

Cohort #4 Spring Semester 2013

1PM TX time, Littlefield TX

Discuss job interviews—handout

Do's and Don'ts of interviewing—handout

Discuss Teaching Philosophy—handout

Final check of web site—one by one go over requirements and mark on check out sheet.

Discuss Strand B

Discuss final responsibilities—observations—report to me on each observation:

Date/Time (length of observation)

School/grade (give a bit of the details about class—number, gender distribution, ethnic distribution, etc.

Things learned

Preparation for your interview

THE INTERVIEW

1. Write down the time and place of the interview and the name of the interviewer.
2. Arrive early for the interview.
3. Bring a pen and notebook with you. (write down names as you were introduced)
4. Vary the tempo of your speech and the tone of your voice
5. You must control the content of the interview
6. Do not think about yourself

PREPARATION

1. Preparation is the key to achievement
2. Do not go into the interview thinking that the interviewer knows exactly what he wants out of the interview and will ask the appropriate questions.
3. The interviewer will control the flow of the interview.
4. You are selling yourself.
5. Learn as much as you can about the company you are interviewing.
6. Interviewers want to know specifically why you are interested in their school.
7. One question to expect is, "What can you add to our school as an employee?"

TYPES OF INTERVIEWS

1. Direct- is structured, impersonal, and generally used only by screening interviewers
2. Non Directive -- is one where the interviewee is allowed to talk about that which he wishes.
3. Stress- interview is designed to make the interviewee uncomfortable and bring out his insecurities.
4. Most are non directive and stress interviews
5. **BE AWARE OF STRESS—IF YOU ARE EXPECTING IT AND RECOGNIZE IT WHEN IT IS INTRODUCED, YOU WILL BE BETTER ABLE TO HANDLE IT WELL BY RETAINING YOUR COMPOSURE.**

ENTHUSIASM

1. You must show that you are interested.
2. Communicate your interest to the interviewer.
3. Be interested in the interview as an event in itself.
4. The four categories of selling yourself are: enthusiasm, sincerity, tact, and courtesy.
5. Positive attitude
6. Think that you are going to win.
7. Make an impression on the one who is to make the decision.

ASSUMPTION

1. Closely observe the interviewer and be sensitive to his/her reactions.
2. If you perceive hints you are not being well received, stop what you are doing that may be causing the negative reaction.
3. Do not make conclusions after the interview ends about how well or poorly you did.
4. Think positively
5. Assume that everyone with whom you speak before an offer or rejection is made, is making a judgment about you.

HONESTY

1. Honesty consists of truth, consistency, and candor
2. When in doubt, tell the truth.
3. An undiscovered lie will haunt you.
4. A discovered lie can destroy your credibility forever.
5. An employer does not want someone working for him whom he cannot trust.
6. Failure to tell the truth reveals a character trait that cannot be remedied.
7. Remember that you have no way of knowing how much the interviewer knows.
8. A lie can change your personality as your guilty knowledge of it affects your performance.
9. Distinguish between a question calling for fact and one calling for an opinion.
10. Always answer questions calling for your opinion to your best advantage.
11. Inconsistency can lead to an inference of a lack of honesty.
12. Be candid about your doubts and bring them up to the interviewer.
13. A job offer is a compliment, and you owe the interviewer the courtesy of being candid.

DRESS

1. Dress to your advantage.
2. Dress to the position for which you are interested.
3. Dress conservatively.

SILENCE AND POWER

1. Silence by the interviewer is generally an imposition of stress.
2. Silence by the interviewee is a manifestation of confidence.
3. Don't break a stressful silence imposed by the interviewer except to ask a question.
4. The interviewer will cue you as to when he wants you to break the silence.
5. If you recognize that the interviewer is inexperienced and his silence is a plea for help, break it by asking questions.

CONFIDENCE, NERVOUSNESS, AND RELAXATION

1. Continue to tell yourself that you are doing well.
2. Even if you do not believe in yourself, try to make the interviewer think that you do.
3. Keep your doubts to yourself.
4. An interview is centered on the subject you know best --- yourself.
5. Do not let rejection erode your confidence.
6. The interviewer knows less about you than you do.
7. If you have done your preparation you know more about him and his company than he knows about you.
8. Do not let the advice of others shake your confidence in yourself.
9. Interviewers expect a certain amount of nervousness.
10. Look at the down side—before the interview you do not have an offer. The worst that can happen is that after the interview you still won't have an offer.
11. If you see something you want, go after it.
12. Do not worry about failure.
13. Do not look back.
14. Do not make tension-causing judgments.
15. Go into the interview with one of your objectives being that you are also interviewing the school to find out about it.
16. Trust yourself to react properly.
17. In order to relax mentally, you must first relax your body.
18. Stop preparing the night before the interview at the latest.

