

1-1-1990

Selecting the teacher-librarian: A compendium of interview questions

Ken Haycock
San Jose State University, ken.haycock@sjsu.edu

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Recommended Citation

Ken Haycock. "Selecting the teacher-librarian: A compendium of interview questions" *Emergency Librarian* (1990): 9-12.

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Selecting the Teacher-librarian: A Compendium of Interview Questions



When selecting appropriate questions to ask a prospective candidate, it is essential that the interviewer has a good understanding of the range of answers that he/she may receive. Give the candidate an opportunity to defend his/her answers and a chance to respond to your perspective.

Needless to say, not all these questions would be asked in a session. The interviewer would choose those areas that he/she sees as priorities and select questions under those headings.

As a minimum, schools will require a teacher-librarian who has the leadership ability, training and experience to implement a cooperatively planned and taught program in a flexibly scheduled resource center.

Personal

1. What five words would you use to describe yourself?
2. What do you see as your strengths?
3. In what areas do you feel you need improvement?
4. What do you believe your supervisor sees as your strengths, weaknesses?
5. How are you working to improve yourself?
6. In what professional organizations do you hold membership?
7. What individual/writings in the area of teacher-librarianship have influenced you the most?
8. Why do you want to be (like being)

a teacher-librarian?

9. What would you (do you) like best about being a teacher-librarian?
10. What aspects of being a teacher-librarian would you (do you) like the least?
11. What are your career goals five years from now? Ten years from now?

Education

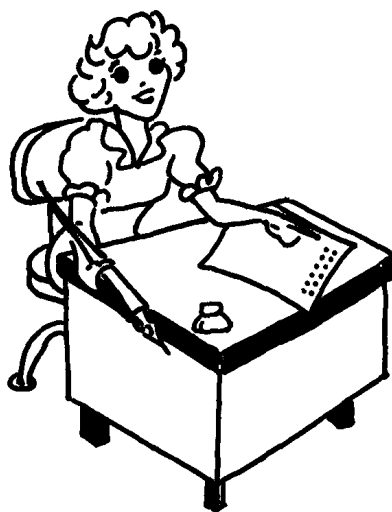
1. What educational preparation have you had for being a teacher-librarian?
2. How have you recently improved your professional skills and knowledge?
3. In what areas do you feel you would like to develop your professional skills and knowledge further?
4. What are your plans for further professional development?

Teaching Experience

1. What are your professional experiences?
2. How have your past job experiences prepared you, directly or indirectly, for this position?
3. What has been your most positive teaching experience? Most negative teaching experience?

Professionalism and Leadership

1. In which of the following activities do you think you would participate



/take on a leadership role:

- (a) leading in-service programs?
 - (b) sharing techniques and strategies?
 - (c) serving on school and district curriculum committees?
 - (d) serving on advisory groups and committees?
 - (e) maintaining membership and participating in professional specialist associations at the local, provincial and national level?
2. How would you go about developing a strong team approach with other teachers?
 3. How would you go about maintaining a current level of professionalism in your knowledge? the services provided by a center?
 4. How would you keep up-to-date with the latest research and developments in curriculum and staff development?
 5. How would you keep up-to date with the latest research and developments in teacher-librarianship?
 6. What are the current trends in teacher-librarianship?

Cooperative Program Planning and Teaching

1. What experience have you had with cooperative program planning? with cooperative teaching?
2. How would you go about cooperatively:
 - (a) developing a school-based scope and sequence of research skills to be integrated at each grade level?
 - (b) planning and developing units of work from the setting of objectives to evaluation?
 - (c) pre-planning to teach skills integrated with classroom instruction to large and small groups and individual students?
3. How would you provide leadership in the development of programs which integrate the promotion of reading with the total school program? with individual teacher

programs?

4. How would you encourage the acquisition of skills and the effective use of learning resources through the use of specific teaching units?
5. How would you go about:
 - (a) providing curriculum-related book and nonbook media talks and celebrations?
 - (b) compiling bibliographies, resource lists and book and nonbook media lists?

Promotion of the Effective Use of Learning Resources and Services

1. How would you describe your skills in communicating with teachers? administrators?
2. How would you go about alerting users to the full range of available materials and services of a resource center and their potential use? What use would you make of informational and public relations programs, special promotions and media celebrations, bulletin boards, displays and other publicity materials, leisure programs and reading clubs?

Information and Reference Services

1. What are the most important reference sources you would use in a resource center to provide specific information?
2. How would you go about helping teachers and students to locate information?
3. How would you utilize the services of other resources such as public libraries, specialized libraries, other resource centers, community organizations, resource people, the Teachers' Professional Library, and district resource services?
4. How would you go about:
 - (a) making bibliographic searches for support materials?
 - (b) locating specific information and resources outside the school?
5. How would you participate in the sharing of ideas, experiences and learning resources within the district?

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Design and Production of Materials

1. What experience have you had in the design and production of materials?
2. How would you supervise the production of materials such as cassettes, slides, transparencies, talking books, video and slide/tape presentations?
3. How would you go about instructing teachers and students in the design and production of materials?
4. What experience have you had in evaluating media production?

