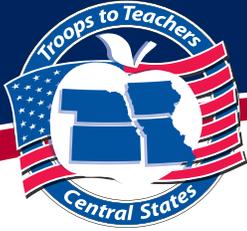


# TROOPS TO TEACHERS



❖ JEFFERSON CITY OFFICE  
877.530.2765

❖ ST. LOUIS OFFICE  
314.467.5080

❖ KANSAS CITY OFFICE  
816.241.1705

## NCLB/ESEA/LEAs/SEAs/AMOs

*And I thought the military had too many acronyms!*

No Child Left Behind (NCLB) is the current incarnation of President Lyndon Johnson's Elementary and Secondary Education Act of 1965 (ESEA), whose purpose was to raise achievement and close achievement gaps.

This is important to our Troops to Teachers members because it levies a requirement to hire Highly Qualified Teachers (HQTs).

### WHAT IS THE DEFINITION OF A HIGHLY QUALIFIED TEACHER?

The requirement that teachers be highly qualified applies to all public elementary or secondary school teachers employed by a local educational agency who teach a core academic subject.

"Highly qualified" means that the teacher:

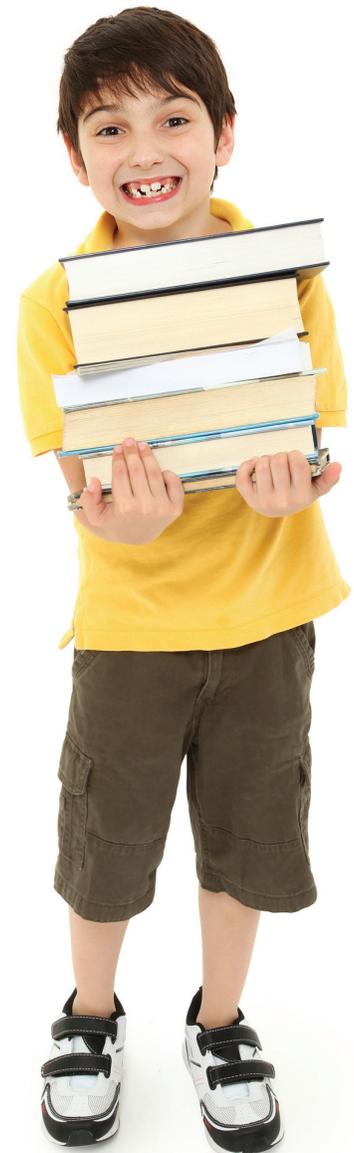
- 1] Has obtained full State certification as a teacher or passed the State teacher licensing examination and holds a license to teach in the State, and does not have certification or licensure requirements waived on an emergency, temporary, or provisional basis;
- 2] Holds a minimum of a bachelor's degree; and
- 3] Has demonstrated subject-matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the State and in compliance with Section 9101(23) of ESEA.

- 4] What is meant by "core academic subjects"?
- 5] The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, music, history, and geography [ESEA, Section 9101(11)].

The administration has so far approved waiver requests from 37 states and D.C., from No Child Left Behind (NCLB) with other applications still pending, in exchange for state-developed plans to prepare all students for college and career, focus aid on the neediest students, and support effective teaching and leadership.

In order to move forward with state and local reforms designed to improve academic achievement and increase the quality of instruction for all students in a manner that was not originally contemplated by the No Child Left Behind Act of 2001 (NCLB), a State educational agency (SEA) may request flexibility, on its own behalf and on behalf of its local educational agencies (LEAs), through waivers of ten provisions of the Elementary and Secondary Education Act of 1965 (ESEA) and their associated regulatory, administrative, and reporting requirements. In order to receive this flexibility, an SEA must meet the following principles;

- Continued on next page -



TROOPS TO TEACHERS



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# PRINCIPLES FOR IMPROVING STUDENT ACADEMIC ACHIEVEMENT AND INCREASING THE QUALITY OF INSTRUCTION

To receive flexibility through the waivers, the SEA must describe how it will fully implement these principles.

## 1] College- and Career-Ready Expectations for All Students

An SEA must demonstrate that it has college- and career-ready expectations for all students in the State by adopting college- and career-ready standards in at least reading/language arts and mathematics, transitioning to and implementing such standards statewide for all students and schools, and developing and administering annual, statewide, aligned, high-quality assessments, and corresponding academic achievement standards, that measure student growth in at least grades 3-8 and at least once in high school.

