

# EQUITY-FOCUSED FRAMEWORK-BASED INTERVIEWING

is about

**consciously structuring answers that reflect a personal commitment**

by first considering

**Culturally Responsive Pedagogy**

Knowing Your Students & Yourself

Activating an Equity Lens

AVID Culturally Relevant Teaching Strategies

Courageous Conversations About Race

while examining the presence and role of

**White Privilege**

then applying the concepts to

**Interview Question Topics**

including

**Assessment**

**Content Area**

**Curricular Materials**

**Differentiation**

**Guaranteed & Viable Curriculum**

**Student Management**

# ASSESSMENT

is about

figuring out what students know or have learned

and can be

Diagnostic

Formative

Summative

presented in manners that are

Formal

Informal

used to

improve instruction

# ASSESSMENT

is about

figuring out what students know or have learned

1. How do you assess and evaluate students?
2. Describe a lesson you have taught that was particularly successful. What role did assessment play in the lesson?
3. How do you ensure your assessments are appropriate for all students?
4. What are your favorite assessment methods and why?
5. How do you determine each child's potential?
6. How do you measure a child's educational achievement in ways other than by testing?
7. How do you prepare your students to take standardized tests?
8. A student is failing your class and her parent complains it's because you just don't like her. How do you respond?
9. Tell us about a time when after teaching a key concept, your assessment shows only 20% of the students got it. Next steps?

## My Stories

## Assessments My Mentor Uses

EQUITY

# CURRICULUM

is about

the materials and resources that provide a bridge between content and instruction

based on

Adopted Core Materials  
(Tier 1)

selected through public process for use by

all students

generally thought of as

textbooks

often including

consumables: interactive readers,  
worksheets, lab notebooks  
labs & kits  
complete core works: novels, plays,  
other complete works  
graphic organizers  
multi-media materials  
graphic novels

supplemented with

Supports & Extensions  
(Tier 2)

selected through inclusive district  
process for use in

general education classes

to provide

extra support or extra challenge

consisting of

consumables: interactive readers,  
worksheets, lab notebooks  
labs & kits  
complete core works: novels, plays,  
other complete works  
graphic organizers  
multi-media materials  
graphic novels

adding intervention through

Intensive Supports & Extensions  
(Tier 3)

selected through inclusive district  
process for use in

intensive support classes

or as

core for self-contained  
special education classes

consisting of

intervention textbooks  
consumables  
audiobooks  
intervention computer programs

often including

intervention textbooks  
consumables  
audiobooks  
intervention computer programs

# CURRICULUM

is about

the materials and resources that provide a bridge between content and instruction

1. Tell us about a lesson or unit you developed and how you implemented it.
2. How do you motivate students that are struggling?
3. What factors do you keep in mind when choosing curriculum for racially and culturally diverse students?
4. What resources in the community have you used or do you plan to use in your teaching?
5. Share an example of a successful lesson or learning activity that you created and used.
6. How does your use of technology relate to your curriculum?
7. Tell us about a time when your curriculum did not match the standards you needed to teach and what you did about it.
8. Data show that 35% of your students didn't meet state standards last year. How will you plan your curriculum?

## My Stories

**1. What curriculum are you using for each subject?**

**2. What Tier 2 supports are available?**

**3. What Tier 3 supports are available?**

## EQUITY

# INSTRUCTION

is about

the relationship between the student, teacher and course content

in ways that are

Standards-based, accessible, & culturally appropriate

centered on

**STUDENT**  
Engagement

**TASKS**  
What students  
are actually doing

**TEACHER**  
Knowledge & Skills

**CONTENT**  
Rigor & Relevance

personalized by

My Style

made relevant through

real-world examples

# INSTRUCTION

is about

the delivery of course content

1. How do you know when your students are engaged and how do you know when they are understanding the content?
2. What steps do you take when you are planning instruction?
3. How do you plan instruction for your racially and culturally diverse students?
4. What are the developmental needs and characteristics of children in this grade?
5. What current instructional practices are you comfortable using and why?
6. Describe your use of auditory, visual, and hands-on teaching techniques.
7. Share an example of a successful lesson or learning activity that you created and used.
8. Out of your 28 fourth graders, 5 are ELLs, 3 are TAG, and 2 have IEPs. How do you plan instruction to meet their needs?
9. Tell us about a time when your instruction was truly outstanding and how you knew.