SALARY

1. Do not bring up the subject of salary yourself.
2. The interviewer won't want to discuss salary until he has made an initial determination that he is interested in you.
3. If it appears that the interview is ending with his expressing interest in seeing you again, then you can ask about salary.
4. Do your research into the subject before you go into the interview.
5. Make a budget to determine how much money you must have.
6. Make a list of what things in a job will make you happy.
7. Separate the list of what you like into requirements versus desires.
8. Do not worry about what your friends are making.
9. Make a list of the things you have to offer an employer.

**SOME DO'S AND DON'TS IN
SUCCESSFUL INTERVIEWING**

DO

- Act natural
- Be prompt, neat, and courteous
- Carry out promises
- Ask relevant questions
- Allow employer to express himself
- Read company literature
- Examine company ratings
- Evaluate objectively
- Follow procedures
- Make yourself understood
- Listen to the other person
- Present informative credentials
- Think of your potential service to employer
- Keep trying
- Pay the price
- Keep the faith
- "That is a good question; I will have to give it some thought."

DON'T

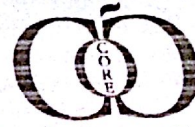
- Criticize yourself
- Be late for your interview
- Freeze or become tense
- Present an extreme appearance
- Become impatient
- Become emotional
- Talk too much or too little
- Oversell your case
- Draw out the interview
- Make elaborate promises
- Come unprepared
- Try to be funny
- Unduly emphasize starting salary
- Linger over fringe benefits
- Become a nuisance
- Do not answer a question with "I don't know" if you do not know an answer.

*Have a good concise
idea of teaching philosophy*



CHANDLER-GILBERT COMMUNITY COLLEGE

TEACHER EDUCATION PROGRAM



Cultivating Our Roles in Education

You Are What You Believe: Your Philosophy of Teaching

DEFINITION

A "philosophy of teaching" is a document that identifies you as a professional educator – what kind of teacher you plan to be, a rationale for this, what's important to you and why, how you will operate in the professional world and in the world of a classroom.

The purpose of such a philosophy is to keep track of your priorities and goals as a teacher, but to also introduce and clarify yourself for the job market. A philosophy of teaching is often required with application materials for a teaching position. It is a working document, too. Much like a resume or portfolio, you will want to revise or rewrite frequently. (You'll have that opportunity each semester while you are taking education courses at CGCC and then will continue it on your own when you transfer and begin teaching.)

Prior to transfer to a university teacher education program, your philosophy is a series of papers, one from each foundation course, that demonstrates specific points or values about each course content (principles of education, cultural diversity in education, math and literature in teaching, exceptionality, etc.) During your junior and senior years, with more learning and experience, these individual papers will be compiled into a single, blended, fully integrated professional philosophy of teaching.

Although you will begin your statements of philosophy by thinking more in-depth about your core values for each of the foundation courses you take, eventually, you will accumulate a single philosophy comprised of a multitude of beliefs about many aspects of education.

PURPOSE and AUDIENCE

Your philosophy of teaching serves many purposes:

- It identifies you as a "teacher" and addresses your core values for specific concepts and aspects of teaching.
- It demonstrates what and how well you have learned key concepts from your coursework.
- It provides evidence of your competency with writing and professional disposition.

As you write your philosophy of teaching each semester, you will want to keep in mind your audience – a reader outside of the college, someone in addition to your instructor – who is eager to understand your thinking as a teacher. Imagine a future professor or potential principal reading your paper to get a picture of the kind of teacher and professional you wish to be.

WHY PEOPLE AREN'T HIRED

Negative Factors Evaluated During the Employment Interview and Which Frequently Lead to Rejection of the Applicant, in Order of Frequency (As Reported by 153 Companies Surveyed by Frank S. Endicott, Director, Placement, Northwestern University).

