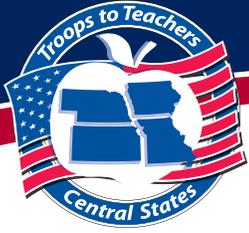


TROOPS TO TEACHERS



✦ JEFFERSON CITY OFFICE

877.530.2765

✦ ST. LOUIS OFFICE

314.729.2444

✦ KANSAS CITY OFFICE

816.241.1705

POPULAR TEACHING INTERVIEW QUESTIONS ANSWERED By Janelle Cox



Interviews can be very nerve-wracking. To help alleviate some of this stress and maximize your confidence, practice with these popular teaching interview questions and potential answers.

Student Engagement - How will you keep students engaged?

The interviewer is looking for how you will keep the students engaged throughout the day. How will you organize your lessons? How will you change activities? How will you gauge when something is working and isn't working? What other method will you use?

Accountability - What is it and how does it relate to the classroom?

What it is and how that relates to the classroom (holding educators and students responsible for results). For example, each student has to show progress. Try to find out what the rating system is in the school that your interviewing for.

Technology - How would you incorporate technology into your classroom? It's important to show the interviewer that you are familiar with technology. Talk about what technology you are familiar with and have used.

Talk about the technology that you plan on using in your classroom. For example, Smartboards, iPad and digital tablet apps.

Why do you want to work in our school district?

This is where you need to know a lot about the school district. Research everything that you can about the faculty, mission statement, demographics, community involvement, everything. The interviewer is looking to see that you want to work in their district and not just that you mailed out a bunch of resumes and hoped for the best.

What are your weaknesses?

Provide an example that is critical to the success of the position that you are applying for. For example, you can say that you have a hard time organizing your day. You have so many ideas for activities and find it hard to incorporate them all into the day. You can go on to say that you know that you can't do everything that you would like to, and you have to learn to prioritize what lessons are more important to student learning.

What is your educational philosophy?

This is a brief statement that conveys your thoughts on education. You can write it out and have it in your teaching portfolio. Then, when asked the question you can reference the portfolio and use it as a guide. Here is a sample statement to get you started.

What does your classroom management plan look like?

This answer will depend on your teaching style, the grade you are applying for, and your experience. The interviewer is looking to see that you have a plan in mind and know how to implement it. It's also important to look into what the school uses for their school wide discipline plan. You can weave that into your answer as well. When answering this question be sure to talk about how to set rules and expectations from day one. Then you can go on to give an example of your plan. Give the panel a real situation and how you would use your plan. For example, if you use the turn-a-card behavior management plan, explain why it is effective, and why you use it.

What questions do you have for us?

It is very important to have a few questions prepared. This will show your interest in the position and will really impress the interviewers. Here are some suggestions:

- What professional development opportunities are available?
- What is the student to teacher ratio for classes?
- What kind of technological resources are available for students and teachers?
- How active are parents in this school district?
- What is the next step in the hiring process?



TROOPS TO TEACHERS



TO FIND OUT IF YOU ARE ELIGIBLE FOR GI BILL EDUCATION AND TRAINING BENEFITS, CALL 888.442.4551

ATTENTION SUPERINTENDENTS, PRINCIPALS & HIRING OFFICIALS

Are you trying to hire the best available candidates to meet your teaching needs? If so, then the Troops to Teachers "Hot List" is exactly what you are looking for. It is a compilation of eligible veterans looking for teaching jobs in the Missouri/Kansas/Nebraska/Iowa region; it is a publication created and maintained by the Central States Troops to Teachers office with the Missouri Department of Elementary & Secondary Education. Troops to Teachers (TTT) veterans are proven, professional team members who are dedicated, creative, mature, and prepared.

This list provides information about veterans who have enrolled in the TTT program and are looking for teaching jobs in your area. If you have teaching vacancies at your school (or are expecting vacancies), contact a TTT supervisor to get your own copy of the Troops To Teachers "Hot List". We can be reached at: **877-530-2765** or send an e-mail to dese.troopstoteachers@dese.mo.gov.



BENEFITS FOR STUDENTS

America's classrooms hold the leaders of the future. TTT participants bring to those classrooms not only leadership skills, but also a can-do, problem-solving attitude invaluable to honing their students' ability to think and reason.

REWARDS FOR SCHOOLS

Statistically, teachers with a military background have a very high retention rate. TTT participants play an important role in our public education system—and have increased the ranks and elevated the percentages of male and minority teachers of math, science and special education. TTT teachers are mature, have completed successful careers, and possess a desirable blend of knowledge reinforced by real-life experience.

TROOPS TO TEACHERS MENTORS

We are pleased to have a list of mentors on our web site. These people have successfully been through the process from start to finish. They are offering their thoughts, insights, and encouragement to others pursuing their goals of becoming teachers.