**My Stories**

**What instructional methodologies are your favorite?**

**EQUITY**

# DIFFERENTIATION

is about

the way in which a teacher anticipates and responds to a variety of student needs

for

Intervention

for

Acceleration

with multiple options for

Content  
critical information

Process  
access points for making sense of ideas

Product  
expressing what they know

according to students'

Readiness  
for a given skill, concept, way of thinking

Interests  
what learners find relevant & time worthy

Learning Profile  
VAK, processing into, self-concept



# DIFFERENTIATION

is about

the way in which a teacher anticipates and responds to a variety of student needs

1. How do you organize your classroom to meet both individual and group student needs?
2. What strategies do you use to help struggling readers in your classroom?
3. How do you design instruction to reach students that are racially or culturally diverse?
4. How do you address the various learning styles of your students?
5. Give examples of how you would use technology to differentiate instruction.
6. What will you do to provide adequate challenge for your gifted students?
7. What do you do to accommodate students with IEPs?
8. The principal tells you a parent complained that their child is not challenged enough. How do you respond?
9. Tell us about a time when you had to differentiate for a class but didn't have the resources you needed and what you did.

**My Stories**

**List ways of differentiating instruction in various manners:**

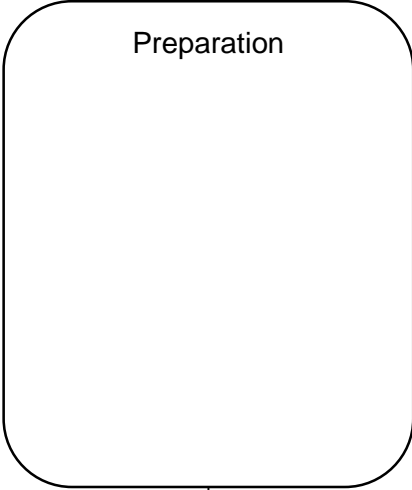
**EQUITY**

# CLASSROOM MANAGEMENT

is about

organizing students, space, time, and materials so that learning can take place

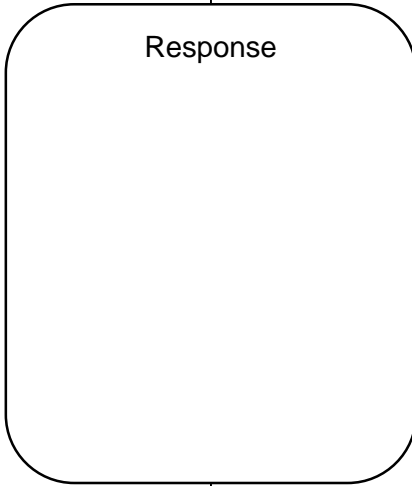
starting with



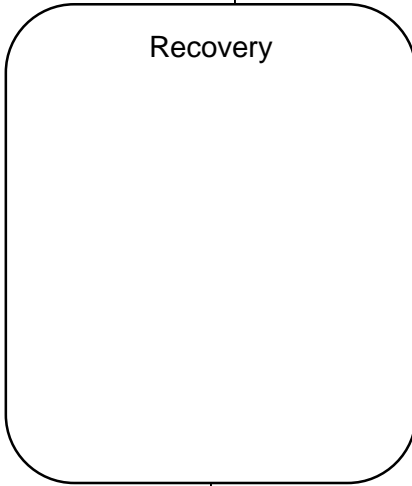
with explicit strategies for



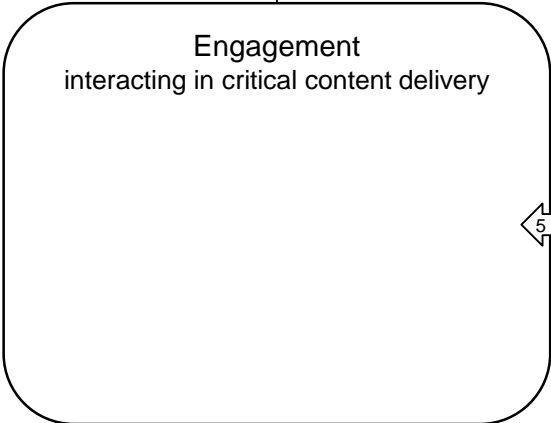
reacting with effective



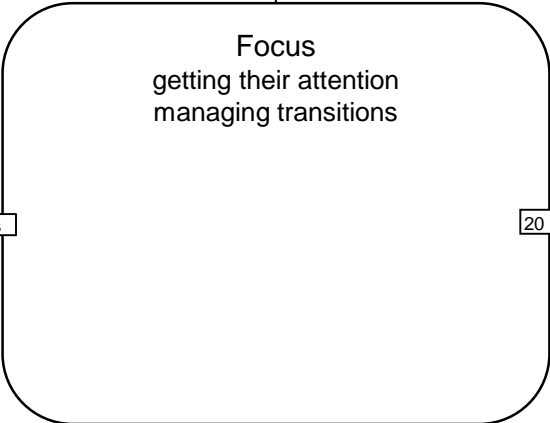
restored through



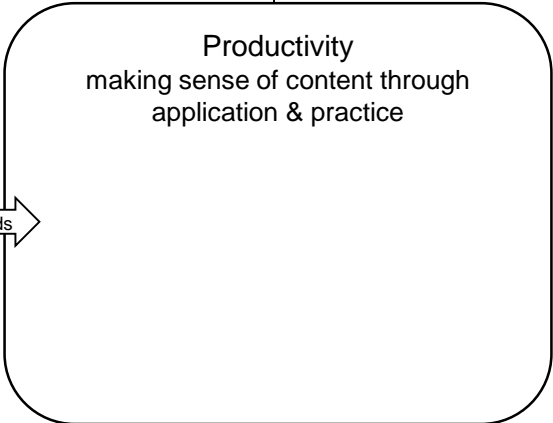
delivering content through



bringing students to



applied through



← 5 seconds

20 seconds →

# CLASSROOM MANAGEMENT

is about

organizing students, space, time, and materials so that learning can take place

1. What specific strategies do you use to manage student behavior?