1. Poor personal appearance
2. Overbearing, overaggressive, conceited, superiority complex, know it all
3. Inability to express himself/herself clearly---poor voice, diction, grammar
4. Lack of planning for career---no purpose and goals
5. Lack of interest and enthusiasm---passive, indifferent
6. Lack of confidence and poise---nervousness, ill at ease
7. Poor scholastic record---just got by
8. Makes excuses---evasiveness
9. Lack of tact
10. Lack of maturity
11. Lack of courtesy---ill mannered
12. Condemnation of past employers
13. Fails to look interviewer in the eye
14. Limp, fishy handshake
15. Sloppy application blank
16. Lack of knowledge of field of specialization
17. Late to interview without good reason.
18. Failure to express appreciation for interviewer's time
19. Asks no questions about the job
20. Indefinite responses to questions.

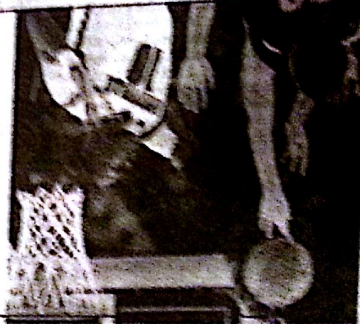
AMARILLO GLOBE-NEWS

media VIDEOS, SLIDE SHOWS, BLOGS AND MORE AT AMARILLO.COM

500,000 MONTHLY READERS
IN PRINT AND ONLINE

SUNDAY, APRIL 1, 2013

PRICE \$2.00 PER COPY



FINAL 4

Louisville rallies to defeat Wichita State, B1

BIG HITS

Engels powers Angels past Rangers, B1



INSIDE \$20.00 IN COUPONS

Daily Deals!

INSIDE \$20.00 IN COUPONS

AMARILLO GLOBE-NEWS

JOB SEARCH

Employers: First impression remains essential

KAREN SMITH WELCH
www.karenwelch.com

Job candidates: Your first impression with an employer can be etched in the memory of a video. "People size you up very quickly, and there's about 10 seconds to greet and greet somebody before you're labeled in- or out," points from re-

give who matches restaurant and hospitality companies and candidates. Amarillo employers encountered some candidates who dressed more for a street fair than a job fair at the Amarillo Civic Center Tuesday. Baseball caps, saggy britches and skull T-shirts didn't win "dress for success" points from re-

Photos
View more photos about job search jobs and don'ts at amarillo.com or soon the QR code with your smartphone for a direct link.



Photos
View more photos about job search jobs and don'ts at amarillo.com or soon the QR code with your smartphone for a direct link.



See Jobs, A10

/OPINION

DIGITAL DIALOGUE

THE BEST COMMENTS FROM AMARILLO.COM, FACEBOOK.COM/AMARILLOLOCALNEWS AND TWITTER.COM/AMARILLO.

THURSDAY, APRIL 8, 2011
AMARILLO GLOBE-NEWS/AMARILLO.COM

ALL



PROVIDED

Employers encountered some candidates Tuesday who arguably may not have been "dressed for success" for a job fair at Amarillo Civic Center. Go to amrillo.com for the slide show "Job Fair Dress Don'ts."

■ JOB FAIR DRESS Don'ts (SLIDE SHOW): Employers encountered some candidates that dressed more for a street fair than a job fair at the Amarillo Civic Center. Baseball caps, saggy britches and skull T-shirts didn't win "dress for success" points from recruiters. A Karen Smith *Watch* report in Sunday's *Amarillo Globe-News* will examine the Do's and Don'ts of applying for work. [Facebook](#)

Pride to look nice and professional doesn't mean much anymore. Applicants can people have become too lax. [Facebook](#)

Becky Hurst
[Facebook](#)

My son-in-law showed up in a suit and tie, had an interview that same day and got the job! Dress for success!

Denise Arthur Sisson
[Facebook](#)

Can you say maybe that is why you can't get a job. Geez.

Kim Harlow
[Facebook](#)

People in this town never fail to surprise me. How judgmental ya'll are being! What makes you the expert in what to wear? How can you judge those people? If you'll look closely, and if you try to meet these people, you may find out that those are the only clothes they have ... I know for a fact that those people you are putting your bright hot spotlight on are poor. Why don't you use your powers to help these people instead of shaming them.

Shannon Kiefer
[Facebook](#)

Most thrift stores will give you an outfit for free if you tell them you need it for an interview, especially if you show them you're on assistance ... All you do is ask. There's really no reason to go dressed like that. And I don't