and staff willing to partake of and engaged in their services. This is the first book on applying motivational interviewing (MI) is a powerful, evidence-based technique for facilitating behavior change throughout the school environment to help psychologists, counselors and other school-based professionals to improve the effectiveness of their practice. Based on encouraging research on the value of MI in K-12 settings, this practical book explains the basic elements of MI theory and demonstrates, step-by-step, how the four-stage process of engaging, focusing, evoking, and planning can be used with the families of students who need psychological or counseling services, teachers who need consultation and support to improve classroom management, and the students themselves. The book discusses barriers to readiness to change and describes how to foster engagement and compliance with school services to increase the likelihood that positive change will occur. It also describes how MI can be used to increase the effectiveness of inter-professional teams in school settings, along with ways in which MI can be integrated into and build support for already established programs. Richly illustrated with examples of using MI as a strategy for promoting everyday conversations about change--the nucleus of MI practice--the book also includes case studies and sample handouts for mental health professionals, students, family members, and teachers. Key Features: Demonstrates how to apply motivational interviewing to the K-12 environment to help school professionals improve effectiveness Explains the four-stage process of engaging, focusing, evoking, and planning Shows how MI can be used with children, their families, and teachers to facilitate change Describes how MI can be integrated into other established programs Includes plentiful case studies and examples of MI as a strategy for promoting everyday conversations about change

Teacher Interview Questions and Answers is an excellent workbook containing over 50 sample questions and answers to the toughest teacher interview questions posed. There is an explanation of each question and tips and advice on how to respond. In addition there is a sample response for many of the questions that you can use as an aid to structure your own. In a tough careers job market it is essential that your structure your responses in line with the Job Description and Person Specification and this guide will show you how to do this to great effect.

Fully revised and updated—the must-have guide to acing the interview and landing the

dream job, from “America’s top career expert” (The Los Angeles Times) 60 Seconds & You're Hired! has already helped thousands of job seekers get their dream jobs by excelling in crucial interviews. America's top job search expert Robin Ryan draws on her 20 years as a career counselor, 30 years of direct hiring, and extensive contact with hundreds of recruiters, decisions makers, and HR professionals to teach you proven strategies to help you take charge of the interview process and get the job you want. Brief, compact, and packed with insightful direction to give you the cutting edge to slip past the competition, 60 Seconds & You're Hired! is here to help you succeed! This newly revised edition features:

- Unique techniques like "The 60 Second Sell" and "The 5-Point Agenda"
- Over 125 answers to tough, tricky interview questions employers often ask
- How to handle structured or behavioral interview questions
- Questions you should always ask, and questions you should never ask
- How to deal effectively with any salary questions to preserve your negotiating power
- 20 interview pitfalls to avoid
- Proven negotiation techniques that secure higher salaries - and much more!

“Robin Ryan has the inside track on how to get hired.” —ABC News

The definitive career guide for grad students, adjuncts, post-docs and anyone else eager to get tenure or turn their Ph.D. into their ideal job Each year tens of thousands of students will, after years of hard work and enormous amounts of money, earn their Ph.D. And each year only a small percentage of them will land a job that justifies and rewards their investment. For every comfortably tenured professor or well-paid former academic, there are countless underpaid and overworked adjuncts, and many more who simply give up in frustration. Those who do make it share an important asset that separates them from the pack: they have a plan. They understand exactly what they need to do to set themselves up for success. They know what really moves the needle in academic job searches, how to avoid the all-too-common mistakes that sink so many of their peers, and how to decide when to point their Ph.D. toward other, non-academic options. Karen Kelsky has made it her mission to help readers join the select few who get the most out of their Ph.D. As a former tenured professor and department head who oversaw numerous academic job searches, she knows from experience exactly what gets an academic applicant a job. And as the creator of the popular and widely respected advice site The Professor is In, she has helped countless Ph.D.'s turn themselves into stronger applicants and land their dream careers. Now, for the first time ever, Karen has poured all her best advice into a single handy guide that addresses the most important issues facing any Ph.D., including:

- When, where, and what to publish
- Writing a foolproof grant application
- Cultivating references and crafting the perfect CV
- Acing the job talk and campus interview
- Avoiding the adjunct trap
- Making the leap to nonacademic work, when the time is right

The Professor Is In addresses all of these issues, and many more.

