

## English I Teacher

### Stage 2: Video Interview Questions

#### 1. CONTENT KNOWLEDGE

Read the following poem entitled, "Assembly Line." Choose two of the following sample assessment items. For each sample item you choose, explain why the answer you chose is correct. Also identify what misconceptions may have led a student to choose all other answers.

#### Assembly Line

- In time's assembly line  
Night presses against night.  
We come off the factory night-shift  
In line as we march towards home.
- 5 Over our heads in a row  
The assembly line of stars  
Stretches across the sky.  
Beside us, little trees  
Stand numb in assembly lines.
- 10 The stars must be exhausted  
After thousands of years  
Of journeys which never change.  
The little trees are all sick,  
Choked on smog and monotony,
- 15 Stripped of their color and shape.  
It's not hard to feel for them;  
We share the same tempo and rhythm.
- Yes, I'm numb to my own existence  
As if, like the trees and stars
- 20 —perhaps just out of habit  
—perhaps just out of sorrow,  
I'm unable to show concern  
For my own manufactured fate.

—Shu Ting

from *A Splintered Mirror: Chinese Poetry from the  
Democracy Movement, 1991*  
translated by Carolyn Kizer  
North Point Press

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| <p>11 In the first stanza, a main idea is strengthened through the poet's use of</p> <p>(1) repetition                      (3) allusion<br/>(2) simile                              (4) understatement</p>     | <p>13 The structure and language of lines 20 and 21 suggests the narrator's</p> <p>(1) bitterness                      (3) selfishness<br/>(2) determination                (4) uncertainty</p> |
| <p>12 Line 17 contributes to a central idea by pointing out a parallel between</p> <p>(1) profit and industrialization<br/>(2) humans and nature<br/>(3) recreation and production<br/>(4) sound and motion</p> | <p>14 The phrase "manufactured fate" (line 23) emphasizes the narrator's</p> <p>(1) resignation to life<br/>(2) desire for control<br/>(3) hope for change<br/>(4) rejection of nature</p>      |

## 2. CULTURE & CLIMATE

All systems, procedures, and rules are backwards planned off building individual and authentic independence in our student body that will serve them well in college, leadership, and life.

“True freedom is the capacity for acting according to one’s true character, to be altogether one’s self, to be self-determined and not subject to outside coercion.” - Corliss Lamont

Our systems are present to ensure that our sacred culture of learning is preserved. Particularly as our prepsters develop into teenagers and eventually into young adults, it is mission critical that all students are inculcated with the rationale and importance upfront of why we operate in the ways that we do. As prepsters continue to develop and realize their true character, the motivation and desire to do the right thing must come from within, rather than through coercion. In holding students accountable, building purposeful relationships, and providing character education, we must see increased independence and autonomy by students over schoolwide rules. Most notably, this looks like an awareness and self-correction of one’s behavior, as well as an awareness of the behavior of one’s peers and an authentic desire to hold their peers accountable for what they know to be right.

What resonates with you from this perspective on culture at our school?

What does this look like in different settings? At soccer games? On the school bus? As students enter the building in the morning? In classes?

What does a school look like in which all teachers hold students to the same standards, in uniform, work completion, rapport with other students, and in relationships with staff?

## 3. MISSION & VISION

Should every student at Independence Academy go to a four-year university after high school graduation? Explain your answer in detail.

## 4. STUDENT EXPECTATIONS

In what situations would you excuse a student for not completing their homework?

What types of behaviors do you let slide in the classroom?

What would you do if you saw a student from a different classroom running in the hall?

What would you do if you saw a teacher yelling at a student who was running in the hall?

## 5. **WORK LIFE MIX**

At Independence Academy, we will provide students with more learning time than is available at most schools. Doing that entails a work day for teachers that runs from 7:30AM until 5:00PM (with two prep periods). To do the job well for the students, teachers may need additional prep time on top of the regular work day.

What systems and supports do you currently have in place to meet professional and personal goals?

What do you do to wind down? How do you protect that time in your schedule?