2. How do you begin and end each class/term/year?
3. What factors do you keep in mind when planning for cultural and racial differences in your classroom?
4. What strategies do you use to prevent behavioral situations from escalating?
5. Which student management programs have you studied and how do you use the content?
6. How do you involve students in classroom management?
7. A student complains that you are singling him out because he is black. You are outraged at this. How do you respond?
8. Tell us about a time when you were able to change a student's behavior and improve a situation.

**My Stories**

**Define these terms as they apply to classroom management:**

**Tier 1;**

**Tier 2:**

**Tier 3:**

**EQUITY**

# CULTURALLY RESPONSIVE PEDAGOGY

is about

a student-centered approach that provides educators with the knowledge, beliefs, skills, attitudes and practices that creates learning environments

forming relationships by

**Knowing Your Students**

gathering information through

**Records**  
**Anecdotes**  
**Observations**  
**Cultural Constructs**

paying attention to

**Knowing Yourself**

through examining

**Privilege**

Power  
Racial Autobiography  
Intersectionality

through

**Activating an Equity Lens**

to

**Identify** underserved groups & the potential impact of resource allocation & investments  
**Procure & allocate resources** for training & accessibility  
**Overcome barriers** to equitable outcomes  
**Involve & validate** affected stakeholders  
**Modify strategies** to meet individual and group needs  
**Evaluate decisions** to diminish disparities and prevent unintended consequences

through

**AVID Strategies**

including

**Use High-Engagement Strategies**  
**Celebrate Academic Success**  
**Build Relational Capacity**  
**Provide Scaffolding**  
**Include All Learning Styles**  
**Build Movement and Collaboration into Your Lessons**  
**Activate Prior Knowledge**  
**Identify and Develop Talents**  
**Try a New Seating Arrangement**  
**Establish Verbal and Non-Verbal Cues**

by engaging in

**Courageous Conversations About Race**

consisting of

**Four Agreements**  
**Six Conditions**  
**The Compass**

to

develop knowledge, skills and attitudes along with the learner's cultural place in the world.