## 2] State-Developed Differentiated Recognition, Accountability, and Support

An SEA must develop and implement a system of differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in these LEAs. Those systems must look at student achievement in at least reading/language arts and mathematics for all students and all subgroups of students identified in ESEA. They may also look at student achievement in subjects other than reading/language arts and mathematics, and, once an SEA has adopted high-quality assessments, must take into account student growth.

The SEA's system must, at a minimum:

- Set new ambitious but achievable Annual Measurable Objectives (AMOs) in at least reading/language arts and mathematics.
- Provide incentives and recognition for success on an annual basis.
- Effect dramatic, systemic change in the lowest-performing schools by publicly identifying "priority schools." The SEA must also develop criteria to determine when a school that is making significant progress in improving student achievement.
- Provide incentives and supports to ensure continuous improvement.
- Build SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps.

## 3] Supporting Effective Instruction and Leadership

To receive this flexibility, an SEA and each LEA must commit to develop, adopt, pilot, and implement teacher and principal evaluation and support systems that:

1. will be used for continual improvement of instruction,
2. meaningfully differentiate performance using at least three performance levels,
3. use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities),
4. evaluate teachers and principals on a regular basis;
5. provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
6. will be used to inform personnel decisions.

## 4] Reducing Duplication and Unnecessary Burden

To receive the flexibility, an SEA must assure that it will evaluate and revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools.

Links to Dept of Education documents:

<https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc>

<http://www2.ed.gov/policy/eseaflex/esea-flexibility-faqs.doc>

## STATE TEACHER JOB VACANCY SITES

**Looking for a new job?** These are some links that may prove useful for finding certified and substitute teaching jobs. For a more complete listing go to our website:

**TROOPSTOTEACHERS.MO.GOV**

IA: <http://www.iowaeducationjobs.com/>

KS: <http://www.kansasteachingjobs.com/>

MO: <http://www.moteachingjobs.com/>

NE: <http://www.nebraskaeducationjobs.com/>

## MISSOURI/KANSAS/ NEBRASKA/IOWA

Chad Schatz, Director

John Hose, Assistant Director

**Missouri Department of Elementary and Secondary Education**

Veterans Education and Training Section

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### KANSAS

Sungti Hsu

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e-mail: [shsu@ksde.org](mailto:shsu@ksde.org)

### NEBRASKA

p: 402.471.0739

e-mail: [nde.tcrtweb@nebraska.gov](mailto:nde.tcrtweb@nebraska.gov)

website: <http://www.education.ne.gov/tcert>

## PARTICIPANT LIFE CYCLE

Determine Eligibility

Register

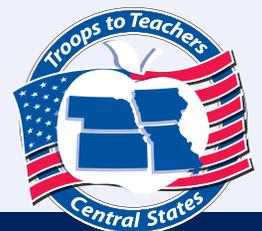
Bachelors Degree

Teacher Certification

Job Search

Get Hired

Be a Mentor



# VETERAN'S EDUCATION & TRAINING SECTION

## MISSOURI STATE APPROVING AGENCY



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- Suzanne Adam:** Secretary

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- Leo Blakley:** Approval Developer
- Sharon Sawyer:** Secretary

### AVECO CONFERENCE

The Association of Veterans Education Certifying Officials conference is in just a few weeks. Make your reservations now to attend this training and networking extravaganza. It will take place on July 15th-18th 2013. This year's conference theme is: Pursuit of Excellence

This excellent chance to network with your peers will include training on the following topics:

- Basic Training for new SCO's
- VA ONCE
- Right Now Web
- SCO Hotline JST (Military Transcripts)
- VA Work Study
- Student Information Systems (SIS)
- and much much more.

Go to <http://www.aveco.org/> to get registered today!



### REVISED SCHOOL CERTIFYING OFFICIAL'S HANDBOOK NOW AVAILABLE

June 7, 2013 10:40 AM

The new and improved 2013 version of the School Certifying Official's Handbook is now online!

Click here to view.

(<http://www.gibill.va.gov/school-certifying-officials/sco-training-resources/handbook.html>)



### REGIONAL PROCESSING OFFICES

The VA has four Regional Processing Offices (RPOs) nationwide that process GI Bill claims. Find your region below. St. Louis, MO

P.O. Box 66830

St. Louis, MO

63166-6830

St. Louis RPO Jurisdiction

- Colorado
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Michigan
- Minnesota
- Missouri
- Montana
- Nebraska
- North Dakota
- Ohio
- South Dakota
- Tennessee
- Wisconsin
- West Virginia
- Wyoming