Most school districts do not have a full time human resources administrator to conduct interviews and this important task most often becomes the responsibility of the building principal or a department head. Here is a guide designed for hiring employees, both professional staff as well as non-professional, in public, parochial, or private schools. It offers more than one thousand interview questions in forty-eight employment categories ranging from superintendent and business manager to security officer and parent volunteer. It includes discussion about the hiring process and the different types of interviews that will be particularly useful to educators trying to develop guidelines and

procedures for hiring personnel. Jobseekers, too, can use the questions to help them prepare for career-making interviews.

The quick-read, step-by-step guide to hiring outstanding teachers! Whether you are new to teacher hiring or ready for a fresh approach, this invaluable guide helps you select the best possible candidates. Mary Clement, a nationally-awarded expert on teacher hiring, presents proven strategies for identifying high-performing teachers. Readers will learn: Ten best practices that address every stage of hiring, from recruitment through interviewing to final negotiations Key techniques and sample questions for Behavior-Based Interviewing—the interviewing approach that predicts on-the-job performance Guidance on legally-sensitive interview questions How to involve teacher peers in interviewing and mentoring new hires

This book explains how to design classroom experiences that encourage students to take risks and explore their passions in a stimulating, motivating, and supportive environment where improvement, rather than grades, is the focus. If we are to accept the premise that good teachers do in fact make a difference to students in the classroom, then we must make every effort to place the best teachers in those positions. The challenge for school hiring agents is how to determine who are the best teachers, and how they will select the best from the large pool of teaching applicants available. This study was designed to determine to what extent the questions asked during the new teacher interview align with the qualities of effective teaching utilizing two frameworks: the Revised New York State Annual Professional Performance Review standards (2010) and Charlotte Danielson's Framework for Effective Teaching (2009). This study will also examine the differences, and correlations, between the numbers of questions that were asked by participant and school demographic groups which aligned to qualities of effective teaching. A second part of this research was to determine if the assessment tool used to rank new teacher candidates aligned with the qualities of effective teaching using the same frameworks. This mixed methods study involved requesting source documents from 20 participants of interview questions provided by school hiring agents, along with the measuring tool used to assess the answers. The respondents were primarily principals. 17 participants provided interview questions, only two provided rating tools. One was a 1-4 Likert scale placed next to each question and the other was a rating sheet that did not rate the answers to questions, but instead other unrelated characteristics. In addition to the source document review, a brief interview was held with each participant that was used to inform the study. The questions asked during the interview were coded, sorted, and tabulated by the number of times a question was asked in each category of effective teaching. The data was then sorted by participant and school demographics to reveal patterns or differences in the qualities addressed within the questions. A compendium of questions was created, containing lists of questions that align with each quality of effective teaching. All participants who submitted questions asked questions related to New York State Standards 2: Knowledge of content and instructional planning and 7: Professional growth, and Danielson's Domains 1: Planning and

preparation and 4: Professional responsibilities. Participants addressed other qualities of effectiveness to varying degrees. There existed many differences and correlations to the extent in which attributes of effective teaching were addressed. While all participants addressed the areas of instruction, lesson planning and preparation, and professional responsibilities, the extent to which desired qualities of effective teaching are addressed during new teacher interviews is contextual. In the sample studied, factors such as school type, student population, and principal background effect the extent to which different aspects of effective teaching were addressed. While the participants reported themselves as responsible for the questions asked during the interview, they were often not the authors of the questions. Every participant spoke of a committee process, which included colleagues and school community members. The interview is one of the most frequently used tools in teacher hiring, yet the level of its effectiveness remains in question. This study hopes to contribute to the field of school human resources and teacher hiring by leading school hiring agents to be more thoughtful about the interview questions they asked during the new teacher hiring process, and to how they measure the answers. It will also raise awareness for the need to create policies and procedures that enhance the hiring process.

