

The DeTail

Volume 5 Issue 2

Spring 2016

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Special points of interest:

- **Applications for Fall 2016 Student Teaching are due Jan. 31, 2016.**
- **Approved Plan of Study must be on file with the Graduate College by Jan. 29, 2016 for spring 2016 graduation.**
- **Graduate applications for summer 2016 are due April 1, 2016**
- **Welcome to FAU!**

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Letter from the Chair

By Barbara Ridener, Ph.D.

It is spring. I always feel that the "next" semester will somehow be less busy than the last but, that is never the case. Spring semester brings with it another round of student teachers and a lot of excitement as all of our graduates begin to look for jobs for the coming academic year. Check out the interview tips in this newsletter. I'm sure you will find some interesting ideas.

As always, faculty is engaged in research and other academic pursuits and engaging their

students in new and different ways. As the districts we primarily serve adapt their instructional and assessment expectations, we review their needs and integrate some changes into our coursework. Keeping a top notch program is an ongoing endeavor.

Congratulations to all of our graduates from fall and those who will graduate this semester. We have seen excellence from you and know that you will represent us well in the future.

Best wishes!



**Barbara Ridener, Ph.D., Chair
Department of
Teaching & Learning**

CAEP Grants COE Accreditation

The College of Education (COE) at Florida Atlantic University is accredited under the 2013 Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years from fall 2015 to fall



2022. "We are among the first educator preparation program providers (EPP) to earn this

accreditation," said Dr. Valerie J. Bristol, COE Dean. "Many thanks to faculty, staff, and the Core Working Group! This is a

(Continued on page 5)

Spring 2015 AIT Student Teachers Selected

Six undergraduate students in the Department of Teaching and Learning (DTL) have been hired as Accelerated Induction into Teaching (AIT) Student Teachers for the spring 2016 semester, according to Dr. Andrew Brewer, Associate Director for Academic and Assessment Support, Teaching and Learning. Beginning with the spring 2016 semester, Dr. Brewer also oversees the Florida Institute for the Advancement of Teaching (FIAT) program.

AIT student teachers teaching in the School District of Palm Beach County (SDPBC) are Lucas Cooper, Lake Worth Middle, English, grade 6; Nicholas Zalewski, Atlantic High

School, Social Studies, grade 11; Kevaghn Thomas, South Grade Elementary, grade 4; and Taylor Periu, Forest Hill Elementary, grade 4. AIT student teachers for St. Lucie Public Schools teaching at Palm Pointe Educational Research School at Tradition are Jacklyn Allegra, grade 5, and Robin Appleman, grade 3. Cooper is an English Education major; Zalewski, a Social Studies Education major; and Thomas, Periu, Allegra and Appleman are Elementary Education majors.

AIT is a collaborative program between Florida Atlantic University (FAU) and local school districts, whereby AIT Student

Teachers serve as full-time teachers during their final semester and have complete responsibility for their own classrooms. Instead of a Clinical Educator, the AIT Student Teacher is supported by an experienced educator who serves as a mentor in the AIT classroom. Meeting eligibility does not guarantee inclusion in the program.

For more information about the AIT program, including eligibility requirements and deadlines, visit <http://www.coe.fau.edu/centersandprograms/fiat/ait.php>. Other FIAT programs include First

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Elementary Education Honors Students Work on Action Research

Four elementary education majors in the Effective Integration of Impact and Outcome (EIEIO) Elementary Education Honors Program are preparing for Florida Atlantic University (FAU)'s fifth annual Undergraduate Research Symposium, scheduled for April 1, 2016, with their action research projects. They plan to present their research findings during the event in the Live Oak Pavilion and Grand Palm Room on the Boca Raton Campus from 8:30 a.m. to 4:30 p.m.

Under the direction of Dr. Lori Dassa, Assistant Professor/Coordinator for Effective Teaching Practices, Teaching and Learning, they are diligently conducting research on a variety of topics as part of their practicum course. The first cohort of students in this Honors-in-the-Major program, who are planning to graduate this spring, are:

Morgan Miller, who is researching language development through rhythm. She is specifically looking to find out how the use of chants can help students with developing language skills.

Chandani Alexandre, who is exploring how content-based vocabulary can be used in subjects, such as social studies, to increase reading comprehension.

Christina Hernandez, who is studying whole-brain learning. She is analyzing how it affects student academic performance by seeing if it produces changes in test scores.