# EQUITY

is about

raising the achievement of all students while narrowing the gaps  
& eliminating racial predictability & disproportionality of the highest & lowest achieving students

1. What ideas do you have for integrating cultural diversity into your instructional program?
2. What steps have you taken to become a culturally competent teacher?
3. How do you ensure that your curriculum and instruction are culturally relevant in your classroom?
4. How do you teach your students to be more accepting of their classmates' differences?
5. What factors do you keep in mind when planning your classroom management system to ensure equity?
6. What experience do you have working with students from cultural backgrounds different from yours?
7. Only 35% of your families showed up for fall conferences. What will you do to increase engagement?
8. Tell us about a time when you observed an incident that could be considered racist and how you handled it.

**My Anecdotes**

**My Racial Autobiography**

## **BUZZ WORDS**

### **Assessment**

Formal/Informal

Diagnostic/Formative/Summative

### **Curriculum**

Tier 1: Core Materials 80%

Tier 2: Supports & Extensions 15%

Tier 3: Intensive Tier 2 5%

### **Differentiation**

Intervention/Acceleration

Contact/Process/Product

Readiness/Interests/Learning

### **Equity**

PEG Initiative/Courageous Conversations About Race

Personal Preparation/Professional Preparation

Culturally Responsive Student Management

Culturally Relevant Curriculum

Culturally Relevant Instruction

### **Instruction**

Standards-based

Accessible

Culturally appropriate

My Style

Real World Examples

### **Management**

Preparation

Prevention/Mitigation

Response

Recovery

Engagement-Focus-Productivity

<b>IEP</b>	Backwards Planning	Intervention	Tier 1 Tier 2 Tier 3	Differentiation	Scaffolding
<b>I Can Statements</b>	<b>Rigor</b>	<b>Rubrics</b>	Flipped Classroom	<b>CCSS</b>	Higher Level Thinking
<b>504 Plan</b>	Benchmarks	<b>Exit Ticket</b>	Extension	Exclusionary Discipline	<b>RCD</b>
<b>MTSS</b>	ELPA21	<b>OSAS</b>	<b>TAG</b>	Jigsaw	Core Curriculum
<b>RtI</b>	<b>SIOP</b>	Standards	<b>CT</b>	Round Robin	<b>PBIS</b>
<b>ESSA</b>	Assistive Technology	Learning Targets	Word Wall	<b>GVC</b>	<b>AVID</b>

**What questions do you have for us?**

- 1. \_\_\_\_\_ Love it Like it Danger!
- 2. \_\_\_\_\_ Love it Like it Danger!
- 3. \_\_\_\_\_ Love it Like it Danger!
- 4. \_\_\_\_\_ Love it Like it Danger!
- 5. \_\_\_\_\_ Love it Like it Danger!

**The Clincher (your final sales pitch)**

**“Do you have any other questions for the committee?”**

**“No, but...”**

UM, UH (Verbal Tics) Count	
Name Dropped School	



**The Opener (Max Time=90 seconds)**

**“Please tell us a little about yourself and what brings you to apply for the position of \_\_\_\_\_ (subject) at \_\_\_\_\_ (school).”**

Start Time (include Seconds)	
End Time (include Seconds)	
Total Time	

UM, UH (Verbal Tics) Count	
----------------------------	--

Sunshine	
Eye Contact	
Too Much Info	
Name Dropped School	

What you learned from what they said:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# **Binder of Fame**

Resume

Certificate

Letter of Interest

Letters of Recommendation

Award Certificates

Tributes

Publications

As a Person