Click on this link to see the Education Claim Timeliness

Statistics for St. Louis RPO

<http://www.app.hospitalcompare.va.gov/index.cfm?org=vba&site=3>



**Veterans Education & Training Section**  
Department of Elementary and Secondary Education

P.O. Box 480  
Jefferson City, MO 65109

**Veterans Education & Training Section**  
c/o Penn Valley Community College Pioneer Campus

Room 256  
2700 East 18th St.  
Kansas City, MO 64127

**Veterans Education & Training Section**  
c/o Mehlville School District

Room 110  
3100 Lemay Ferry Road  
St. Louis, MO 63125

### SWEET DREAMS PILLOW

The Sweet Dream Picture Pillows are available to the children of any family whose father or mother is on active duty and will be absent from their family for at least three months.

Visit our website at:

<http://www.pillowprojectusa.com>

*This month we are skipping the state specific information to talk about , interviewing and marketing yourself. Call the Troops to Teachers office if you are in the running for a position. We will be happy to call the school and explain the reasons why a TTT hire is the way to go. Hopefully, with you knocking on the front door and us knocking on the back door, we can secure that job offer.*

## TROOPS TO TEACHERS, INTERVIEWING AND MARKETING YOURSELF

*So, you've gone and done it. You have decided that you want to shape minds, make the world a better place and become a teacher. Great choice!! Congratulations. You have gotten your certificate, you have student teaching n the bag and now you need to get a job.*

*So, how do you prepare for the interview process and market yourself. Why would a school want to hire a veteran. Well, when a child asks a 22 yr old first time teacher, "Oh man, why do I have to learn Physics? " They get an answer about curriculum and graduation requirements. When you ask a former ICBM officer or a former artillery officer, there is a whole different level of engagement and importance that can be shared.*

### WHY HIRE A TTT CANDIDATE?

A prior long-serving military member has these qualities:

- **Maturity:** TTT participants have learned many lessons about human relations, stress management, priority setting, leadership and sacrifice that can only be gained through experience. Most TTT participants are in their early forties. This maturity is available to the students for decades to come, while the cost to the district is equivalent to hiring a recent young college graduate.
- **Commitment:** The retention of TTT participants far exceeds the average teacher. This longer retention is evidence of the commitment of TTT participants to the children, school and administration and the TTT participant's decision to make teaching a professional career choice.
- **Diversity:** When serving in the military you work in an extremely diverse community. Military members learn very quickly to be sensitive to other cultures, backgrounds and beliefs. Moreover, a "troop" learns very quickly that what really matters is whether a teammate can produce under pressure when needed and not that teammate's race, ethnicity, religion, or beliefs.

- **Proven Team Member:** All military experience demands that each individual work for the good of the team and not of the self.
- **Always Prepared for Lessons:** An axiom of military operations is that you must always be prepared and have a good plan prior to starting. TTT participants never enter a classroom unprepared and try to "wing it."
- **Caring Teacher:** In the military, a leader leads 24/7. The responsibility and caring for each individual "troop" is felt every day of the week. This same caring is evident in TTT participants and in the deep concern they feel for the children in their class.
- **Dedication:** No one serves a career in the military for the pay—no one really works just for a paycheck. There is not enough money in the world to pay someone to do what is sometimes asked of our service members. However, they do it willingly because of an intense level of dedication. This same level is transferred to helping children.
- **Loyalty:** Service members have operated in a large bureaucracy and know that only through loyalty to the process and their leaders will the right things get done. TTT members support principals and their authority.
- **Creative Thinker:** Contrary to the misconceptions often portrayed in the media, a successful military career requires a service member to constantly be looking for a better way to do things. It is no accident that the military has always been on the leading edge of development in technology and personnel issues.
- **Unmatched Work Ethic:** The military has never been a 9 to 5 job. This strong work ethic that was developed to be successful in a military career has earned most TTT participants the reputation as the first to arrive and the last to leave at their schools.

### TOLL-FREE HOTLINE

A dedicated toll-free hotline is now available  
FOR SCHOOL CERTIFYING OFFICIALS (SCOS) ONLY.

Toll-free hotline number 1 (855) 225.1159

The hotline is available from 7:00 am to 5:00 pm, Central Time. SCOs must provide the school's facility code and be listed as a designated VA school certifying official to receive assistance through the dedicated hotline.

### THE MISSOURI STATE APPROVING AGENCY DIRECTORY

Features all schools and colleges approved for the GI Bill. Request a copy by calling **877.530.2765**

TO FIND OUT IF YOU ARE ELIGIBLE FOR VETERANS EDUCATION AND TRAINING BENEFITS, OR TO SEE HOW MUCH YOUR ENTITLEMENT IS, CALL 888.442.4551.