Chelsea Osborne, who is working on project-based learning. She is asking, does it help students increase academic scores?

Sources of Inspiration

Each of them choose their topics for different reasons. Hernandez saw her teacher use the whole brain approach during her first practicum in a public school classroom and wanted to find out if students retain knowledge using those

strategies. Miller was interested in the many ways students learn. "One of the easiest ways is through music," Miller noted. For example, closed captions on the bottom of a video helps connect print with sound. Alexandre, who loves reading, noticed a lot of teachers have spelling lists and tell their students to look them up in the dictionary, so she wanted to explore how understanding the meaning of words can affect comprehension.

Why is research in the field important? The Honors-in-the-Majors students "are placed in urban environments where students are high need and high risk," Dr. Dassa explained. "They choose topics to make an impact with these children. Everything is data driven for teachers and students. It is important to learn skills to do research so when they get out there in the classroom, they are able to develop their students. Teachers need to be able to interpret data from testing to drive their instruction. We are training quality teachers to have passion to be able to actually do the research behind it to make a difference."

Role Models

While the teachers of the classrooms in which the Honors-in-the-Majors students are placed serve as role models for the FAU students, Dr. Dassa remarked that

the honors students, in turn, are good role models for the children. "The classes for the Honors-in-the-Major practicum are held at an elementary campus," she related. "The children are fascinated with the fact college students are going to school" and are learning just as they are learning. This sends a very powerful message.

Other advantages of the Honors-in-the-Major practicum includes building "a more personal relationship with the teacher," Hernandez disclosed, because "we're there more, sometimes two or three times a week." For Alexandre, the opportunity to be with the children more and have a comfortable space for asking the teacher questions is helpful. Miller likes the smaller class structure and the benefit of seeing charts and graphs in order to figure out where students are struggling to help them with their learning.

The Honors-in-the-Major students also shared the learning theorists who have helped shaped their teaching philosophy. Miller cited Howard Gardner's multiple intelligence because it distinguishes how students learn in different ways. Alexandre named Lev Vygotsky because of the scaffolding approach to guiding student learning. Osborne likes the

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Please update your email address if you have graduated so we can keep in touch with you. Send it to deptteachlearn@fau.edu.

project-based learning Marzano advocates because it places the teacher in the role of a facilitator who challenges students to take responsibility for their own learning process.

Honors students in the practicum class are conducting a five-article literature review in order to investigate what other people ask about their topics in order to move forward with their research topic," said Dr. Dassa. The course is taking action research normally done at the graduate level to undergraduate students. The results of their efforts will be on display in April.

DTL Student Recognized at Honors Ceremony

Dr. Gary Perry, Provost and Vice President for Academic Affairs, congratulates undergraduate student, Samantha N. Lent, who is an Elementary Education major in the College of Education's Department of Teaching and Learning, during the University Honors Program Awards Ceremony, while Hyacinth Wideman, Assistant Director, University Honors Programs, looks on. The awards ceremony took place on Monday, Nov. 9, 2015 in the Grand Palm Room in the Student Union on the Boca Raton Campus to honor those students who successfully completed the requirements for the University Honors Program.



DTL Awards 16 James Patterson Teacher Education Scholarships

The Department of Teaching and Learning (DTL) in conjunction with Florida Atlantic University (FAU)'s College of Education awarded 16 James Patterson Teacher Education Scholarships for the 2015-2016 academic year. The scholarship provides an opportunity for outstanding undergraduate DTL students to become part of a learning community for the purpose of improving children's literacy.

These students will benefit from the tutelage of master Reading educators from the School District of Palm Beach County and professors from FAU's Department of Teaching and Learning. They will also have an opportunity to meet James Patterson, author and donor of the scholarship, and present their research and ideas for improving literacy in Palm Beach County schools.

Two scholarships were renewed for a third academic year to Kelly Motley, a graduate student in M.Ed. Reading Education, and Erica Elsesser, an undergraduate Elementary Education major. Five scholarships were renewed for a second academic year to Kiley Matarazzo, Madison Takacs, Guillermo Jasso, Chandani Alexandre and Taylor Birkhahn. All of them are undergraduate students majoring in Elementary Education.

In addition, nine scholarships were awarded for the first time to junior undergraduate students. They are

Alexis Fitzgerald, Yesenia Gonzalez, Richard Levine, Masbelis Salah, Briana Okerman, Madison Smith, Alana Tchorna, Devyn Bales and Yumi Fujii. They are all Elementary Education majors except for Gonzalez and Fujii, who are English Education majors.