The Culturally Responsive Instruction Observation Protocol (CRIOP) is a framework for implementing culturally relevant literacy instruction and classroom observation. Drawing on research and theory reflecting a range of perspectives ? multicultural instruction, literacy theory, equity pedagogy, language and discourse models, sheltered instruction, critical pedagogy ? it provides a means for assessing the many variables of classroom literacy instruction and for guiding practitioners in their development as multicultural educators. Literacy for All Students Discusses issues in multicultural literacy instruction within the context of various essential instructional components (such as assessment, curriculum, parent collaboration) Provides a protocol for observing features of literacy instruction for culturally and linguistically diverse students Presents vignettes from real classrooms, written by elementary and middle school teachers, showing their victories and struggles as they attempt to implement a pedagogy that is culturally responsive within a climate of high stakes testing A highly effective instrument for assessing culturally responsive literacy instruction in schools, the CRIOP serves as a model for realizing a literacy that is both relevant and transformative.

Provides step-by-step instructions on creating a writing program using rubrics, and includes lesson plans, forms, and scheduling guidelines.

Why not improve your recruiting techniques and staff development strategies? Clement describes realistic yet simple hiring strategies ranging from performing the initial interviews to making the final hiring decision. She also outlines the importance of maintaining a continuing support structure for the entire faculty and illustrates strategies through case studies. An important tool for administrators,



teachers, and other staff members involved in recruiting and retention. The framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The framework may be used as the foundation of a school's or district's recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the School Environment, Instruction, and Professional Responsibilities. Within the domains are 22 components and 76 descriptive elements that further refine our understanding of what teaching is all about. The framework defines four levels of performance--Unsatisfactory, Basic, Proficient, and Distinguished--for each element, providing a valuable tool that all teachers can use. This second edition has been revised and updated and also includes frameworks for school specialists, such as school nurses, counselors, library and media specialists, and instructional coaches. Comprehensive, clear, and applicable to teaching across the K-12 spectrum, the framework for teaching described in this book is based on the PRAXIS III: Classroom Performance Assessment criteria developed by Educational Testing Service and is compatible with INTASC standards.

"This book is designed for faculty and graduate assistants working with undergraduate music majors as well as non-majors in colleges and universities in the United States. It includes suggestions for designing and organizing music courses (applied music as well as academic classes) and strategies for meeting the developmental needs of the undergraduate student. It addresses concerns about undergraduate curricula that meet National Association of School of Music requirements as well as teacher education requirements for music education majors in most states. A common theme throughout the book is a focus on "learner-centered pedagogy" (Weimer, 2013) or trying to meet students where they are and base instruction on their individual needs. The text also maintains a constant focus on the relationship between teaching and learning and encourages innovative ways for instructors to assess student learning in music courses. Teaching is connected throughout the book to student learning and the lecture model of "teaching as transmission of information" (Bain, 2004) is discouraged. Activities throughout the book ask instructors to focus on what it means to be an effective teacher for music courses. As there is limited research on teaching music in higher education, we have relied on comprehensive texts from the general education field to help provide the research base for our definition of effective teaching (Davis, 2009; Svinicki & McKeachie, 2014)"--

Teacher Interview Questions and AnswersHow2Become Ltd

This book focuses on how theatre can make and has made positive political and social interventions.

*More Mirrors in the Classroom: Using Urban Children's Literature to Increase Literacy* is the first book in the *Kids Like Us* series. It includes research summaries, guidelines for text selection, and a step-by-step guide to increasing the cultural relevance of literacy instruction with urban children's literature.