### The Department Of Elementary & Secondary Education

We not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to:

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Civil Rights Compliance  
(Title VI/Title IX/504/ADA/Age Act)  
205 Jefferson Street  
Jefferson City, MO 65102-0480

p: 573.526.4757

or Relay Missouri p: 800.735.2966.

**SHARE THIS NEWSLETTER** This newsletter is being e-mailed to one Certifying Official at each school. Please share this newsletter with all other Certifying Officials, the Bursar's or Comptroller's Office, Financial Aid Office and other interested individuals at your school/business. It is extremely important that the information in this newsletter receives the widest dissemination in order that veterans receive the GI Bill and other educational benefits to which they are entitled.



## INTERVIEWING FOR A TEACHING POSITION? *Common questions and answers*

### **Question 1 – What Are Your Thoughts On Team Teaching?**

The interviewer who asks this question wants to discover if you are flexible, enjoy working in a team environment, have experience in this area, and what your viewpoints are on the subject.

It is always wise to speak about some of the positive aspects of team-teaching, such as: "It is an effective strategy for teaching large groups of students. It encourages teachers to collaborate and generate ideas.

Talk about team-teaching experiences you have had, and the positive results that transpired. If you haven't had any hands-on experience, you may explain that you enjoy working in a team setting and are excited about the possibility of participating in this approach. Furthermore, it is vitally important to be honest when answering all questions during the interview. Organizing your thoughts in advance will serve to help you deliver truthful and concise responses, while highlighting the skills you possess that are most compatible with the needs of the school or district.

### **Question 2 – What Are Your Greatest Strengths?**

This question will probably be asked. Now, if you researched the district/school and found out what they are looking for in a candidate, you will be able to focus your response on that information, always tell the truth. You must show your value to the district. This will also give them an idea of how you view your talents and skills as a teacher. Perception is critical. You must be able to confidently discuss your skills using a convincing approach. For example, classroom management, curriculum development, or technology integration. These skills will show the interviewer(s) what you can do on the job. Don't stop there, you will set yourself apart from the pack if you can back up your claims with actual stories. This will build credibility, and it shows you really are good at what you are claiming. Tell them about what you have done to incorporate technology into the classroom and what was the result. The result part of the story sells value, and that produces job offers.

### **Question 3 – What Is Your Biggest Weakness?**

Your response could include something that may have been a challenge in the past, which you have taken steps to rectify. Be truthful, they will be testing your honesty. In addition, they will be checking to see if you provide a weakness that is critical to success in the position. The key to answering the question is to turn a negative into a positive. I don't suggest using that the traditional statement, "I'm a perfectionist." It is often overused and will tend to sound phony. It is important you don't get defensive and try to justify why you are weak in a particular subject area, such as social studies. Whatever you decide to use, ensure it is not one of the key skills of the position you are seeking.

### **Question 4 – Can You Describe Your Classroom's Physical Appearance.**

Having prepared ahead of time, you understand the interviewer's attempt to determine:

- Your teaching style
- Your ability to effectively manage the class
- The level and quality of student interaction
- Your teaching philosophy

Within this context, you might respond: "Upon entering my classroom you will find a lively and colorful room completely centered upon children and active learning. Sight words, the alphabet, numbers, and inspirational quotes cover the walls while large bulletin boards display students' work. Note: Presenting floor plans successfully used in the past demonstrates strong organization and preparation skills. Remember, each person's answer will vary depending upon teaching style and philosophy. The district representatives will look to see if your style is compatible with their needs. Thoroughly researching each specific district needs will allow you to tailor your answers, which is the key to a successful interview.

*Excerpted from Eight Popular Interview Questions & Answers, www.teacherofcolor.com.*

# INTERVIEWING FOR A TEACHING JOB

by Dr. Bob Kizlik ([www.adprima.com/interview.htm](http://www.adprima.com/interview.htm)) Reprinted with permission.

**Note:** Dr. Kizlik has been a university professor, resource teacher, classroom teacher, curriculum writer and university coordinator. He entered education after an enlistment in the Army in the 1960s. "Upon reflection, some of the best teachers I ever encountered were noncommissioned officers in various training programs," Dr. Kizlik said.

Your first interview for a teaching position is scheduled. More than likely, you're a little scared, but you've been looking forward to this for a long time and the big day is here at last! The payoff for all your hard work in college is finally in sight. It's what you have been anticipating for weeks, and yet you're tense, and perhaps even apprehensive.