Career Aspirations

Kelly Motley is pursuing the M.Ed. Reading Education in order to become a reading coach/specialist or intensive reading teacher. This scholarship will "further my knowledge at the professional development level," she stated.

Erica Elsesser plans to apply for a master's degree in Higher Educational leadership after she graduates with her bachelor's in Elementary Education this spring. Elsesser appreciates that the scholarship allows her to focus on "working hard to get good grades."

Kiley Matarazzo aspires to obtain a master's degree in order to become a special needs teacher or a behavior therapist after earning her bachelor's degree. This scholarship, Matarazzo declared, "will give me multiple opportunities to connect with other educators in the field of education."

Madison Takacs intends to obtain a master's degree in order to become a Speech Pathologist after completing her undergraduate studies. "This scholarship allows me to continue my education with the honors program," she revealed.

Guillermo Jasso desires to make a positive impact on students' lives and be a role model for future generations. This scholarship has made it possible for Jasso to attend Florida Atlantic University full time.

Chandani Alexandre dreams of opening her first charter school one day. Alexandre wants to become an expert in the field of elementary education with emphasis on curriculum, instruction and reading. This scholarship will enable her to reach her goals.

Taylor Birkhahn plans to specialize in reading and teach elementary and middle school. The scholarship will help her learn how to instill in her students an "immense joy for reading."

Alexis Fitzgerald would like to pursue a master's degree after earning her bachelor's degree in order to move into administration one day. This scholarship will help her to inspire her students to love reading as much as she does.

Yesenia Gonzalez intends on becoming an English high school teacher and publishing written works one day. The scholarship will help to further her education.

Richard Levine plans to become an elementary school teacher and help his students become passionate readers. The scholarship will enable him to

make his dream a reality.

Masbelis Salah seeks to fulfill her dream of teaching full time at an elementary school. The scholarship will help her focus on her education.

Briana Okerman desires to become an educator who gets her students excited about learning. This scholarship will help her attend Florida Atlantic University full time.

Madison Smith's goal is "to become a teacher who instills the love of learning in students and inspires them to do their best and try their hardest." This scholarship will provide her with the tools and knowledge she needs to become a great teacher.

Alana Tchorna aspires to teach reading in an interactive way. The scholarship will help her to learn how to instill in her students a passion for reading.

Devyn Bales desires to become an elementary school teacher who makes a positive lasting impact on her students. The scholarship will help her become a teacher who will inspire her students to reach their highest potential.

Yumi Fujii hopes to make a difference in her students' lives. This scholarship will help her to become a great, positive and effective teacher.

The James Patterson Teacher Education Scholars met on Friday, Nov. 6, 2015 at 3:00 p.m. with Dr. Deborah Harris, Associate Professor, Teaching and Learning, in Room 356 of the Education Building on the Boca Raton Campus. They are (first row, from left): Devyn Bales, Alexis Fitzgerald, Yesenia Gonzalez, Masbelis Salah, Kelly Motley, Madison Takacs, Kiley Matarazzo, Chandani Alexandre, (second row, from left) Madison Smith, Erica Elsesser, Richie Levine, Yumi Fujii and Briana Okerman.



DTL Students Earn 128 Bachelor's, 15 Master's



Laura Macias-Simoes earned the M.Ed. Elementary Education

On Thursday, Dec. 10, 2015, undergraduate students in the Department of Teaching & Learning (DTL) received a total of 128 bachelor's degrees from Florida Atlantic University's College of Education (COE) commencement ceremony. Of those, 108 were bachelor's in Elementary Education, 10 in English Education, one in Mathematics Education, three in Science Education (Biology) and six in Social Studies Education.

DTL graduate students earned a total of 17 master's in education degrees in the following majors:

M.Ed. Curriculum & Instruction plus Certification: English
Kimberly C. Pekala

M.Ed. Curriculum & Instruction plus Certification: Social Science
Gemma Ford

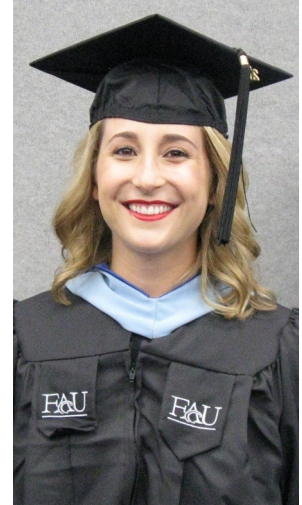
M.Ed. Elementary Education
Alexandra D. Cohen
Melanie H. Hochfelsen
Rebecca Francois
Laura M. Macias-Simoes

