

Interview question



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HERE YOUR HERE HERE HERE Interview Question Preparation for the meeting begins with a needs analysis of the student population based on the received testing scores and personal observations of academic and social achievement witnessed in the classroom environment. The first step is the production of quantitative data based on achievement scores returned that indicate student competence. The information will be compiled into a bar chart or line graph that indicates the national average for competence, identified through secondary research, versus the classroom. Areas that have improvements over the national average will be highlighted along with weaknesses from observation as compared to the achievement scores. Development of goals begins with the production of a time management plan that consists of the required curriculum elements and how best to incorporate psychological principles of learning (such as social learning theory) into the classroom environment. Proper planning for social and cognitive learning must be developed into a goal-attainment plan. 2. Three month goals include an introduction of youth psychology into the learning plan that includes role modeling of teacher and high performing students so as to incorporate them into the classroom teaching structure. Previous primary research studies that found success in motivating youths in the concrete operational stage of development will be used as the foundation for teaching style in the first three months. The goal is to promote more group learning for the younger children to reduce egocentric behaviors common to this stage of development to improve the social environment and motivate retention. Students will be delivered a survey or questionnaire instrument with language developed appropriate for youths of these age brackets to identify key needs. After three months, the same survey will be delivered

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and then compared to the first set of instruments to identify if changes to attitude, the social environment, or retention have been identified. Based on this data, a new teaching style based on student attitude from the surveys or questionnaires will be developed, following the same system of measurement for six months. End of year goals are to improve retention of instructional material by at least 30 percent that can be measured quantitatively against teacher-developed achievement testing. 3. If at the end of the three month period only half of the goals have been achieved, the next step is to consult with senior school administration and parents to identify whether there can be more active involvement in extended learning in the home. This is to promote active parent involvement to assist in retention. Much of learning is motivated by the external environment and support from caregivers is critical in these stages of development. Secondly, the teacher will consult with others on the teaching staff to collaborate on effective learning techniques and to identify, from those being consulted, as to what methods have been proven least effective. Peer collaboration provides more knowledge exchanges to identify improvement potential in teaching style or classroom structure that occur in real-life environments rather than just pouring through secondary literature on the subject. It is critical to understand how to develop a proper learning plan as it occurs in real-time.