

- **Application in foreign language classroom**
 - Integrates technology into FL instruction
 - Supports texts and instruction with multimedia or CD-ROMs

- **Application in foreign language classroom**
 - How will the candidate bring the outside world of the foreign language to virtual reality in the classroom?
 - How will the candidate integrate technology into FL curriculum?

INTERVIEW PROCESS

• Things to Look for in the Candidate

Professional Impression

- Dress
 - Does the candidate look like a teacher for one of your classrooms?
- Demeanor
 - Does the candidate display an attitude of general confidence and poise?
- Presence
 - Does the candidate profess self-efficacy with regard to the teaching/learning setting (confidence in his/her teaching abilities)?

→ Questions to Pose

Professional Experience

- Classroom experience
 - What is the quality of the evidence the candidate has related to the teaching experience?
- Reflections on teaching
 - What is the quality of the evidence the candidate has related to reflections of the teaching experience?
- Professional development opportunities
 - How has the candidate participated in professional development opportunities, such as conferences, workshops, further coursework, and reading scholarly articles related to teaching?

Professional Attitude

- Love for teaching young people
 - How does the candidate display enthusiasm for teaching children?
- Ability to collaborate with colleagues
 - Does the candidate profess enthusiasm for collaboration with colleagues?
- Life-long learner
 - How does the candidate convey commitment to lifelong learning?

Matching the candidate with your program categories:

- Philosophy
 - Do the attitudes of the candidate and his/her general outlook on FL education appear to match the philosophy of the school and district?
- Enrollment
- Course of study
- Needs assessments
 - Does the projected enrollment and needs assessment indicate a stable employment opportunity for the candidate?
- Professional Development
 - Does the district encourage or provide professional development opportunities to keep the candidate's skills current with emerging research?
- Rapport
- Self-efficacy
 - Organization

A Professional Guide for Selecting the BEST Candidate for Your Foreign Language Program

Developed by the
OFLA Teacher Education
& Licensure Committee

For Administrators, Elementary,
Middle, and Secondary School
Principals



March 2001

Purpose:

The purpose of this guide is to help principals or administrators unfamiliar with the requirements for good foreign language teaching in the candidate selection process.

How to use:

As the flyer sections unfold, you will see a column on the left with **Criteria** to consider in finding the best candidate and one on the right with **Suggestions** or **Questions**. Please read across the two columns. The last section called **Interview Process** contains four separate categories in the two columns.

Contributors:

Foreign language teachers from several districts and teacher educators carefully proposed the criteria and suggestions for questions.

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For further information:

These suggestions were created to serve as a guide to help in selecting the BEST language teaching candidate Based on recent educational policy. If you have questions, please contact OFLA Board Member Susan Colville-Hall at 330-972-6258 or email: colvill@uakron.edu.

CREATING THE INTERVIEW TEAM

SUGGESTION

Optimal Interview Team

- Principal
- Foreign Language Department Chair
- Teacher (or Speaker) of Target Language
- Community/Parent Team Member

Optimal Interview Team

- If you do not have another speaker of the foreign language, perhaps a school community member who speaks the language can be involved.

CRITERIA

QUESTIONS

What the candidate should do, know, have or be

Questions you could ask

Content Knowledge Base

Content Knowledge Base

- **Language**
 - Comfort level speaking foreign language
 - Proficient communication skills
 - Structural knowledge
- Evidence*
 - Praxis II test scores
 - Critical review of transcript
 - Oral interview with near native speaker OR
 - Video or audio sample to be evaluated by language expert
 - Recommendations by language teaching faculty
 - Resumes

- **Language**
 - Does the candidate appear at ease when speaking the language?
 - Does the candidate speak fluently without groping for words?
 - Is the candidate's grammar and structure acceptable to an expert evaluator?
 - Can the candidate easily understand a native speaker of the language?
 - Does the candidate seek to use foreign language outside the classroom?

- **Culture**
 - In-depth knowledge of the culture(s)
 - Travel or study in the country(ies)
 - Cross-cultural awareness

- **Culture**
 - What experience has the candidate had with the people or the country of the language studied? Crossing cultural borders? Culture shock?
 - Does teaching culture mean more than Friday taco/crepes/schnitzel parties?

Pedagogical Knowledge Base

Uses techniques for teaching FL such as:

- Total Physical Response (TPR) or having students act out commands or passages they hear and comprehend
- Contextualized learning or learning language from a situated context, not lists of vocabulary or grammar exercises
- Inquiry learning where students are presented examples and must find rule or concept to be learned through questioning
- Teaching of learning strategies so students can improve the way they learn a concept, vocabulary, or skill
- New academic content standards in FL

Pedagogical Knowledge Base

Techniques for teaching FL

- Which techniques for teaching FL has the candidate used?
- What learning strategies will the candidate use in this teaching assignment?
- Can the candidate identify and give examples of:
 - Total Physical Response (TPR)
 - Contextualized learning
 - Inquiry learning
 - Student-centered learning
 - Authentic assessment
 - Intervention strategies
 - Competency-based instruction
 - Content-based instruction

CRITERIA (continued)

QUESTIONS (continued)

- Use of student-centered learning with peers working together to solve problems, create conversation and practice structures
- Authentic assessment where students' language ability is measured by performance in real-life language settings
- Ohio's competency-based FL model
- Intervention strategies
- Competency-based instruction
- Content-based instruction

- Can the teacher candidate develop lessons based on Ohio's competency-based FL model? On content from other disciplines?
- Does the candidate have a preference for pair work and group or cooperative learning tasks?
- How will the candidate assess student learning?
- How will the candidate work with a student who cannot understand (listening or reading) a passage in the target language?

• Instruction

- Creates programs aligned with Ohio's competency-based FL model or National Standards
- References National Standards (i.e., Communication, Culture, Connection, Comparison, and Community) in planning
- Integrates culture into language lesson
- Gives example of an impromptu lesson
- Can provide samples from portfolio
- Develops lesson plans that integrate all skills or are content-based
- Uses scaffolding to help students reach the next level of understanding

→ Instruction

- How will the candidate integrate Ohio's competency-based model into lesson planning?
- How will the candidate integrate cultural teaching into language learning?
- What is the quality of the lesson plan and reflections in the portfolio?
- Does the candidate use a variety (5-7) of learning activities in the daily lesson plan?
- How does the candidate "talk" or scaffold students to the next level of understanding a concept?

• Management Techniques

- Has developed a management plan
- Uses prevention strategies
- Implements redirection strategies
- Uses logical consequences
- Know how to establish a good, linguistically enriched language learning environment that is non-threatening

• Management Techniques

- How does the candidate propose to establish a good climate and manage student behavior?
- What rules, procedures, systems will the candidate use in the classroom? What prevention and redirection strategies?
- Does the candidate relate consequences to discipline?

• Motivation Strategies

- Believes all children can learn a language
- Challenges students to learn
- Uses multiple teaching/learning approaches
- Redirects attribution or helps students change approach when not successful

• Motivation Strategies

- How does the candidate address the problem of the student who is not learning?
- What are the candidate's expectations?
- What motivational strategies will the candidate use?

Technology Literacy

• Basic knowledge of technology

- Computer use
- Internet skills

Technology Literacy

- Uses basic knowledge of technology
 - Does the candidate possess basic skills: audio-visual, word processing, internet, use of browser, search engines, and e-mail?