M.Ed. Elementary Education with ESOL plus Certification
Mariette Nagib

M.Ed. Social Foundations: Educational Psychology
Jennifer A. Murphy

M.Ed. Social Foundations: Instructional Technology
Sergey Treyger

M.Ed. Reading Education
Heather M. Broder
Melissa M. Fallon
Charlene N. Graham
Yvette E. Guardado
Karoline Vickers
Melodie Personnault



Jennifer Murphy earned the M.Ed. Social Foundations: Educational Psychology

Congratulations!

Congratulations
Fall 2015
Graduates of
Department of
Teaching and
Learning
Bachelor's and
Master's Degree
Programs!



Regine Tertulien received the B.A. Elementary Education



At left, awaiting to receive the B.A.E. Elementary Education are Kelsey Wasicko (left) and Haley Burger. The commencement ceremony took place in the Carole and Barry Kaye Performing Arts Center on the Boca Raton Campus.



In the far left photograph, Owlsly, the Florida Atlantic University mascot, was on hand to congratulate students before the graduation ceremony. Near left is Mia Carlo and at right is Kristi Dampf. Both of them earned the bachelor's in Elementary Education.



All smiles on graduation day is Rondy Desravines, who earned the B.A. Elementary Education.

CAEP Accreditation

(Continued from page 1)

tremendous accomplishment for the College."

The Accreditation Core Working Group, pictured at right, consists of the Dean (right), (from left) Dr. Eliah Watlington, Associate Provost, Jupiter Campus; Dr. Barbara Ridener, Chair, Teaching and Learning; Dr. Robert Shockley, Chair, Educational Leadership and Research Methodology; Dr. Patricia Heydet-

Kirsch, Assistant Dean, Accreditation and Assessment, College of Education; and Dr. John Hardman (not pictured), Instructor, Educational Leadership and Research Methodology.

CAEP is the new accrediting body committed to excellence in educator preparation. Its mission is to advance "excellence in educator preparation through evidence-based accreditation that assures quality and continuous improvement to strengthen P-12 student learning."



Spotlight on Alumnae: M.Ed. Educational Psychology

Taylor Teaches Math at American Heritage School

Pilar (Forero) Taylor, who earned the M.Ed. Social Foundations: Educational Psychology in August 2009, uses her degree both inside and outside the classroom. Presently, she teaches middle and high school mathematics at American Heritage School in Delray Beach, Fla.; coaches the math team for math competitions; and runs the Anti-Bullying Club for Girls, as part of the KIND campaign.

Girls can face many social challenges throughout their middle and high school years, explained Taylor. The purpose of the club is to "prevent girl on girl violence" by teaching them how to be thoughtful of others.

An alumna of Florida Atlantic



Pilar (Forero) Taylor

University's Department of Teaching and Learning in the College of Education, Taylor has been teaching for 15 years. For the past four years, she has been teaching Algebra I, college prep and honors classes at the high-school level and a pre-algebra class to middle-school students.

Prior to that she taught at Saint Andrew's School for six years and Advent Lutheran School for five years

in Boca Raton, Fla. Taylor, who holds certifications in Elementary K-6 and Math 5-9, has taught a variety of subjects. Among them are geography, science, Spanish and Bible.

Taylor shared how she uses her master's degree every day. "I love watching students learn and helping them to become better learners," declared Taylor, who uses a vision board to assist her students in setting learning goals and to connect what they are learning in her class with other subjects. "When I teach, I make them [students] always be reflective. I've used the word metacognition. I tell them it means

how to learn and be aware of learning, whether kinesthetic, auditory, or visual. Once they become aware, they become better students," Taylor said.

"If you know how humans learn and what to address in the learning process," she postulated, "you can help children become aware of their potential and be successful not only in school but in the world around them and appreciate it every day."

Kerr Advocates for Children via Guardian ad Litem

While pursuing the M.Ed. Social Foundations: Educational Psychology, which she earned in 2009, Kelly Rowland Kerr, who graduated cum laude from Florida Atlantic University (FAU) with a B.A. in Psychology in 2004, was a pre-school teacher interested in child development and family literacy. That experience provided Kerr the opportunity to see first-hand what she was learning in the master's degree program practiced in her pre-school classroom.

