

# S.H.A.R.E.

## Interview Model

- **S – Situation**
  - Where are you? What are you doing? What is the setting/environment?
- **H – Hindrance**
  - Setbacks, problems, barriers, main issue.
- **A – Actions**
  - What did you do? How did you contribute?
- **R – Results**
  - What happened? What were the reactions? Make it measurable.
- **E – Evaluation**
  - Summarize w/positive evaluation of the skills demonstrated. What you learned. What would you do again? What would you do differently?

### Question/Answer Example

**Question:** Tell me about a lesson or unit you taught that was successful.

**Answer:**

**S:** Last year, I taught a unit on the causes of the Civil War.

**H:** I had 6 ELL students, 2 Special Education students, and 3 Talented and Gifted Students.

**A:** In order to capture each of my student's learning styles and interests, I divided the students of the class into members of Northern States and members of Southern States. The students had to research their state's perspectives on the social, economic, and political causes of the Civil War. My SpEd students were given the task to create the visual aides for each side's presentation. Each student was to write a page on their side's perspective. My ELL students were given prompted paragraphs to help them organize and have a set structure for their page. My TAG students were challenged to take the perspective of a historic figure associated with their side and write based on that character's perspective.

**R:** The students seemed really eager to participate during this unit. They were really engaged. At the end of the unit, the students completed "Feedback Folders" and most stated that this unit was their favorite of the year.

**E:** Overall, I would say this was one of my most successful units because I was able to thoroughly differentiate my lesson to incorporate all my learners. The feedback I got from the folders was encouraging and their attentiveness and participation in class increased substantially.

### Writing Sample Scenario Question Example

Students move from one class to another each period during the day for classes in different content areas. Each day the students of the last class of the day are at least 10 minutes late. They are starting to fall behind from the rest of the 8th graders. Half of the students are coming from a Music class and the other from Algebra. What would you do to ensure your students arrive on time? What if that did not work? When would you involve the principal?