

- What are the most important skills to teach students in the following grade ranges: K-5 (Elementary), 6-8 (Mid-Level), 9-12 (High School)?
- How would you teach critical analysis (Art history, aesthetics, production) to a Kindergarten class? How would you teach it to a class of high school seniors?

World Languages

- Why is it important for students to be exposed to and become speakers of different languages?
- Talk about your previous World Language work experience, including teaching positions in urban schools. Why are you interested in teaching World Languages in PPS? (When possible, ask this question in target language to assess proficiency)
- Pittsburgh Public Schools World Languages has an Oral Proficiency Standard based on American Council on the Teaching of Foreign Languages (ACTFL) World Readiness Interpersonal Communication Standard, “Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.” How do you teach to that standard?
- The American Council on Teaching of Foreign Language’s # 1 Core Practice for World Language teachers is that instruction is conducted at least 90% of each class period in the target language. What are your strategies to engage all students in the lesson using the target language? Please give specific examples of student opportunities to engage in spontaneous conversation in the target language.
- World Language lesson plans must prioritize speaking proficiency. What do you think about before planning a lesson? How do you structure your lessons? What do you do after each lesson? Please take us through a typical lesson.
- Please talk about the system that you use to track your students’ growth in speaking proficiency, and how you provide feedback to students regarding their growth.
- Pittsburgh Public Schools has an increasingly diverse student population. Please give examples of how you design your World Language lessons to be culturally relevant to all students.