Recognizing that parents are their children's first teachers, Kerr spearheaded the family literacy program for the School District of Palm Beach County, while earning her master's degree from FAU. The purpose of the family literacy program was to provide parents the opportunity to learn English, while

their children were transitioning to kindergarten.

Six years later, Kerr co-founded a non-profit, called SB Idea, with her mother when the grant-based funding ran out. SB stands for simply brilliant. Basically, SB Idea continues the work of the family literacy program at various elementary schools. Parents attend an English language class while their children participate in an early childhood class.

Moreover, elementary teachers will often stop by while parents are in class to tell them what their older children are learning in the classroom. "Parents are the key to helping children in school," noted Kerr, who did research on the importance of parent involvement in the school as a graduate student in the Department of



Kelly Rowland Kerr

Teaching and Learning. "We encourage parents to become partners in their children's education and teach them the skills needed to be able to help their children with homework."

Today, Kerr remains a member of SB Idea's Board of Directors, while also a staff member and volunteer for the Florida Guardian ad Litem Program run by the State of Florida. Kerr advocates for children who have been abused, abandoned or neglected. "Volunteers are trained and appointed by a judge to be on a specific case and stay with that child for the length of the case, which could be anywhere

from six months to six years," Kerr explained. "They are the voice for the kids in courts and also talk to the attorneys."

The children are asked how they want this situation to end. "Some kids don't want to be adopted. Some are living with a grandmother but prefer to live with an aunt," added Kerr. One child whose grades plummeted simply needed glasses, Kerr recalled. "The guardian advocated for the student to go to the doctor to get prescription glasses and the grades went up."

DTL Faculty Greet Prospective Graduate Students



The Graduate College at Florida Atlantic University (FAU) held an Open House on Thursday, Nov. 5, 2015 at the Live Oaks Pavilion from 4:30 p.m. —7:00 p.m. Dr. Andrew Brewer, Associate Director for Academic and Assessment Support, and Dr. Julie Lambert, Professor of Environmental and Science Education, in the Department of Teaching and Learning (DTL) met prospective graduate students during the informational event. DTL offers seven master's degree programs. For course and admission information, visit: FAU-Graduate Degree Programs. Email questions to deptteachlearn@fau.edu.



Director of FIAT Programs Retires in January



Jan Andrew-Rudin

Jan Andrew-Rudin, Director of the Florida Institute for the Advancement of Teaching (FIAT), retired from Florida Atlantic University (FAU) in January 2016. She served FAU for 30 years. "I've enjoyed working with students at all levels, as well as teachers, mentors, coordinators, principals, school district personnel and University support departments," said Andrew-Rudin.

As FIAT Director, Andrew-Rudin oversaw the Accelerated Induction into Teaching (AIT), First Introduction to Teaching (GoodFIT) and Substituting with Mentors and Realistic Teaching (SMaRT) programs. Reflecting on student participation in these programs, Andrew-Rudin said, "It is exciting to see their growth in progressively more-responsible positions."

Good FIT provides students the opportunity to explore the field of teaching. SMaRT provides substitute teaching positions with support. AIT allows select student teachers to teach on their own with the aid of mentors.

Andrew-Rudin joined FAU in 1986 as a teacher at A.D. Henderson University School. She taught grades 3, 4, and 5 until she came to the College of Education to first work with Good FIT and later became Director of the FIAT program, which also encompassed SMaRT and AIT. In the early 1990s, she took a two-year leave of absence to work for IBM on elementary science software curriculum as Education Instruction Specialist in the EduQuest Division and continued on a consultant basis. Prior to joining FAU, Andrew-Rudin taught Kindergarten, 5th and 6th grade for 10 years in the Parkway School District in St. Louis, Mo.

Drawing on 30 years of classroom teaching experience, Andrew-Rudin taught EDF 2005, Introduction to the Teaching Profession, for four semesters. "I would share real experiences from a teacher perspective," she said. "Students always remember teachers that connected with them and touched their lives." Andrew-Rudin, who is looking forward to training her lab dog to bring to schools and libraries as a calming technique, added, "I'm very grateful for all the experiences I had and the opportunity to plan and implement unique programs."

AIT Student Teachers

(Continued from page 1)

Introduction into Teaching (GOOD FIT) and Substituting with Mentors and Realistic Teaching (SMaRT); applications will open Jan. 4, 2016.