The major research questions for this study were: (a) What forms do teacher interview portfolios take? (b) What meaning do school principals make of these portfolios? (c) How, if at all, are teacher portfolios being used by principals in deciding whom to hire? This was a case study using qualitative research procedures. The study was situated in the hiring policies and practices of Central City School District from 1995 to 1999. Semi-structured interviews of 18 k-12 principals and 4 key informants were primary means of data gathering. Document analyses supplemented interview data. Interview portfolios typically consisted of lesson plans; photographs of projects, activities, and teacher-student interactions; and supporting examples of classroom practice. Statements of educational philosophy, credentials, letters of reference, transcripts, and other background information were also included. Most principals viewed portfolios as a way for candidates to express their educational beliefs, illustrate skills and methods, and supplement the interview with examples from applicants' experience. Principals expressed a desire for more evidence of having used the portfolio development process as a means of reflection and introspection. Overall, interview portfolios were not key contributors to principals' hiring decisions. The reasons for this varied. Some principals mentioned time constraints during interviews. Others expressed skepticism that portfolios provided meaningful evidence of candidates' teaching ability and people skills. Propositions and implications for future research center on portfolio format and assessment criteria, authenticity and self-knowledge, selection interview procedures, teacher preparation, teacher recruitment and hiring, and information management in Central City School District. Perhaps one of the most valuable benefits of the portfolio process lies in the development of a new norm for the profession: placing discussion and debate about what constitutes "good teaching" into a public forum.

Written for students, educators, and researchers, *Methods in Educational Research* offers a refreshing introduction to the principles of educational research. Designed for the real world of educational research, the book's approach focuses on the types of problems likely to be encountered in professional experiences. Reflecting the importance of The No Child Left Behind Act, "scientifically based" educational research, school accountability, and the professional demands of the twenty-first century, *Methods in Educational Research* empowers educational researchers to take an active role in conducting research in their classrooms, districts, and the greater educational community—activities that are now not only expected but required of all teachers.

*The Power to Save a Life* Jacob Chastain grew up in an environment filled with drugs and violence. Inside the home that should have felt safe, fear and anxiety were the desperate norm. Stability and security eluded him as he was shuffled between family and friends that would take him in. But at school, things were different. There, day after day, year after year, Chastain's teachers saved him. *Teach Me, Teacher* is the true story of a childhood marked by heartache—a story that may be similar to that of the children sitting in your classroom. It's the story that shaped Jacob Chastain into the educator he is today. Lessons learned from his experiences as a child and as a growing educator offer reflections on the trials and triumphs facing teachers and students everywhere. From these lessons, we learn that one's darkest moments can ultimately lead to a meaningful and fulfilling life when someone cares enough to step in and make a difference. Written in celebration of teachers and the power of education, *Teach Me, Teacher* affirms that you have the power to save a life. "Jacob Chastain pours his

heart out on the pages of Teach Me, Teacher by sharing his personal journey through childhood trauma. His message that "action is the antidote to suffering" is a powerful reminder to us all to do more, be more, understand more, and care more for our students." --Kim Bearden, co-founder and executive director, The Ron Clark Academy, author of Talk to Me "Teach Me, Teacher is one of the most courageous, heartbreaking, hopeful books I've ever read." --Regie Routman, author of Literacy Essentials "Jacob Chastain's raw honesty is something that we need more of in the education world." --Halee Sikorski, A Latte Learning "Teach Me, Teacher is both an uplifting memoir and a message to all of us in education of the power we have to build relationships and make a difference for all of our students." --Dr. Sue Szachowicz, senior fellow, Successful Practices Network "Jacob Chastain takes us on a transformational journey where past and present converge into possibility. His story of resilience and hope is a celebration of the impact each of us can have when professional purpose leads the way." --Dr. Mary Howard, author of Good to Great Teaching Road to Teaching effectively guides the soon-to-be teacher through teacher training, student teaching, and finding a job by providing useful strategies, practical advice, and valuable resources.

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