Reading, Listening and Viewing Guidance

1. How would you go about:
 - (a) promoting appreciation and interest in the use of resource center materials?
 - (b) promoting storytelling, story-reading, book talks, and other resource center programs?
2. What approach would you take to:

- (a) providing guidance to teachers and students in the use of a resource center?
 - (b) recommending learning resources to teachers?
 - (c) assisting teachers and students in the effective use of media?
 - (d) advising teachers of the appropriateness of various media for particular instructional purposes?
3. How would you organize a resource center to provide guidance to teachers and students both during the school day and before and after school?
 4. How would you work with individuals and groups of students to improve selection techniques? to develop critical thinking skills?
 5. When and how would you use resources for counselling?

Acquisition, Organization and Circulation of Learning Materials

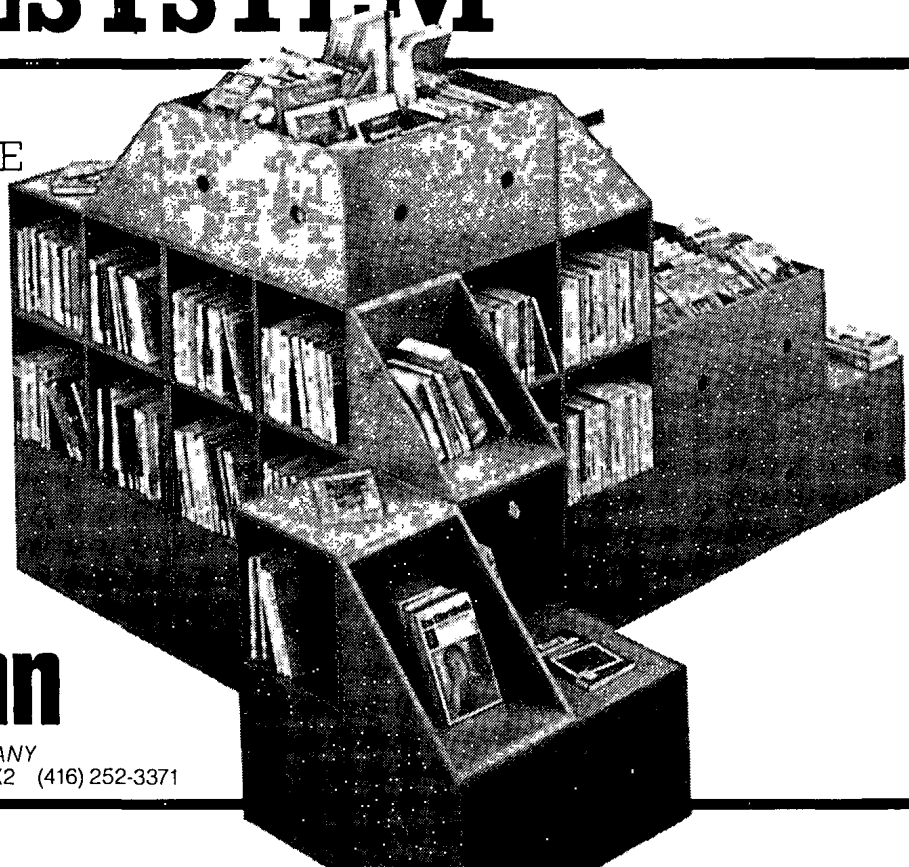
1. What procedures would you follow

- for ordering (receiving, processing) learning resources?
2. How would you go about:
 - (a) preparing and maintaining an accurate catalog of learning resources according to established rules?
 - (b) developing an efficient system for lending, renewing, reserving and recalling needed learning resources and equipment?
 - (c) maintaining accurate records?
 - (d) establishing a control system for overdue books?
3. What procedures would you establish for:
 - (a) routing curriculum resources and professional materials to staff?
 - (b) using materials from other resource centers?
4. How would you encourage staff to use materials from other resource centers?

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Selection of Learning Resources

1. How would you go about:

- (a) applying established criteria to the evaluation and selection of learning resources?
- (b) developing policies and procedures for selecting materials?
- (c) using a collection of evaluative sources to provide current information about learning resources?
- (d) organizing teacher involvement in the preview, evaluation, and selection of learning resources?
- (e) developing and maintaining extensive "consideration for purchases" files?
- (f) developing a responsive collection of book and nonbook media?

Administration and Management

1. How would you approach the following administrative tasks:

- (a) establishing short and long

range goals?

- (b) designing a program to meet objectives?
 - (c) setting up a program to make effective use of staff and facilities?
 - (d) making efficient use of space and equipment?
 - (e) controlling a flexible budget?
 - (f) setting policies and procedures
 - (g) maintaining an inventory of materials and equipment?
 - (h) applying technological advances such as automation?
 - (i) program evaluation?
 - (j) preparing oral and written reports?
2. How would you go about establishing good rapport with staff? students? the community?
3. What use would you make of professional and support staff time in a resource center?

4. What approach would you take to working with (recruiting, selecting, training, motivating) student and adult volunteers?
5. How would you go about setting a climate conducive to learning in a resource center?
6. Would you invite feedback from teachers about the services of a resource center? How?
7. Would you involve other teachers in the evaluation of the effectiveness of a resource center program?

Summary

1. Why should you be hired?
2. What questions have I not asked that you wish could have been raised?

Interview questions and related materials are based on material prepared by Ken Haycock and colleagues working in the Vancouver School Board.

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