DTL Welcomes New Staff Member, G.A.



Susan Foley, Senior Secretary, Teaching and Learning

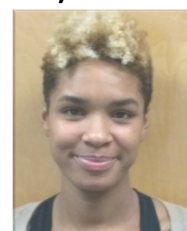
The Department of Teaching and Learning welcomed Susan Foley in December 2015 as Senior Secretary on the Boca Raton Campus. She will be working with adjunct instructors, in addition to assisting with book orders and course scheduling.

Foley has served Florida Atlantic University (FAU) for 14 years—most recently as Office Assistant for the Office for Academic and Student Services (OASS) from 2006 to 2015 and as Senior Secretary for the Department of

Counselor Education from 2001 to 2006. Previously, she held a customer service training position at Motorola, handling quality control from 1989 to 2001.

Christina Fonseca, who is pursuing the M.Ed. Curriculum & Instruction plus Certification: English, joined DTL as a graduate assistant, beginning with the spring 2016 semester. She graduated from FAU with a B.A. Sociology in May 2015.

Presently, she is a Library Assistant at the City of Boca Raton Library in Boca Raton, Fla., where she plans,



Christina Fonseca, Graduate Assistant, Boca Raton Campus

develops, promotes and conducts programs and activities for children and teens. Before, joining the library in 2014, she was a tutor/student aid for the A.D. Henderson

University School from 2011 to 2012, and a camp counselor for First United Methodist Church in Boca Raton, Fla. during the summer of 2011.

Future Teachers: Prepare Yourself for the Job Interview

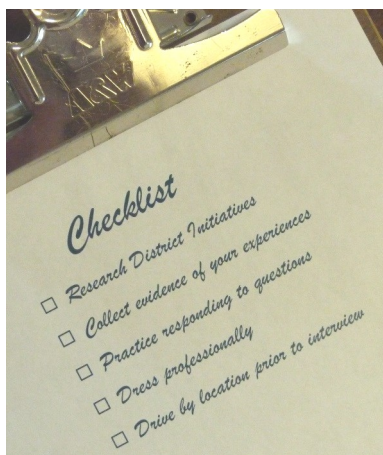
Two Department of Teaching and Learning adjunct instructors are also principals of Broward County Public Schools: Orinthia Dias, Principal of Park Lakes Elementary, who taught EDG 4343, Classroom Instruction and Assessment Strategies at Florida Atlantic University (FAU) last spring and Dr. Ryan Reardon, Principal of Lauderhill 6-12, who teaches MAE 4350, Principles and Methods: K-9 School Math. Here are some tips on preparing for the interview that they offered to FAU students who will be seeking teaching positions when they graduate this spring:

How can students prepare for the job interview for a teaching position?

Principal Dias suggested teacher candidates "research initiatives that are unique to the district for which they are applying. For example, in Broward County one of the recent initiatives is CARE, which is an acronym that stands for Curriculum Assessment Remediation and Enrichment. We teach the curriculum, then administer an assessment. From there we are able to determine the percentage of students who met success at the proficiency level and either remediate the struggling students or enrich those who were successful on the assessed standards." Principal Dias also recommended talking to teachers and administrators in districts and practicing responding to interview questions. "Build relationships and meet with teachers who have gone through interview questions with principals," she urged.

When should students start preparing for the teaching position interview?

"They should be preparing all the time," said Principal Dias. "Students should always be gathering evidence of their experiences." Recounting her own experience as an aspiring teacher, Principal Dias noted that the interview is not just a half hour experience on one day, but rather "a one and a half year process. From the time I began my first practicum to the time I started my first teaching position, I was collecting lesson plans that I developed and taught, as well as artifacts that could be shared in an interview setting. Be prepared to share those experiences that you have had over time."



Should they research the school they apply to in order to learn about the school's culture?

"Absolutely," Principal Dias answered. "When people come in for an interview, I ask them, 'Have you seen my website and what did you learn?' Knowing culture is important. In addition to doing research, be prepared to talk about the school and ask what are the principal's expectation of you. Everyone is not for every location," she cautioned. "It is important to know about the job you are going to fill and make sure it is a fit for you."

What should they bring to the interview?

"With our new application system, we have the ability to locate the candidate's resume online," Principal Dias revealed. "It's still advised that a candidate arrive at the interview prepared to distribute a minimum of three to four clean copies of their resume. Additionally, I suggest that women wear a dress or skirt suit and men wear a suit or shirt and tie with dress pants. Your goal is to stand out with your professional look and make a good first impression. Also, cell phones are best left in the car so as to not create a distraction. Come with your smile and confidence ready to get the job."