WANT TO BECOME A MENTOR?

The advice and guidance you will provide is invaluable to fellow veterans interested in starting careers as K-12 public school teachers.

WOULD YOU LIKE TO VOLUNTEER TO BE A MENTOR?

Visit: DESE.TroopsToTeachers@DESE.mo.gov or

click here to join us: <http://dese.mo.gov/sites/default/files/TTT-MENTOR%20CONNECTION-%202006-14.pdf>

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:

WWW.TROOPSTOTEACHERS.MO.GOV

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

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

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

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

MISSOURI/IOWA/ NEBRASKA/KANSAS

Chad Schatz, Director

Ron Marsch, Supervisor

Turner Shipman, Troops to Teachers Contact

**Missouri Department of Elementary
and Secondary Education**

Veterans Education and Training Section

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NEBRASKA

Bethina Garrett p: **402.471.0739**

e-mail: nde.tcrtweb@nebraska.gov

<http://www.education.ne.gov/tcrt>

KANSAS

Susan Helbert p: **785.296.2288**

e-mail: shelbert@ksde.org



VETERAN'S EDUCATION & TRAINING SECTION

MISSOURI STATE APPROVING AGENCY



APPROVAL OF ON-THE-JOB TRAINING PROGRAMS

VA can pay benefits for On-the-Job training (OJT) to eligible people if the training facility and program meet certain requirements. The main requirements are listed below.

Program

- The OJT program provides all the job skills and related training the trainee needs to be fully qualified for the job.
- It's reasonably certain that the job for which the person is being trained will be available after the trainee completes the program.
- The job customarily requires between 6 months and 2 years of full-time OJT.
- The length of the OJT isn't longer than customarily required in the community.
- Progression and promotion to the next higher level depends on the skills learned through OJT training and not just on such factors as length of service and normal turnover.

Wages

- Wages paid to VA trainees in this program are at least equal to the wages paid to non-VA trainees at a similar level of training.
- The beginning wage must take previous training and experience into account.
- The beginning wage is at least 50% of the wage for a fully trained employee.
- By the last month of OJT, the wage must be at least 85% of the wage for a fully trained employee. (Government OJT programs don't have to meet this 85% requirement.)
- Upon completion of OJT, the wage should be at least equal to the wage for a fully trained employee.

Contact us: VA Website 1-800-827-1000

Training Facility

The training facility must:

Have adequate space, equipment, instructional material, and instructors to provide satisfactory training.

- Keep adequate records showing progress
- Make all records available to VA and the State Approving Agency at their request.
- Grant credit to each trainee for previous training or experience (including experience in the military) and reduce or shorten the length of the total training appropriately.
- Give a copy of the signed training agreement, program outline, and wage scale to the trainee, VA, and the State Approving Agency
- Comply with Title VI of the Civil Rights Act of 1964 (no discrimination based on race, color, or national origin.)

Note: These requirements are in 38 CFR (Code of Federal Regulations,) section 21.4262 and Title 38 U.S. Code, section 3677. For more information, call toll-free 888-442-4551 (888 GI BILL 1) or visit our GI Bill Website.

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CLICK HERE FOR SCHOOL CERTIFYING OFFICIAL TRAINING & INFORMATION RESOURCES

or go to: http://www.benefits.va.gov/gibill/school_training_resources.asp



OPEN SEASON FOR YELLOW RIBBON PROGRAM

March 15 - May 15, 2016 is the time for you to enroll or make changes to your Yellow Ribbon agreement with VA for the 2016-17 academic year.

What is the Yellow Ribbon Program?

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed either the annual maximum cap for private institutions or the resident tuition and fees for a public institution. The institution can contribute up to 50% of those expenses and VA will match the same amount as the institution.

The Institution of Higher Learning (IHL) must agree to:

- Provide contributions to eligible individuals who apply for the Yellow Ribbon Program on a first-come first-served basis, regardless of the rate at which the individual is pursuing training in any given academic year;
- Provide contributions during the current academic year and all subsequent academic years in which the IHL is participating in the Yellow Ribbon Program and the student maintains satisfactory progress, conduct, and attendance;
- Make contributions toward the program on behalf of the individual in the form of a grant, scholarship, etc;
- State the dollar amount that will be contributed for each participant during the academic year;
- State the maximum number of individuals for whom contributions will be made in any given academic year.