You've heard from fellow classmates and friends that the first job interview for a teaching position can often be a stressful experience, made even more so when teaching jobs are scarce, especially in tough economic times. Teachers who have been there and done that will generally tell you that being as perfectly prepared as possible beforehand is the best policy. With that in mind, and given that you should get at least six hours of sleep the night before the interview, the following suggestions are offered:

**1] Dress.** Dress appropriately. Your choice of clothing tells a lot about you, and as they say, you don't get a second chance to make a good first impression. Women should dress tastefully. That means no shorts, halters, cutoffs, miniskirts, etc. You want to look professional. If you have visible body parts other than your ears that are pierced, remove the objects before the interview. Also, if you have tattoos, do your best to cover them with appropriate clothing. Men should wear a nice pair of pants and shirt and tie. Polished shoes are a good idea and say a lot about you. Don't wear sneakers, and be careful about jeans. The body piercing and tattoo advice goes for men, also.

**2] Speech.** Many times interviews that are otherwise excellent crash and burn because the interviewees mispronounce words, speak much too fast, and use expressions such as "like" as a form of punctuation. A big mispronunciation problem involves words that begin with "pre" or "pro." They are often pronounced as if they began with "per." For example, "prescribe" is pronounced "PREscribe" not "PERscribe." If you have this problem, work on it. As for like, well, like don't use it as a form of punctuation!

**3] Portfolio.** Document any work you've done with children, or in teaching, even if it's not a similar population or age range. Make sure the portfolio is not overly complicated. That means it's easy to read and understand. Organization is everything. Also, make sure you have carefully checked all spelling and grammar. An alternative is to bring an "electronic portfolio" such as a flash drive, CD, or DVD with you and let the interviewer know it is available. There are also many online resources that allow people to post resumes, vitas or portfolios.

**4] Technology.** Bring appropriate samples of your technology skills — graphics design, presentation software, word processing, etc. Let the interviewer know you have them, and do not offer to show them unless asked to do so. Flash drives make it possible to bring a lot of material with you in digital form in a case no larger than a pack of gum.

**5] Territory.** Know the setting you're going to. In many districts, each school has a model, and it is very important to show understanding of the model. Usually, this type of information is available on the district or school website. Make sure that you don't go into a "back to basics-type" school spouting everything you heard in college about whole language. If you can, do research on the instructional setting, principles and goals of the school. In other words, do your homework!

**6] Money.** Don't be stupid. Remember, the principal or other interviewer does not negotiate salary, benefits, etc. Don't even mention them in the interview. If you do, the interviewer may "write you off." This is especially true in the current economic situation, where many school systems are cutting back or not hiring at all.

**7] Philosophy.** Have defined, and be able to defend, your philosophy of education. Too often, education majors memorize buzz words, clichés and so-called wise sayings they picked up in their programs. Any experienced administrator will see through this in a heartbeat. Know what you believe and why you believe as you do. If you're unsure, practice out loud and have someone give you feedback. However, if not asked by the interviewer, it's usually a good idea not to offer it up for scrutiny.

**8] Mastery.** Be as current as possible on educational books and research, especially if you have an area of specialization. You should be able to explain in clear, unambiguous language why the content you would teach is important. You also have to convey a sense of mastery of the content, regardless of the level at which you are seeking a position.

**9] Management.** Have a discipline/classroom management system ready when you go for the interview. Know how it works, be able to explain it, why you've chosen it, and why you think it will be effective. If, for example, you believe in assertive discipline, be able to articulate why you believe it results in desirable outcomes.

**10] Odds and Ends.** Most principals look for teachers they believe will be effective in the classroom and be good team players. You must communicate to the interviewer that you can be both. The last thing a principal wants is a new teacher who will cause him headaches, need constant reassurance, take up his valuable time solving trivial problems, or who has poor parent-relation skills. In your interview, you must communicate to the principal that you will not cause him headaches, need constant reassurance, etc. It is a temperament thing, so learn how to read people, speak clearly and directly, don't be afraid to look the principal in the eyes, ask relevant questions, and thank him for the opportunity to be interviewed.

And one last thing: if your interview is in the morning, be sure to have at least a small breakfast not less than 90 minutes before the interview. Take it from one who knows; your brain will work better.

Good luck with your interview, and may your career as a teacher be truly rewarding and fulfilling.

Phone: (573) 751-1250 (local) (877) 530-2765 (toll free)

Fax: (573) 526-5710

Email: [DESE.troopstoteachers@dese.mo.gov](mailto:DESE.troopstoteachers@dese.mo.gov)