When creating a brief presentation about themselves, what should they include?

When I ask people to tell me a little bit about themselves, I expect them to discuss their background as it pertains to the position, Principal Dias explained. "Why are they there for the interview today and how can their

experiences set them apart from other potential teachers?"

What steps should they take to ensure they are punctual for the job interview?

"Sometimes we advertise for a position and begin calling the next day for candidates to come in and interview," Principal Dias noted. "If they have time, they should do a drive by of the location to determine traffic patterns. If this is not possible, they should give themselves at least an hour to get there on time. If they arrive disheveled and lack confidence, it will show. It goes without saying, being punctual indicates to me how you will function as a teacher."

Should a teacher candidate contact the principal after applying online for a teaching position?

Dr. Reardon suggested, "It is always a good idea to reach out to the school based administrator after applying for a job. The number of applicants for a single teaching vacancy is growing each year and I think that is due to the wonderful University recruitment efforts to pull college students into the field of 'changing lives' through being a teacher. It, however, is not necessary to always reach out to the Principal him/herself. Perhaps making contact with a department head or instructional coach is a good tactic to consider. These leadership team members can often be advocates for the hiring process."

Would a thank you note be an appropriate way to summarize the discussion that took place during the interview and communicate enthusiasm for the position?

"Yes!" replied Dr. Reardon. "Not only does it show that you are thoughtful, but it also shows that you (the applicant) also enjoyed the time spent in the interview. A message should be included and not just the 'signing of a name.' It should be mailed the evening of the interview or the next day."

What types of questions should the teacher candidate ask the



"Two Department of Teaching and Learning Adjunct Instructors who are also Broward County Public School Principals offer tips on preparing for a teaching position interview."



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Questions & Answers: Where Can You Get a Job Teaching?

As the student teaching semester draws to a close, graduates of elementary education and secondary education undergraduate programs and initial certification graduate programs of Florida Atlantic University's Department of Teaching and Learning in

the College of Education seek to fill teaching positions. What is the protocol of local school districts? Here are some answers:

How do I conduct a job search?

Candidates seeking teaching positions may visit websites of the appropriate school districts and search for job vacancies. For employment opportunities in local schools, check out the following links: [Broward County Public Schools](#), Fort Lauderdale, Fla.; [School District of Indian River County](#), Vero Beach, Fla.; [Martin County School District](#), Stuart, Fla.; [Okeechobee County School District](#);

Okeechobee, Fla.; [School District of Palm Beach County](#), West Palm Beach, Fla.; and [St. Lucie Public Schools](#), Fort Pierce, Fla.

How do I submit my application for a teaching position?

All employment applications and supporting documents must be completed or uploaded online. Each school district lists its application procedures on its website. An employment application for the particular school district for which you wish to work must be on file in order to apply for a teaching position.

When is the best time to meet with recruiters from the district?

Contact the school district to make an appointment with a recruiter listed on its website toward the end of your student teaching semester. Do not wait for a recruiter to contact you. Some school districts do not have recruiters. Applicants for teaching positions in the Martin County School District are encouraged to reach out to the Director of Personnel and in the School District of Indian River County, to the Human Resources Department with questions.

When are schools likely to hire teachers?

Vacancies for teaching positions can turn up any time, but primarily in the spring and summer months and just before the school year starts. The large districts have teaching positions available throughout the entire school year. In fact, they are still hiring for the current school year. Broward County Public Schools' vacancies for 2016-17 will begin to be posted in February. Watch your FAU emails for special hiring requests from schools.

*For information
about programs
contact:*

Boca
undergraduate
561-297-3570

graduate
561-297-3791

Davie
954-236-1028

Jupiter
561-799-8135

Job Interview Tips for Future Teachers

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principal at the end of the interview?

Dr. Reardon recommended the following questions:

- Does your school departmentalize their grade levels?
- What is the major program/theme of your school (i.e. STEM, Montessori, Performing Arts)? You

may know the answer, but this will allow the hiring Principal to talk about their school.

- Do not ask what grade the school is! You should know that prior to the interview by doing your research.
- Will I be given a new teacher coach?
- Does the school have an active parent group?
- Are there opportunities for career growth at the school (i.e. aspiring leader programs, etc.)?