Available Benefits and Eligibility

Only Veterans entitled to the maximum benefit rate, as determined by service requirements, or their designated transferees may receive this funding. Active duty Servicemembers and their spouses are not eligible for this program. Child transferees of active duty Servicemembers may be eligible if the Servicemember is qualified at the 100 percent rate. For more information please visit: http://www.benefits.va.gov/gibill/yellow_ribbon/yellow_ribbon_info_schools.asp

Schedule of School and OJT/Apprenticeship Certifying Official Workshops

When: April 19-20, 2016 in Columbia, MO
Where: University of Missouri-Columbia, Memorial Student Union, Room N214
Contact: Barry Walser (314) 552-9315 and Christina Hanks (314) 552-4475
Email: barry.walser@va.gov and christina.hanks@va.gov
Tentative Date: May 18-19, 2016 in Hannibal, MO
Tentative Date: June 8-9, 2016 in Kansas City, MO
July 19-21, 2016: Annual AVECO Conference in St. Louis, MO

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.

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.

WHAT ARE VA GI BILL OJT/ APPRENTICESHIP AND MISSOURI SHOW ME HEROES PROGRAMS?

Missouri State Approving Agency and the Show-Me Heroes Program agree to share information regarding VA benefits for on-the-job training and apprenticeship and Show Me Heroes on-the-job training reimbursements to employers.

The VA program for on-the-job- training and apprenticeship include benefits for eligible veterans and dependents. The minimum training program length is at least six months. Benefits range from \$276 to \$1,341 or more per month paid to the veteran, based on entitlement.

The Show-Me Heroes Program features a 50% wage reimbursement to employers in qualifying training for up to six months. Some veterans may qualify for both programs based on each program approval criteria.

Contact the Missouri State Approving Agency at **1-877-530-2765** or **1-573-751-1250**.

The Show-Me Heroes program phone number is **1-800-592-6020** and the web site is:
<http://showmeheroes.mo.gov/>



We do 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:

Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act) 205 Jefferson Street, Jefferson City, MO 65102-0480p: 573.526.4757 or Relay Missouri p: 800.735.2966.

NEBRASKA

FROM THE COMMISSIONER - MATTHEW L. BLOMSTEDT



AQuESTT is Working, Generating Conversations Statewide About Continuous School Improvement- February 4, 2016

The AQuESTT results are out. You know how your school and district were classified. Now the real work begins.

Today I want to weigh in on the conversations that are taking place statewide in our schools about AQuESTT, discussions about what the classifications really mean and how this new, next-generation accountability system -Accountability for a Quality Education System, Today and Tomorrow - informs continuous improvement.

The overarching goal is: Support and rewards for every student, school and educator.

AQuESTT has given all of us - educators statewide - a framework for our conversations about continuous school improvement.

One of AQuESTT's strengths is the conversation that has begun in our schools, at the state level among policy makers and, most importantly, the conversation among teachers who are the heart of student learning - teachers who have an educated eye to recognize what works well in the classroom and how to build on it.

As an engaged teacher, you already know how your school was classified, your district's classification and what those classification's mean in the terms of the strengths and breadth of the initiatives your school has in place. You also are talking now about how to build on those initiatives and identifying new ones to improve learning of every student every day. Your school and district profiles, which were based on data from the final classification and the Evidence-Based Analysis, were designed to be diagnostic and to support your continuous improvement work.

But, whether your school or district received a classification of great, good, needs improvement or the highest classification of excellent, we all can always get better, find new and better ways to connect with students, expand learning opportunities for children, build stronger relationships with parents and the community, better help students transition between grades, use test results more effectively to inform instruction and help all students set goals at all grade levels so they graduate college and career ready.

AQuESTT recognizes that teachers are key to continuous school improvement.

Teachers are key to improving classroom instruction, key to building those critical connections and relationships with students and their families, key to also building community support for their schools. As Commissioner, I applaud your dedication and your work on behalf of all Nebraska students. Thank you. I encourage you to call Nebraska Department of Education staff or me if you need assistance or guidance as you move forward in your key role in continuous school improvement.

More information about educator preparation in Nebraska can found at www.education.ne.gov/tcert

KANSAS

COMMISSIONER'S MONTHLY MESSAGE

While academics are very important, they alone don't ensure a student's success after high school. This month, I'd like to take some time to speak to you about social/emotional growth, which is another key outcome that will help measure progress of the Kansas State Board of Education's new vision. Social/emotional learning is the process through which students and adults acquire the knowledge, attitudes and skills necessary to understand and manage emotions; set and achieve goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions.

The state of Kansas is a leader in social/emotional growth. In 2012, Kansas was the first state to implement Social, Emotional and Character Development standards. As State Board members, as well as Kansas State Department of Education personnel, toured the state to find out what Kansans wanted for the future of education, we heard, particularly from the business community, there is a great need for employees who can make it to work on time and be accountable. Students who lack conscientiousness, perseverance and the ability to communicate effectively - nonacademic skills - may find it more difficult to succeed in postsecondary education and the workforce.

