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

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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.

INTERVIEW PROCESS

<table>
<thead>
<tr>
<th>Things to Look for in the Candidate</th>
<th>Questions to Pose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Impression</td>
<td>Professional Experience</td>
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<tr>
<td>Dress</td>
<td>Classroom experience</td>
</tr>
<tr>
<td>Does the candidate look like a teacher for one of your classrooms?</td>
<td></td>
</tr>
<tr>
<td>Demeanor</td>
<td>What is the quality of the evidence the candidate has related to the teaching experience?</td>
</tr>
<tr>
<td>Does the candidate display an attitude of general confidence and poise?</td>
<td></td>
</tr>
<tr>
<td>Presence</td>
<td>Reflections on teaching</td>
</tr>
<tr>
<td>Does the candidate profess self-efficacy with regard to the teaching/learning setting (confidence in his/her teaching abilities)?</td>
<td></td>
</tr>
<tr>
<td>Presence</td>
<td>What is the quality of the evidence the candidate has related to reflections of the teaching experience?</td>
</tr>
<tr>
<td>Professional development opportunities</td>
<td></td>
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<tr>
<td>How has the candidate participated in professional development opportunities, such as conferences, workshops, further coursework, and reading scholarly articles related to teaching?</td>
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</tbody>
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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
CREATING THE INTERVIEW TEAM

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

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

**CRITERIA (continued)**

**QUESTIONS (continued)**

**CREATING THE INTERVIEW TEAM SUGGESTION**
- 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?

**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

**Content Knowledge Base**
- 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?

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

**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

**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

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

**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

**Technology Literacy**
- Basic knowledge of technology
  - Computer use
  - Internet skills

**Technology Literacy**
- Uses basic knowledge of technology
  - audio-visual, word processing, internet, use of browser, search engines, and e-mail