The board believes social/emotional growth in students should be measured locally. Social-emotional-character growth indicators can include attitude and behavior; attendance and program completion; bullying prevention; character development; volunteerism; and school-based mental health. We understand social/emotional teaching is a function of the family, and we are here to support parents and others by reinforcing this learning in the classroom.

Research shows schools that incorporate social, emotional and character development have more student engagement, decreased suspensions and improved academic scores. Keeping students in school while building the skills they need to be successful in life is a win for everyone.

This new vision - Kansas leads the world in the success of each student - is a lofty goal, but one I know we will achieve. Together, Kansas Can

More information about educator preparation in Kansas can found at www.ksde.org



IOWA

LEARN ABOUT IOWA'S NEW SCHOOL IMPROVEMENT, SUPPORT SYSTEM

Monday, March 14, 2016

To prepare school districts for the statewide implementation of Differentiated Accountability – Iowa's new model of school improvement and support – there will be several online meetings over the next couple months.

During the 2015-16 school year, the Iowa Department of Education, Area Education Agency system, and local school districts joined through Collaborating for Iowa's Kids to pilot Differentiated Accountability. As part of this process, a Statewide School Improvement Team was created to complete a pilot of 12 Differentiated Accountability Intensive on-site school visits.

The team received a significant amount of positive feedback and several process enhancements were made. Now that the pilot process has been nearly completed, Differentiated Accountability is ready for a statewide roll out during the 2016-17 school year.

The accountability system replaces the comprehensive five-year site visits that districts used to receive, as well as many other improvement processes, such as Schools/Districts In Need of Assistance, and corrective action plans for particular areas such as special education or English Language Learners. Differentiated Accountability is an effort to unite all of those processes into one. Differentiated Accountability is also being aligned with Iowa's accountability plan under the newly authorized Every Student Succeeds Act (ESSA).

To prepare districts for statewide implementation of Differentiated Accountability, Heartland Area Education Agency's Mark Crady and Iowa Department of Education's Amy Williamson will do a series of Zoom meetings in the next several months. The Zoom meetings are opportunities to learn and ask questions about the new process. Additional information may be found on the Department's Differentiated Accountability website.

Or contact Amy Williamson at 515-339-4122 or email: amy.williamson@iowa.gov

More information about educator preparation in Iowa can found at <http://educateiowa.gov/>

MISSOURI

RETIRED ASTRONAUT LINDA GODWIN KEYNOTES FIRST-EVER MISSOURI STEM EVENT FOR 7TH GRADE GIRLS

Tue, 03/22/2016

Dr. Linda Godwin, a retired U.S. astronaut, will give the keynote address at Missouri's first-ever statewide gathering for 7th grade girls focusing on science, technology, engineering and math (STEM). The event was created by college and career consultants through the Department's Office of College and Career Readiness. It will be held March 23 at Missouri University of Science and Technology (Missouri S&T). Dr. Godwin will wrap up the day's activities with her keynote.

"The science and math courses I took in school stimulated my interest in science, eventually leading me to choose to study physics in college and graduate school. This education opened doors for my future career as an astronaut," said Dr. Godwin. "But regardless of which career one chooses, STEM courses are for everyone. They teach reasoning, logic and explain the world around us. I always encourage girls to include STEM in their studies knowing they will find confidence in realizing they can choose to do almost anything."

A native of Jackson, Mo., Dr. Godwin earned her degree in mathematics and physics at Southeast Missouri State University. She attained her master's degree and a doctorate in physics at the University of Missouri, where she also taught physics to undergraduate students and conducted research. Dr. Godwin joined NASA in 1980 in the Payload Operations division. Five years later, she was accepted as an astronaut candidate. She has flown on four space missions, one of which included docking to the Russian Mir Space Station. Her last mission was a shuttle docking flight to the International Space Station. Dr. Godwin made two space walks during her total of 38 days in space. She retired from NASA in 2010 and is currently a physics professor at the University of Missouri.

In organizing this event, the Department's college and career consultants worked with instructors from Missouri S&T and industry representatives to lead 450 girls from across Missouri in engineering and mathematics activities. The girls were nominated by their school counselors or teachers in STEM fields and have expressed their interest in STEM fields through the career-interest survey in Missouri Connections.

"We are pleased that these students are able to hear from Dr. Godwin, an inspiring role model," said Commissioner of Education Margie Vandeven. "Early exposure to exciting career opportunities in the STEM fields can spark interest in developing skills crucial to the success of the next generation of innovators."

Ensuring that all students graduate ready for college and career is one of the primary goals of Missouri's Top 10 by 20 initiative, an effort to improve student performance to rank among the top 10 states in the country by 2020.



More information about educator preparation in Missouri can found at dese.mo.gov/eq/ep/.